



CHILD ABUSE PREVENTION IN UTAH

A Process Evaluation

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Report Prepared by

Susan Cutler Egbert, MSW, PhD
Research Associate Professor
University of Utah
Social Research Institute
395 S. 1500 E. Rm. 111
Salt Lake City, Utah 84112
(801) 581-8598
susan.egbert@socwk.utah.edu

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Appreciation to

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Program Administrators and Consumers

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Executive Summary

Supporting and strengthening families in preventing child abuse is receiving increased focus. Several child abuse prevention programs are funded through state and federal monies managed by the Utah Division of Child and Family Services (DCFS). Federally funded programs fall under the funding streams and titles of Community Based Child Abuse Prevention and Promoting Safe and Stable Families. Crisis Nurseries and Children's Trust Fund programs receive state funding. DCFS provides monitoring of these contracts on a regional level.

This report summarizes the qualitative process evaluation of 51 programs supported by these federal and state funds, and briefly describes 14 programs that were newly funded or expanded beginning July 2005. Programs' interventions are described individually, and all programs' accomplishments, challenges, and needs are described in aggregate to provide a statewide picture of child abuse prevention in Utah. A more detailed description of each program and more extensive evaluation findings will be available in future individual program reports.

This evaluation was completed by the University of Utah Social Research Institute at the request of DCFS and Utah's CAN (Child Abuse and Neglect) Council. The information reported is intended for utilization by those who are tasked with improving the state's ability to keep children safe and thriving.

On-site visits and interviews were completed with program administrators. Program consumers' contact information was provided to the researcher with their informed consent and phone interviews gathered data on their perceptions of program purpose, strengths, and suggestions for change.

The following evaluation-derived recommendations are directed at improving statewide child abuse prevention and at facilitating further evaluation of these services.

Increase the capacity of service providers to serve families and children

- § Secure long term sustainable funding for critical community support resources that respond to families in crisis and that help parents obtain the personal tools they need to care for their children effectively. Restructuring the Children's Trust Fund is one promising option for accomplishing this.
- § Reconsider the county-based approach for awarding contracts and reduce red tape and administrative barriers for programs that want to use time and resources to provide services.
- § Rally community members of all philosophies and persuasions around the common goal of protecting children. Develop messages—and agreed upon means to deliver them—that will teach children that child abuse is wrong and that they can get help to stay safe.

Facilitate further evaluation efforts

- § Include built-in evaluation requirements, mechanisms, and the funding to support these efforts in future grant contracts.
- § Improve data collection systems at the state and program levels.
- § In future program design, fully inform consumers about the evaluation process and obtain their consent to voluntarily participate in data collection from the onset of their participation in the program.
- § Consider participation in a national outcomes-based evaluation initiative, such as implementation of the PART standardized approach to evaluation, on a statewide basis.

Background

“Five months ago we felt like a broken toy that everybody wanted to fix. All we really needed was our battery replaced...we got some good ideas and information to be better parents. And that’s a good thing!” –Court-ordered parent

In 2003 in the United States, 2,400 children were victimized by child abuse each day. Nationally, child protective service agencies receive more than 50,000 reports of suspected child abuse or neglect each week. Child abuse or neglect results in the death of an average of three children every day in the United States (USDHHS, 2004). The effect of abuse goes beyond the immediate and visible. Abuse and neglect have been associated with short and long-term brain damage, developmental delays, learning disorders, relationship problems, aggressive behavior, and depression. Child abuse survivors may be at greater risk for problems later in life—including low academic and employment success, substance use, adolescent pregnancy, and criminal behavior. These problems impact survivors and their families, and have significant implications for society as a whole.

The number of Utah’s children identified as victims of abuse and neglect increased 55% from 1999 to 2005 (7,963 in 1999; 12,366 in 2005). The added costs to Utah in health care, substance abuse and mental health treatment, special education, lost productivity, child protection, foster care and criminal justice expenses is great. The human cost is incalculable (DCFS, 2005).

The causes of child abuse and neglect are numerous and complex. Many families live in poverty and experience frequent crises such as eviction, job loss, domestic and neighborhood violence, physical and mental illness, and substance abuse (NCCAN, 2004). A narrowly focused child welfare system may not adequately address these risk factors. Wise (2003) indicates that “investing in preventative family support services, as they relate to children’s needs, provides better outcomes for children than attempts to address the immediate demands of a crisis situation”.

This project followed the Standards for Evaluation (Joint Committee, 1994), employing a utilization focus to study state and federally funded child abuse preventative family support services statewide. The information obtained in this evaluation is of direct use to state and local level policy makers and program developers who are beginning the process of creating and improving all child abuse prevention efforts in Utah. The history and vision of Utah’s Child Abuse Prevention Task Force is important to the context of this evaluation.

History of the Child Abuse Prevention Task Force

At the request of Governor Olene Walker, the Utah Child Abuse Prevention Task Force was created through a charter enacted by the Board of the Division of Family and Child Services (DCFS) on March 23, 2004. The Task Force was charged with developing recommendations regarding child abuse prevention in Utah. These recommendations were intended to “advise the Board, the Governor, legislators, state departments and institutions, county and municipal governments, private agencies, and concerned citizens on the best ways to improve and expand child abuse prevention in Utah” (DCFS Charter, 2004).

According to the Charter, despite a downward trend in other violent crime across the nation in recent years, maltreatment of children continues to rise.

More and more children suffer one or more of the short and long term adverse consequences associated with child abuse and neglect. These harms include: physical injury and disability; diminished health and mental health; development, learning and behavior problems; relationship and work difficulties; and in some cases, death. The actual cost in dollars to Utah in added health care, substance abuse and mental health treatment, special education, lost productivity, child protection, foster care and criminal justice expenditures, is great. The cost in human suffering and dysfunction is incalculable. (DCFS Charter, 2004).

With the goal of reducing child abuse and neglect in Utah, the Task Force was organized to address the following eight objectives:

1. Review the incidence and nature of known child abuse and neglect in Utah.
2. Review the relationship between child abuse and neglect, juvenile delinquency, adult criminality, health and mental health problems and other adverse outcomes.
3. Review the research evidence on the effectiveness of various child abuse prevention efforts.
4. Examine promising child abuse prevention programs being implemented in other states and how other states' Children's Trust Funds are funded, structured, and operated.
5. Develop an inventory of primary, secondary, and tertiary child abuse prevention programs throughout the state, building on existing inventories (e.g. DOH and DHS).
6. Review the funding streams currently supporting child abuse prevention programs in Utah as revealed by current initiatives within DHS and DOH and make recommendations for improved integration and coordination of these programs.
7. Make recommendations on the most promising approaches for improving child abuse prevention in Utah including attention to cultural issues and competence.
8. Recommend how the Children's Trust Fund can be improved to promote and assist these most promising approaches.

Vision and Call to Action

As a culmination of its efforts, The Utah Child Abuse Prevention Task Force presented The Utah Healthy Families—Safe Kids Action Plan on January 6, 2005. The plan includes the following sections: Vision, Guiding Principles, Findings, and Call to Action.

Vision

We envision that throughout Utah:

- § All children are protected from preventable harmful experiences that result from abuse or neglect.
- § All parents, especially new parents, are informed on how to provide safe and healthy formative years for their children.
- § All communities are responding with early supportive services for successful parenting and healthy childhood development.
- § Increased means are available to provide healthy environments for children from resources once spent on the results of child abuse and neglect.
- § For all children, it is great to be a child!

Guiding Principles

- § Preventing child abuse protects and strengthens families.
- § All families want to raise safe, healthy, successful children; helping parents succeed in parenting is the most effective way to prevent child abuse.
- § Child abuse prevention efforts must be universal and voluntary.

- § Child abuse prevention efforts must be effective.
- § Child abuse prevention efforts also must be adapted to the complex and diverse cultural needs of Utah's communities.
- § Child abuse prevention efforts must be collaborative; all community agencies and partners working with children and families must be included in program planning and implementation.
- § Child abuse prevention efforts must be accomplished by public/private partnerships.

Findings

- § Child abuse is a major problem in Utah.
- § Child abuse is a major public health problem.
- § Child abuse is a major moral issue. Child abuse is wrong. Prevention is right.
- § Child abuse is a major social issue.
- § Child abuse is very expensive. We pay for the harms of child abuse with our tax dollars, health insurance premiums, lost productivity and reduced resources for other important services like education.
- § Child abuse is preventable.
- § Utah has many promising programs already working to prevent child abuse.

Call to Action

- § Citizens of Utah are called upon to support all Utah parents in raising safe, healthy, and successful children.
- § All agencies, institutions and businesses of Utah are called upon to develop, implement, and sustain flexible approaches for helping parents and families succeed that are based upon proven models, but are also flexible enough to accommodate the cultural, geographic, and socio-economic diversity of Utah.
- § The Utah Legislature and Governor are called upon to facilitate increased funding for child abuse prevention from public, foundation, corporate, and private sources by restructuring the Utah Children's Trust to maximize its flexibility and effectiveness. Professionals who work with children and families and child-focused institutions including schools, are called upon to increase the awareness of the general public and of policymakers regarding the harms and associated costs of child abuse. They are also called upon to raise public awareness of the positive benefits to individuals, families, and society of preventing abuse.
- § YOU are called upon to promote safe and healthy families, institutions and communities for all the people of Utah.

Purpose of the Evaluation

Supporting and strengthening families in preventing child abuse is receiving increased focus. Prevention approaches potentially enable all systems to better accomplish their goals of improving child, family, and community outcomes. Task Force findings including, "Utah has many promising programs already working to prevent child abuse" and many of the guiding principles identified by the Task Force relate directly to the undertaking of this process evaluation.

Several child abuse prevention programs are funded through state and federal monies managed by DCFS. Federally funded programs fall under the funding streams and titles of Community Based Child Abuse Prevention and Promoting Safe and Stable Families. Crisis Nurseries and Children's Trust Fund programs receive state funding. DCFS provides in-house monitoring of these contracts on a region-by-region level.

This report summarizes the qualitative process evaluation of 51 programs supported by these federal and state funds, and briefly describes 14 programs that were newly funded or expanded beginning July 2005. Each program's intervention is described individually, and all programs' accomplishments, challenges, and needs are described in aggregate to provide a statewide picture of child abuse prevention in Utah. A more detailed description of each program and more extensive evaluation findings will be available in individual program reports.

Evaluation Methods

This evaluation was completed by the University of Utah Social Research Institute at the request of DCFS and Utah's CAN (Child Abuse and Neglect) Council who funded the evaluation and who were also involved in a collaborative effort to establish the objectives and procedures for the study.

Objectives

1. Pre-Evaluation Review of Programs: Collect background information via review of Requests for Proposals and contract monitoring documents/reports from all funded programs.
2. Collect data from program administrators via U.S.- or e-mailed logic model instrument based on program inputs (resources, staff, curriculum), program outputs (services provided), immediate outcomes sought—changes in knowledge, skills, and attitudes, intermediate outcomes sought—changes in applied skills and behavior, long term outcomes sought—hope for what the program ultimately achieves.
3. Collect data via on-site visits and interviews with program administrators.
4. Collect data via telephone interviews with adult program consumers.
5. Analyze data and report results, program implications, and future evaluation implications

Participant Selection Criteria

Participants in mailed data collection and on-site interviews were adult (18+) child abuse prevention program administrators and staff. Participants in phone interviews were adult program consumers.

Design

This evaluation is based on an exploratory, non-experimental, primarily qualitative design. The methodology employed is known as "Utilization-Focused Evaluation" (Patton, 1997) and is frequently used in evaluating social service programs.

Study Procedures

On-site visits to prevention programs were scheduled by the researcher at the convenience of program staff. At these visits, program administrators and staff were interviewed. Consumers for phone surveys were identified by program personnel. Consumer phone survey participants were contacted in advance, informed about the purpose of and procedures of the study, and asked for consent to have their contact information given to the researcher before contact was made. Once contact information and verbal consent were documented, research staff called the participant, reiterated all of the information about the study, and confirmed that the participant still consented to the phone interview. If so, the phone survey was completed.

Data Analysis and Interpretation

Most of the data collected from the evaluation process was qualitative. These data were summarized and analyzed first on a program-by-program basis, and then in an aggregate of all programs utilizing coding

methods. Interpretation of all data focused on the experience of program participants and on the intended use of the information (implications for program and evaluation improvement and development).

Administrative Responsibility

Dr. Susan Egbert was responsible for this evaluation. All on-site visits were completed by her personally. Phone surveys were completed by her or a research assistant. Data were collected via written notes. All data were kept confidential and no identifiers were used in data management or reporting. The University of Utah and Utah Department of Human Services Institutional Review Boards for the Protection of Human Subjects both approved this project.

Results

Prevention Program Service Summaries

Fifty-one programs supported by federal Community Based Child Abuse Prevention and Promoting Safe and Stable Families funds and state Crisis Nursery and Children's Trust Fund monies were included in the process evaluation. These programs and the agencies providing the services are listed in Tables 1 through 5 by region and funding stream. Program locations can be identified on the state map on page 8, using the "Map #" listed on the table.

Table 1: Northern Region Programs Participating in Process Evaluation

<u>Program</u>	<u>Funding</u>	<u>Agency Name</u>	<u>Map #</u>
Parent Education	Children's Trust	Box Elder Family Support Center	1
Outreach Parent Education	Children's Trust	Davis Family Support Center, Inc	2
Good Touch/Bad Touch®	Children's Trust	Child and Family Support Center of Cache	3
Prevention Programs for School Personnel and Community Members, Davis County	Children's Trust	Prevent Child Abuse Utah	4
Parenting Classes for Weber County	Children's Trust	Family Support Center of Ogden, Inc.	5
Prevention Programs for School Personnel and Community Members, Weber County	Children's Trust	Prevent Child Abuse Utah	6
School Based Prevention for Children, Weber County	Children's Trust	Prevent Child Abuse Utah	7
Family Therapy Program	PSSF	Box Elder Family Support Center	8
Outreach/In-home Services	PSSF	Child and Family Support Center of Cache	9
In-Home Parenting Program	PSSF	Davis Family Support Center, Inc.	10
Crisis Nurseries—Clearfield and Bountiful	Crisis Nursery	Davis Family Support Center, Inc.	11a,b
Family Support Center Crisis Nursery	Crisis Nursery	Family Support Center of Ogden	12
Child and Family Support Center Nursery	Crisis Nursery	Child and Family Support Center of Cache	13
Kids Care Center	Crisis Nursery	Box Elder Family Support Center	14

Table 2: Salt Lake Valley Region Programs Participating in Process Evaluation

<u>Program</u>	<u>Funding</u>	<u>Agency Name</u>	<u>Map #</u>
Mothers in Jail Parent Education— Salt Lake County and Tooele County	Children's Trust	Comprehensive Psychological Services	15a,b
Children's Advocacy and Intervention	Children's Trust	YWCA of Salt Lake City	16
Grandfamilies	Children's Trust	Children's Service Society of Utah	17
Safe Passages	Children's Trust	Salt Lake City School District	18
Home Based Preschool	Children's Trust	Guadalupe Center Educational Programs	19
Jordan Student Intervention Team	Children's Trust	Jordan School District	20
School Based Programs for Children and School Personnel, Tooele County	Children's Trust	Prevent Child Abuse Utah	21
Parent Advocacy-In Home	PSSF	Family Support Center	22
Murray Community Network	CBCAP	Murray City School District	23
Community-Building-Community	CBCAP	Midvale City Corporation	24
Crisis Nursery—Midvale/Sugarhouse	Crisis Nursery	Family Support Center	25a,b

Table 3: Western Region Programs Participating in Process Evaluation

<u>Program</u>	<u>Funding</u>	<u>Agency Name</u>	<u>Map #</u>
School Based Prevention Education	Children's Trust	Utah Valley Family Support Center, Inc.	26
Education for Adulthood	Children's Trust	Utah Valley Family Support Center, Inc.	27
Parent Coaching	Children's Trust	Next Step Personal Coaching & Counseling.	28
Teen Parent Home Visiting	Children's Trust	Utah County Health Department	29
Hispanic Community Group, Home Visiting	Children's Trust	Utah County Health Department	30
Crisis Respite Nursery	Crisis Nursery	Utah Valley Family Support Center, Inc.	31

Table 4: Eastern Region Programs Participating in Process Evaluation

<u>Program</u>	<u>Funding</u>	<u>Agency Name</u>	<u>Map #</u>
Parent Education—Uintah County	Children's Trust	Family Support Center of Uintah Basin	32
Parent Education—Daggett County	Children's Trust	Family Support Center of Uintah Basin	33
Parent Education—Duchesne County	Children's Trust	Family Support Center of Uintah Basin	34
Child Abuse Prevention Teams—Grand County and San Juan County	Children's Trust	Grand, San Juan CAP Team, PCA UTAH	35a,b
Teen Parent Program	Children's Trust	Carbon County Family Support	36
Community Resource Booklet	Children's Trust	Carbon County Family Support	37
System of Care Child Abuse Prevention— Moab	PSSF	Four Corners Community Behavioral Health	38
Emery County Local Interagency Council	CBCAP	Four Corners Community Behavioral Health	39
Carbon County Local Interagency Council	CBCAP	Pinnacle Canyon Academy	40
Carbon County Family Support Center	Crisis Nursery	Carbon County Family Support	41
Family Support Center	Crisis Nursery	Family Support Center of the Uintah Basin	42

Table 5: Southwest Region Programs Participating in Process Evaluation

<u>Program</u>	<u>Funding</u>	<u>Agency Name</u>	<u>Map #</u>
School Based Prevention Programs for Children & School Personnel, Washington Co.	Children's Trust	Prevent Child Abuse Utah	43
Children's and Teens Support Groups	Children's Trust	New Horizons Crisis Center	44
Parent Education/Supervised Visitation	Children's Trust	Family Support Center of Southwestern Utah	45
Discovery Clubhouse Family Center	Crisis Nursery	Discovery Learning Center	46
Crisis Nurseries:Cedar City/Richfield	Crisis Nursery	Family Support Center of Southwestern Utah	47

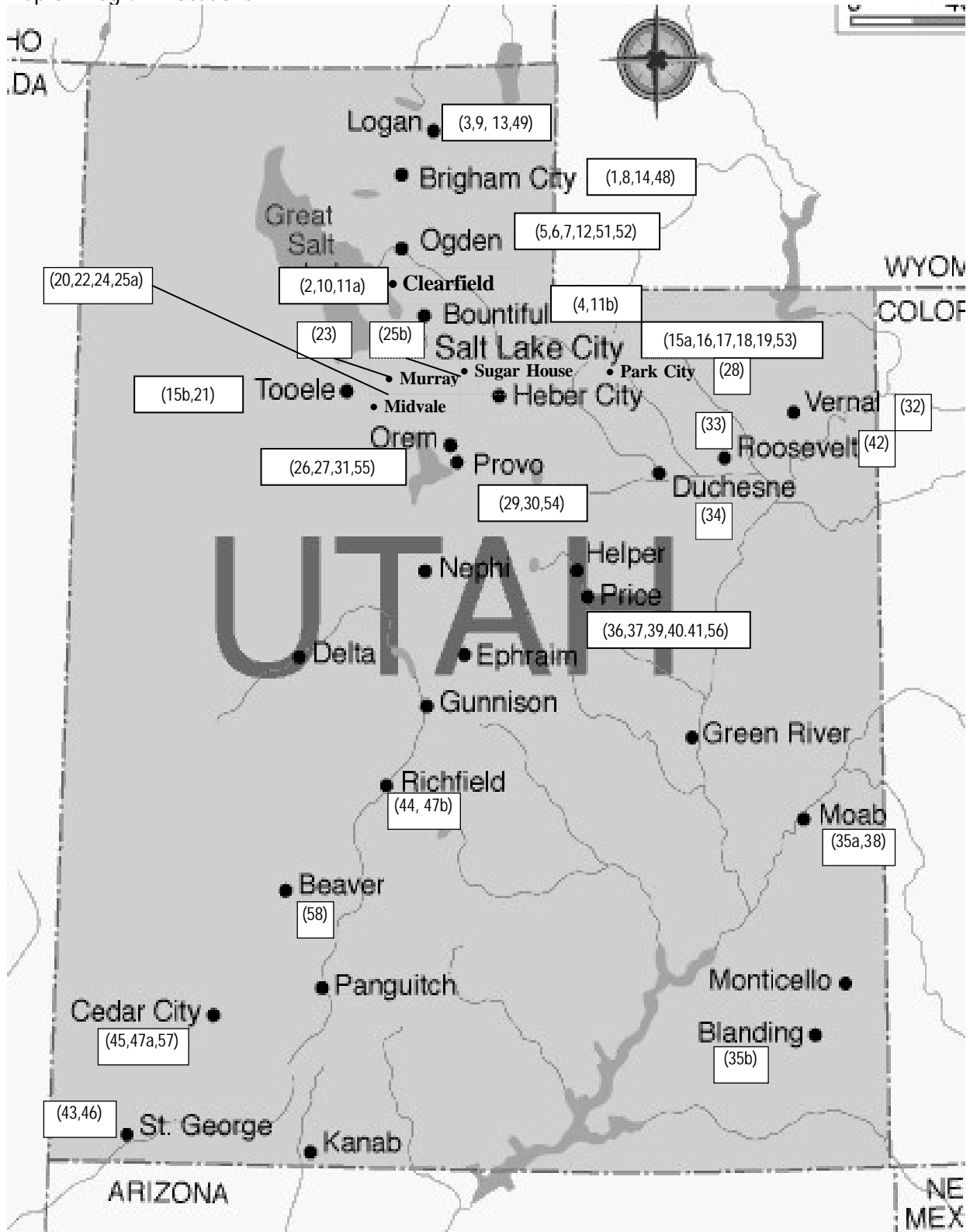
An additional 14 programs that were newly funded or expanded by federal Community Based Child Abuse Prevention and Promoting Safe and Stable Families funds in July 2005 are shown in Table 6. Although they were not included in the process evaluation, information about these programs is included in this report to provide a comprehensive up-to-date portrayal of current services in the state. Program locations can be identified on the state map on page 8, using the "Map #" listed on the table. Programs that appear with an asterisk (*) represent expansions of existing services included in Table 1 (identified by same Map # in both tables).

Table 6: Programs Newly Funded in July 2005

<u>Program</u>	<u>Funding</u>	<u>Region</u>	<u>Agency Name</u>	<u>Map #</u>
In-home Services	PSSF	Northern	Box Elder Family Support Center	48
Home-based Parent Education	PSSF	Northern	Child and Family Support Center of Cache	49
Success by Six and Mental Health Services*	PSSF	Northern	Davis Family Support Center	10
In-home Nurturing Program	PSSF	Northern	Family Support Center of Ogden	51
Healthy Families America In-Home Services	PSSF	Northern	Prevent Child Abuse Utah	52
Family Strengthening and Therapeutic Activities	CBCAP	SL Valley	YWCA of Salt Lake City	53
Grandfamilies*	PSSF	SL Valley	Children's Service Society of Utah	17
Parent Advocacy-In Home*	PSSF	SL Valley	Family Support Center	22
Hispanic STEP Parent Education	CBCAP	Western	Sunrise Childcare, Provo	54
Home Visiting	CBCAP	Western	Utah Valley Family Support Center	55
Home Visiting	PSSF	Eastern	Carbon County Family Support	56
System of Care Child Abuse Prevention—Moab*	PSSF	Eastern	Four Corners Community Behavioral Health	38
Home Visiting	PSSF	Southwest	Family Support Center of Southwestern Utah	57
After School Program	CBCAP	Southwest	Beaver County Local Interagency Council	58

Brief summaries of each child abuse prevention program participating in this evaluation begin on page 9 in the order that they are listed on the tables. Data were obtained via mailed instruments and on-site interviews.

Map of Program Locations



Northern Region

Children's Trust Fund Programs

Name: Parent Education: Becoming a Love and Logic Parent, Box Elder County (Map #1)

Provider: Box Elder Family Support Center

Intervention Summary: This program receives referrals for participants through the schools and community. On site childcare is provided while parents attend Love and Logic parent education classes at the Family Support Center or at other locations.

Name: Outreach Parent Advocate Program, Davis County (Map #2)

Provider: Family Connection Center, Davis Family Support Center

Intervention Summary: This in-home program serves DCFS-referred clients on a weekly basis. The objective of the program is to provide support, education, and access to community resources—building on family strengths that will enable them to solve problems before and during crisis. These services aid families in setting parenting goals to improve discipline, time-management, nurturing, etc. Families receive goal-targeted services for an average of 8 weeks. Clients' needs are continually assessed and referrals to appropriate community resources are provided.

Name: Good Touch Bad Touch® Program, Cache County (Map #3)

Provider: Child and Family Support Center of Cache County

Intervention Summary: This is a school-based program that is designed for preschool through 6th grade children and is offered both in English and Spanish. Each program takes 3 consecutive days in the classroom and lasts for between 30 to 85 minutes per day, depending on children's developmental level. Facilitators use a curriculum to teach children several aspects of personal safety including preventing and interrupting abuse, dealing with bullies, effectively handling sad or angry feelings, and being safe with strangers and non-strangers who could harm them.

Name: Prevention Programs for School Personnel and Community Members, Davis County (Map #4)

Provider: Prevent Child Abuse Utah

Intervention Summary: School personnel training sessions are offered to all school faculty members in Davis County. Sessions cover such topics as: signs, symptoms, and dynamics of child abuse; where to report child abuse; school personnel, child protective services, and law enforcement protocol; child abuse reporting law; process of case investigation and court proceeding; and community resources. Community educational presentations teach community members how to recognize abuse and appropriately deal with abuse situations. These presentations also teach parents how to prevent their children from being victimized and how to access necessary community resources. Presentations are available at the request of any community group.

Name: Parenting Classes, Ogden's Inner City Enterprise Zone (Map #5)

Provider: Family Support Center of Ogden

Intervention Summary: Parenting classes are provided using an eight-week, 2 hours per week Nurturing Program curriculum. Classes are ongoing and parents can register and join at any time. The curriculum is offered in English and Spanish. Parents are grouped into two classes—one for those with children from birth to five years, the other for parents with children 5 to 12 years old.

Name: School-Based Child Abuse Prevention Programs for School Personnel and Community Members, Weber County (Map #6)

Provider: Prevent Child Abuse Utah

Intervention Summary: School personnel training sessions are offered to all school faculty members in Davis County. Sessions cover such topics as: signs, symptoms, and dynamics of child abuse; where to report child abuse; school personnel, child protective services, and law enforcement protocol; child abuse reporting law; process of case investigation and court proceeding; and community resources.

Community educational presentations teach community members how to recognize abuse and appropriately deal with abuse situations. These presentations also teach parents how to prevent their children from being victimized and how to access necessary community resources. Presentations are available at the request of any community group.

Name: School-Based Child Abuse Prevention Programs for Children, Weber County

Provider: Prevent Child Abuse Utah (Map #7)

Intervention Summary: School-based age appropriate child abuse prevention programs are made available to any child in Weber County (Ogden and Weber School Districts). Children learn about various types of abuse and strategies for personal safety. Skills are taught via presentations of real cases, videos, and role-plays. K-3rd grade children receive a coloring book (Spanish available). Older children receive Handy Safety Plan homework assignments.

Promoting Safe and Stable Families and Community Based Child Abuse Prevention Programs

Name: Family Therapy Program, Box Elder County (Map #8)

Provider: Box Elder Family Support Center

Intervention Summary: Individual, marital and family therapy services are provided to increase the emotional awareness of parents and children, to identify emotional triggers impacting family relationships, and to strengthen marital and parent/child relationships. These services are provided to "working poor" families who fall into the funding "gap" because they have no private insurance and do not meet the income requirements for Medicaid.

Name: Outreach/In-home Services, Cache County (Map #9)

Provider: Child and Family Support Center of Cache

Intervention Summary: This program provides a comprehensive approach to addressing barriers to family functioning. Weekly one-on-one home visits are made by credentialed parent advocates who provide information on child development, involve parents in age appropriate activities with the child, and respond to parents' questions and concerns. Parenting skills training addresses anger management and reducing family stress. Cleaning and organizing a household may also be addressed. The advocate also models and teaches effective communication skills between family members.

Name: In-Home Parenting Program, Davis County (Map #10)

Provider: Davis County Family Support Center, Family Connection Center

Intervention Summary: Using the Success by Six Program, parents of children up to six years are served in their homes with parent education, support, and referral to community resources. The program utilizes instruction and role play, assignments to reinforce education, and access to support groups.

Crisis Nursery Programs

Name: Crisis Nurseries, Clearfield and Bountiful (Map #11a,11b)

Provider: Davis County Family Support Center, Family Connection Center

Intervention Summary: The Family Connection Center nursery provides a safe, supportive, nurturing environment where parents and guardians can leave children ages birth through eleven years, during times of high stress or crisis, or for planned respite care. Families are also supported through referral to other community programs.

Name: Family Support Center Crisis Nursery, Ogden (Map #12)

Provider: Family Support Center of Ogden

Intervention Summary: The Center provides 24 hour care at no cost to parents with children 1 month to 11 years of age while parents deal with emergency or crisis situations, need respite, or are pursuing self help (medical, mental health appointments, etc.) Children in the nursery are nurtured through free time with the Crisis Nursery Aide and structured activities that include meals and snacks, arts and crafts and reading. A one-to-four ratio of adults to children ensures that every child has positive interaction and quality care.

Name: Child and Family Support Center Nursery (Map #13)

Provider: Child and Family Support Center of Cache

Intervention Summary: The Child and Family Support Center provides children a safe and supportive environment, and enhances child development by providing crisis/respite care for children from birth to eleven years of age. The program offers a safe nurturing environment for children whose parents are in crisis. Child safety and well being is also promoted through support that increases the strength and stability of families. A 24-hour phone access line is provided to families Cache and Rich Counties for information and referral, connecting parents to other agencies and community support systems.

Name: Kids Care Center (Map #14)

Provider: Box Elder Family Support Center, Brigham City

Intervention Summary: This Center provides an immediate safe haven for children ages birth to 11 years who are at risk for abuse, provides activities that promote child development, and promotes strengthening families by providing respite and supplemental care for children while parents attend parent education classes or therapy. In addition to caring for children, services include intake and assessment, information and referral, and a 24-hour phone hot-line for crisis.

Salt Lake Valley Region

Children's Trust Programs

Name: Mothers in Jail—Tooele County and Mothers in Jail—Salt Lake County (Map #15a,15b)

Provider: Comprehensive Psychological Services of Utah

Intervention Summary: These two programs both utilize the same psychoeducational course model consisting of four classes to provide incarcerated mothers with instruction on childhood development and expectations, how to discipline and nurture, conflict management, parental anger and stress management, the definition of child abuse, basic child safety, accessing community resources, etc. The four module series of classes is repeated three times per year and participants may enter at any point in the course.

Name: YWCA Children's Advocacy and Intervention Program (Map #16)

Provider: YWCA of Salt Lake City

Intervention Summary: Services are provided for children in residence at the YWCA's Crisis Shelter and the KRH Transitional Housing Program. These children were exposed to family violence and/or were victims of abuse. The interventions include individual case management, referrals to community resources, safety planning, education and support, and a therapeutic after school and summer camp program for school age children that includes weekly groups on domestic violence, abuse prevention, feelings, and healthy relationships. The objective of the program is to teach children to express emotions and solve conflicts constructively, and to stay safe.

Name: Grandfamilies (Map #17)

Provider: Children's Service Society of Utah

Intervention Summary: This is a kinship parenting program designed to support families in which relatives are providing care for children who have been removed from neglectful or abusive parenting situations. Services focus on educating and supporting kinship providers in an effort to promote the safety, permanence, and well being of children in their care. Class topics include legal and financial issues, family dynamics, substance abuse, behavior issues and discipline, health issues, and emotional issues. Referrals to community resources and opportunities for social support from other kinship caregivers are also included in the parenting group process.

Name: Salt Lake Community Education Safe Passages (Map #18)

Provider: Salt Lake City School District

Intervention Summary: This program is designed to support school student's attendance at and success in school. A collaborative organization of youth advocates, academic tutors, program specialists, volunteers, parents, and community partners works creatively to reduce barriers to school attendance and support the needs of children in the community.

Name: Home Based Preschool Program (Map #19)

Provider: Guadalupe Center Educational Programs, Salt Lake City

Intervention Summary: Children from birth to age three in the Central City, Rose Park, Fairpark, Glendale, and Poplar Grove areas are served through this home based preschool program. Home visits include observation, assessment, teaching, and goal setting based on child development. The Center also provides parent/child group socialization meetings. All participating families are underprivileged academically, economically, and socially.

Name: Jordan Student Intervention Team (Map #20)

Provider: Jordan School District, based in Midvale

Intervention Summary: A parent advocate provides in-home lessons for parents tailored to the specific needs and challenges of each individual family. Home visit education focuses on reducing stress, enhancing parenting and home management skills, and teaching effective family communication. The final 30 minutes of each visit involves facilitating discussions and activities that build family communication and nurturing. Services are available in Spanish and English.

Name: School-Based Child Abuse Prevention Programs for Children and School Personnel in Tooele County (Map #21)

Provider: Prevent Child Abuse Utah

Intervention Summary: School-based age appropriate child abuse prevention programs are made available to children in Tooele County. Children learn about various types of abuse and strategies for personal safety. Skills are taught via presentations of real cases, videos, and role-plays. K-3rd grade children receive a coloring book (Spanish available). Older children receive Handy Safety Plan homework assignments. School personnel training sessions are offered to all school faculty members in Tooele County. Sessions cover such topics as: signs, symptoms, and dynamics of child abuse; where to report child abuse; school personnel, child protective services, and law enforcement protocol; child abuse reporting law; process of case investigation and court proceeding; and community resources.

Promoting Safe and Stable Families (PSSF) Programs

Name: Parent Advocate Program: In-home Services (Map #22)

Provider: Family Support Center

Intervention Summary: This program provides in-home parent education services utilizing the 37 week Nurturing Program curriculum. Parent education visits include a lesson for parents and an activity for parents and children. An on-call support person is also provided. Parent advocates collaborate with and refer families to other needed resources.

Community Based Child Abuse Prevention (CBCAP) Programs

Name: Murray Community Network (Map #23)

Provider: Murray City School District

Intervention Summary: The Murray Community Network supports an organization of 72 community members that serve on council groups targeting crime prevention, literacy outreach/read retreats, Hope for Tomorrow (with the National Alliance for the Mentally Ill), Respecting Ethnic and Cultural Heritage (REACH), and a community support team. Meetings held on a monthly basis at the Murray Library include a presentation by a community agency representative and council group meetings in which the respective councils update their action plans and organize community events. The program includes community outreach into the neighborhoods and in-home contact with families to help them access needed resources and services. School support, social workers, and school and family mentor interventions are also available.

Name: Community-Building-Community (Map #24)

Provider: Midvale City Corporation

Intervention Summary: Midvale's Community Building Community (CBC) initiative is designed to create solutions that respond to the needs of the community and that are implemented by the community. The CBC consists of five committees and an Executive Board. The five committees are the: Health, Early Education, Safe Midvale, Stable Families, and Youth Committees. Each committee consists of community members and service providers. Meetings are held in both English and Spanish. Specific interventions created or participated in by the CBC include: the Neighbor to Neighbor program, the Midvale Family Health Clinic (free school linked clinic), annual dental and health fairs, summer reading program, community garden, youth theatre productions, information and referral, Neighborhood Watch, car seat program, nursing student home visitor program, and youth after school and summer programs.

Crisis Nursery Programs

Name: Crisis Nurseries—Midvale and Sugarhouse (Map #25a, 25b)

Provider: Family Support Center

Intervention Summary: These programs provide immediate short-term care for children whose families are in crisis or are experiencing an emergency and have no other child care available. Children ages birth through eleven years are given 24-hour care. When needed, the Center refers families for other needed services, such as counseling, parent education, or in-home services.

Western Region

Children's Trust Programs

Name: School Based Prevention Education--Preschool through 6th Grade (Map #26)

Provider: Utah Valley Family Support Center/Family Support and Treatment Center

Intervention Summary: School based program teaches preschool through 6th graders in the Alpine and Nebo School Districts about personal safety, child abuse prevention, and effective living skills. Experiential and cognitive learning techniques including puppets, age appropriate videos, discussions, and role-play are utilized to reinforce presentation concepts. Community presentations outside of the school system are also provided upon request. Established programs used include I Am Special, What TaDoo, What TaDoo with Secrets, Yes You Can Say No, and Seminar on the Dynamics of Abuse.

Name: Education for Adulthood—Secondary Schools (Map #27)

Provider: Utah Valley Family Support Center/Family Support and Treatment Center

Intervention Summary: School based program teaches children and youth in secondary schools in Alpine, Nebo, and Provo School Districts about personal safety, child abuse prevention, and effective living skills. Learning techniques including age appropriate videos, discussions, and role-play are utilized to reinforce presentation concepts. Established programs used include Dynamics of Abuse, Stress Management, Dating and Dating Violence, Positive Child Guidance, and Depression and Suicide Prevention.

Name: Parent Coaching and Filial Therapy (Map #28)

Provider: Next Step Personal Coaching and Counseling, Park City

Intervention Summary: These services provide individualized parent education for parents of the "difficult-to-parent" child. Depending on the child's age and needs, therapists provide from 8-12 sessions of parent coaching using The Parent Handbook as a framework, or up to 8 sessions of filial therapy (teaching parents how to do therapeutic play with their children).

Name: Teen Parent Home Visiting (Map #29)

Provider: Utah County Health Department

Intervention Summary: Women ages 12 to 18 who have applied to the Baby Your Baby program, but whose HMO limitations make them ineligible, are served by this program. The home visitor component of teen parent services begins within the first trimester of pregnancy and continues until the child's third birthday. Visits are provided at least monthly in the client's home. Nurses provide prenatal teaching and postpartum follow-up, including health, vision, hearing, and nutritional assessments. Nurses also monitor the development, safety, and support systems of the family. Family Service Plans are established and mothers are encouraged to continue their education.

Name: Hispanic Community Group (Map #30)

Provider: Utah County Health Department

Intervention Summary: These services are designed for Spanish speaking Hispanic women who have an infant 0 to 3 years old. The program offers monthly (or more if needed) supportive and informative home visits by nurses and paraprofessionals, community referrals and educational materials in Spanish, and parent-to-parent support groups 12 times per year. Referrals come from screening birth certificates and from community agencies.

Crisis Nursery Programs

Name: Crisis Respite Nursery (Map #31)

Provider: Utah Valley Family Support Center/Family Support and Treatment Center

Intervention Summary: Twenty-four hour care is provided seven days per week at no cost for children ages infant to 11 years while their parents take care of their own needs or the needs of other family members (i.e. medical needs, time outs, family crisis, therapy, etc.). Parenting classes are offered to assist parents in becoming more effective and confident in their interactions with their children. An emphasis on the importance of the parent/child relationship provides the foundation upon which other skills are applied. In-home respite care for special needs children adopted through foster care is also available. This service seeks to connect families with resources as well.

Eastern Region

Children's Trust Programs

Name: Parent Education Classes and Community Awareness—Uintah County (Map #32),

Daggett County (Map #33), and Duchesne County (Map #34)

Provider: Family Support Center of the Uintah Basin

Intervention Summary: Parent Education classes are offered to increase parents' knowledge and understanding of healthy ways to raise and interact with their children. In an effort to increase community awareness, this program participates in community health and safety fairs, provides presentations for clubs and organizations, and disseminates brochures and other information about child abuse prevention.

Name: Child Abuse Prevention Team in Grand County and Child Abuse Prevention Team in San Juan County (Map #35a, 35b)

Provider: Grand and San Juan County Child Abuse Prevention Committee w/ Prevent Child Abuse Utah as fiscal agent

Intervention Summary: These programs (facilitated completely by volunteers) coordinate child abuse prevention information sharing and activities in two counties several times each year: January—one day Community Resource Fair; April—Child Abuse Prevention Month (ribbons, poster contest, bake sell, literature distribution); April/May—Child Abuse Recognition and Reporting Class (for teachers and the public); August and September—San Juan and Grand County Fairs (booth and literature); September—Back to School Carnival; and December—Make One Take One Holiday Activity (for grades K to 4).

Name: Teen Parent Program (Map #36)

Provider: Carbon County Family Support and Advocacy Center

Intervention Summary: Teen parenting and cooking classes are provided in group format through the Lighthouse School (alternative high school). Teens are given high school credit and receive a stipend for

attendance. Parenting class topics include goal setting, self-esteem, adolescent parenting, and parenting school age children.

Name: Resource Booklet (Map #37)

Provider: Carbon County Family Support and Advocacy Center

Intervention Summary: This contract results in the creation of a resource booklet that is designed to assist families and professionals in identifying, contacting, and obtaining services from community service providers.

Promoting Safe and Stable Families

Name: System of Care, Youth Service Bureau, Moab (Map #38)

Provider: Four Corners Behavioral Health

Intervention Summary: At-risk uninsured youth are supported to stay safely in their parents' home through this strengths-based, multi-systemic wrap around intervention that focuses on goals such as youth employment, academic achievement, school attendance, and community service work. Program services include 24-hour response to crisis in the home, case management, one on one skills development services, and mental health assessment.

Community Based Child Abuse Prevention Programs

Name: Emery County Local Interagency Council (Map #39)

Provider: Four Corners Behavioral Health

Intervention Summary: This program coordinates and maintains two Local Interagency Councils (LIC), one on the county level and one on the regional level. The LICs explore and pursue ways to expand or develop and implement needed services for children and families in the community. The LICs collaborate with service agencies, schools, and other projects to provide simplified access to assistance for families in need of multiple services. The LIC acts as a forum for discussing identified issues, a forum for collaboration, an advocate for families needing services, a developer of funding sources, an explorer of service needs, an educator of families and the community, and a resource for human service agencies assisting high risk multiple need families.

Name: Carbon County Local Interagency Council (Map #40)

Provider: Pinnacle Canyon Academy

Intervention Summary: This program is this community's effort to "fill in the gap", after FACT funding was cut, by coordinating the Local Interagency Council (LIC) for Carbon County. This LIC participates in service provision by facilitating suicide prevention efforts, summer and after school programs, smoking cessation, and the Domestic Violence Coalition in the community. The program also directly supports families at DCFS Family Team Meetings and 24-hour meetings after children have been taken into custody.

Crisis Nursery Programs

Name: Carbon County Family Support Center (Map #41)

Provider: Carbon County Family Support and Advocacy Center

Intervention Summary: CCFSC provides 24 hour crisis/respice care for families in crisis or who need a

break from day to day stresses. The center also provides parenting classes and refers clients to appropriate agencies when other services are needed to meet the situational needs of the family.

Name: Family Support Center (Map #42)

Provider: Family Support Center of the Uintah Basin

Intervention Summary: The Center provides a safe and nurturing environment for children and families as they attempt to improve conditions in their lives. Crisis care and supplemental and respite care are provided to children ages birth to eleven years. Modeling and information in response to families' questions and concerns are also provided. The crisis nursery is available 24 hours a day. Training and presentations are also available for the community.

Southwest Region

Children's Trust Programs

Name: School-Based Child Abuse Prevention Programs for Children and School Personnel in Washington County (Map #43)

Provider: Prevent Child Abuse Utah

Intervention Summary: School-based age appropriate child abuse prevention programs are made available to any child in Washington County. Children learn about various types of abuse and strategies for personal safety. Skills are taught via presentations, videos, and role-plays. K-3rd grade children receive a coloring book (Spanish available). Older children receive Handy Safety Plan homework assignments. School personnel training sessions are offered to all school faculty members in Washington County. Sessions cover such topics as: signs, symptoms, and dynamics of child abuse; where to report child abuse; school personnel, child protective services, and law enforcement protocol; child abuse reporting law; process of case investigation and court proceeding; and community resources.

Name: Children and Teens Support Groups (Map #44)

Provider: New Horizons Crisis Center

Intervention Summary: Four age based children groups (3-5 years, 6-9 years, 10-12 years, teens) each meet for one hour a week. Topics covered are self-esteem, life coping skills, behavior/social skills, and peaceful problem solving. Information is presented via lessons, worksheets, art projects, games, songs, stories, videos, and other activities. Curricula used include Children's Domestic Abuse Program, Free the Horses, Stick up for Yourself, Kids for Character, How I Learned to Control my Temper, What do you Stand for? A Kid's Guide to Building Character, Tulip Doesn't Feel Safe, The Gender Respect Workbook, and The Youth Relationship Manual. Case managers meet with parents after group to discuss what they group did and explain a homework assignment that reinforces what was taught. Children needing additional help are referred to the appropriate resources.

Name: Parent Education and Supervised Visitation (Map #45)

Provider: Family Support Center of Southwestern Utah

Intervention Summary: Participants in supervised visitation are referred through the local Victim Advocate Office or DCFS. The FSC provides supervision through audio/video monitors and/or through staff in the room. Up to two 2-hour visits are facilitated per week as required by the court. In a non-judgmental supervision atmosphere, parents are able to maintain a connection with their children and feel more a part of the decision making process.

Parent education is provided in Iron and Beaver Counties, as well as parts of Kane and Garfield Counties. Ten to fifteen sets of classes are available each year, including Love and Logic, Face-to Face Parenting, Teen Parenting, and the Nurturing Program. Some sessions are provided in Spanish. Focus is placed on supporting parenting skills through crisis and on providing male role models in the parent education setting. Childcare is provided.

Crisis Nursery Programs

Name: Discovery Clubhouse Family Center, Washington County (Map#46)

Provider: Discovery Learning Center

Intervention: This program provides 24 hour care services to children of parents who feel they are about to lose control and hurt their children, who are involved in a mental health crisis, family violence, or drug and alcohol abuse, who are incarcerated, and who have emergency medical needs. The program covers any situation in which there is risk that if a crisis respite care facility placement is not used, the child may be at risk of neglect, abuse, or dependency.

Name: Crisis Nursery of Cedar City and Crisis Nursery of Richfield (Map #47a, 47b)

Provider: Family Support Center of Southwest

Intervention Summary: The Family Support Center provides a 24-hour crisis/respite care nursery for children age birth through eleven years. Parents may bring their children in for respite care for up to 3 hours per day (typically twice per week) as scheduling allows. Preferential scheduling is given to children in crisis care. Children can be checked into crisis care for up to 72 hours while parents/guardians deal with crisis situations.

Prevention Program Service Summaries for Programs Newly Funded in 2005

Newly funded programs are summarized briefly in Table 7 (continued on next page). Summaries are derived from funded program proposals and contracts. Programs that appear with an asterisk (*) represent expansions of existing services that were summarized in the previous section. (Some service duplication may exist.)

Table 7: Promoting Safe and Stable Families Programs Newly Funded on July 1, 2005

<u>Program and Provider</u>	<u>Funding</u>	<u>Region</u>	<u>Intervention Summary</u>
In-home Services Box Elder Family Support Center (Map #48)	PSSF	Northern	Secondary and tertiary prevention services for children at risk or who have been maltreated. In-home services such as play therapy, marriage and family therapy using the PREP model. This program is designed for "gap" families with no health insurance.
Home-based Parent Education Child and Family Support Center of Cache (Map #49)	PSSF	Northern	Home-based parent education for families with young children utilizing an evidence-based model.
*Success by Six and Mental Health Services. Davis Family Support Center (Map #10)	PSSF	Northern	Mental health services for at risk families who have no health insurance. Success by Six in-home early childhood readiness program.
In-home Nurturing Program Family Support Center of Ogden (Map #51)	PSSF	Northern	16 week in-home Nurturing Program parent education program including parent and child components.
Healthy Families America In-Home Services. Prevent Child Abuse Utah (Map #52)	PSSF	Northern	In-home sessions for underserved families following the Healthy Families America model.

<u>Program and Provider</u>	<u>Funding</u>	<u>Region</u>	<u>Intervention Summary</u>
Family Strengthening and Therapeutic Activities YWCA of Salt Lake City (Map #53)	CBCAP	SL Valley	Child abuse prevention and family strengthening for families in a domestic violence shelter. Therapeutic activities and programs, including family dyad services during evening and weekend hours for children and sheltered parents.
Grandfamilies* Children's Service Society of Utah (Map #17)	PSSF	SL Valley	"Grandfamilies" program for children being cared for by their grand parents. Parenting class on "Parenting the Challenging Child" Friend-to-Friend support groups.
Parent Advocacy-In Home* Family Support Center (Map #22)	PSSF	SL Valley	37-week intensive home visiting parent education and support program.
Hispanic STEP Parent Education Sunrise Childcare, Provo (Map #54)	CBCAP	Western	Parent education for Hispanic families on weekends with Spanish-speaking staff. Use the STEP program.
Home Visiting Utah Valley Family Support Center (Map #55)	CBCAP	Western	Home visiting services for newborns at risk and their families. Intensive home visits for 12-week sessions using Hawaii's Healthy Start model, with additional parent education.
Home Visiting, Carbon County Family Support (Map #56)	PSSF	Eastern	Intensive home visiting parent education program for families at risk.
System of Care Child Abuse Prevention—Moab* Four Corners Community Behavioral Health (Map #38)	PSSF	Eastern	Multi-systemic, home based therapy and wrap-around services for uninsured youth with disabilities and their families.
Home Visiting Family Support Center of Southwestern Utah (Map #57)	PSSF	Southwest	Home visiting for newborns and their families in Iron, Beaver, Garfield, Washington, Kane, Sevier, Wayne, and Piute Counties.
After School Program Beaver County Local Interagency Council (Map #58)	CBCAP	Southwest	After school program in 3 elementary schools: Beaver, Milford, and Minersville. 2-days/week for grades 1 – 6. Boys Town, 4-H, and Second Step models. Common Sense Parenting classes and quarterly Family Nights. Wrap-around services for families at risk through LIC case reviews.

Numbers Served

An exact count of numbers served is readily available for some of the child abuse prevention programs in Utah, and is difficult to accurately assess for others. Quantity and intensity of services is easier to measure for programs that provide services such as parent education or in-home services. Quantifiably measuring who is impacted by the intervention and how they are impacted becomes more elusive for program components focused on community education and awareness.

Table 8 reflects an aggregate of numbers served reported statewide for Fiscal Year July 1, 2004 to June 30, 2005 by the child abuse prevention programs participating in this process evaluation. It is probable that these numbers underestimate the actual count of individuals who are served by these programs. The data collection system upon which these statistics are based is in the process of being improved and it is anticipated that data for upcoming years (beginning with FY 2006) will more closely represent the actual numbers being served by child abuse prevention efforts.

Table 8: Statewide Numbers Served by Child Abuse Prevention Programs in Utah

<u>Funding Stream</u>	<u>Children Served by Programs</u>	<u>Adults Served by Programs</u>	<u>Total Served by Programs</u>
Children's Trust Fund	34,065	3,502	37,567
Promoting Safe and Stable Families	178	31	209
Community Based Child Abuse Prevention	820	259	1,079
Crisis Nurseries	15,073	2,191	17,264
Total Number of Children and Adults Served	50,136	5,983	56,119

Program Accomplishments

Data on program administrators' and staff's perceptions of their program's "proudest moments" was collected through mailed instruments and on-site interviews. The following provides an aggregate summary of three themes of primary responses derived through qualitative coding methods: Seeing improvements in the lives of children and families (N= 24, 50%), playing an important role in the lives of families and in the community (N=15, 31%), and receiving positive feedback directly from families served (N=9, 19%). These themes are illustrated by the quotations below.

Seeing Improvements in the Lives of Children and Families

- § "Kids come into the nursery spending most of their time sitting in a car seat, they're very delayed and Mom's not interacting with them. In just a few short months of service the parents are sitting on the floor interacting with their children."
- § "Seeing families change even when it's unexpected."
- § "Parents feeling empowered, taking responsibility and being willing to learn."
- § "When a family is close to being permanently separated by the courts, and with help and support, and their active use of services they are able to come together as a whole, healthy family."
- § "Helping parents keep their children in their homes. Seeing real life heroes who have worked hard to overcome. Watching clients go from hitting bottom to being functioning parents."
- § "Moms participating in parent education, changing their parenting skills and kids blossoming."
- § "As teens begin to feel safe enough to share their vulnerabilities, they begin to offer support for their peers who may be struggling. As they share examples demonstrating the effectiveness of the tools they gain, they are able to influence their peers to take information more seriously and try it in their own lives and situations."
- § "Some parents come in court ordered, very resistant and mean. By the end of class they are taking responsibility for their behavior and realizing the changes that need to be made."
- § "Children gaining information about what child abuse is, how to prevent it, and who can help them."
- § "Seeing a parent take on the parenting role when a child had been parenting her siblings before. Both children are now thriving."

Playing an Important Role in the Lives of Families and in the Community

- § "We are proud of the fact that our agency establishes relationships with families that are in desperate need of change. Our ability to respond with dignity and respect allows families to trust us and work toward the mutual goal of making their family a healthier one."
- § "We have children whose families were court ordered to use our services coming back as parents themselves to use the nursery as a preventative measure with their children. We believe that through our continued presence in the community we are helping generations of children and parents."
- § "Serving a mom with mental health issues who has burned out her entire support system. We're her only support for the children."

- § "Creating a network of volunteer dentists."
- § "Helping kids stay protected and get permanence. Helping parenting grandparents set boundaries while maintaining relationships with their children."
- § "We have a positive reputation and community trust which helps public awareness of child abuse prevention."
- § "Knowing first-hand of situations where child abuse prevention programs have stopped or prevented an incidence of child abuse."
- § "The confidence that our community and the caregivers have in our classes. Recruitment has taken off by word of mouth by those who have taken the classes. Enthusiasm for our parent education programs in the community among key leaders is amazing."

Receiving Positive Feedback Directly from Families Served

- § "We have had parents tell us that our service has saved their marriage, made it possible for them to retain custody of their children, helped them to overcome a drug or alcohol problem, kept them from hitting their child, or helped them to become a better parent."
- § "When a parent with two children who had gone through our program had a third child. We asked her why she was not entering this third child in our program. Her response: "I have learned a lot from you and appreciate what I got. I am doing well on my own and want to leave an opening for someone else who needs your help more."
- § "A mom had died and dad, who is blind and does not have a lot of personal life skills, was struggling to hold the family together. We worked with the grandmother to get the children to school. After our Christmas party, their little boy said 'this is the best night of my life'."
- § "Parents reporting, 'It's working'."

Program Challenges

Program administrators' and staff's perceptions of their program's "biggest challenges" were also collected through mailed instruments and on-site interviews. These data are presented by program type below.

Crisis Nurseries

The most frequent challenge noted in data collected from every Crisis Nursery program statewide was a combination of funding challenges and meeting the needs of their communities.

- § "Funding impacts everything—we would like to do more than we do. We have to turn people away for respite. There has been so much crisis recently, we are overwhelmed by the numbers. Clients will go without services."
- § "Turning parents away during crisis to maintain required staff to child ratios, parents don't call back when told to wait for an hour."
- § "Each time an RFP comes out, we are asked to do more things for less money. Our caregivers make \$6 an hour which contributes to turnover."
- § "Balancing the need for funding and making funders aware of need with client confidentiality in a small town—some funders want to hear 'big stories', they want drama."
- § "Numbers and need are increasing."

Some aspect of community dynamics were expressed as a challenge by the majority of Crisis Nursery programs:

- § "Gate keeping boundaries, preventing manipulation/overuse of the nursery by some parents. The community misperception that we're a babysitter. We want parents to try their other resources first, we help parents define crisis because we don't want to become a daycare."

- § "Balancing confidentiality and awareness of services in small communities in which the shelter and crisis nursery are combined."
- § "Negative perception of the center as 'kid snatchers' because it also serves as our county shelter."

Challenges with staff training and support, notably with regard to working with difficult issues and behavior represents the final theme of challenges for Crisis Nurseries:

- § "Helping staff relate to families with chronic problems (low level neglect, dysfunction) and the difficult behavior of the children. The children's neediness is difficult and straining."
- § "Providing empathy and support for abusive parents."
- § "When a child we know dies as a result of child abuse."
- § "Keeping house parents trained and supported, turnover is a challenge."
- § "Finding adequate volunteers. Foster grandparents are a limited resource in high demand."

Community Developers (Community Based Child Abuse Prevention)

Community developers all mentioned funding, community leadership, and nurturing effective community relationships as challenges:

- § "Funding cuts and systems change when there is not a good working knowledge of systems and community development is not valued."
- § "We are spread very thin, we have many programs. Finding leadership for committees. Accommodating agency and community member schedules. 'Letting go' and letting community members chair their own committees."
- § "Getting community players to the table, relationship building."
- § "Funding and maintaining the organization."

In-Home Services

Challenges described by In-home services providers fell under three themes: working with parents' difficulties, limited funding and having to establish waiting lists, and staff qualification, support, and safety.

- § "Keeping parents in the program and motivated after the court is no longer involved, being just able to 'scrape the surface' of a family's need for services."
- § "Serving parents with severe and persistent mental illness and personality disorders who struggle to move out of the program. They become dependent on services."
- § "We have some resistant families."
- § "We have enormous waiting lists as families wait past the point of crisis."
- § "We have over 20 families on our waiting list. We're required to serve 25 families a year and we serve 50. We volunteer a lot of time. This program takes extensive preparation."
- § "This is a rural area which requires a lot of travel—that's expensive."
- § "Keeping staff trained in a program with high staff turnover."
- § "Finding and retaining Spanish-speaking people. Cultural barriers with para-professionals, work culture and system culture."
- § "Safety of outreach workers during in home services with families experiencing domestic violence."

Outpatient Family Therapy Services

The one outpatient family services program noted sustainability and "meeting the need as mental health funding is cut and community mental health is sending more clients here" as challenges.

School-Based Services

The two school-based outreach service programs that participated in the evaluation expressed the following about their challenges:

- § "Funding—the need outstrips the service. We just keep stretching. We can't do much advertising because we can't serve any more families, but a lot more families could benefit."
- § "Schools are overwhelmed, caseloads are too big."

Community Education and Awareness Services

The two rural programs focused totally on prevention education and awareness cited their challenges as "denial in the community" and "keeping our volunteer team strong".

Services for Child Witnesses of Domestic Violence

Domestic violence focused programs described these challenges:

- § "Engaging moms to be able to meet the child's needs, getting them past their trauma to deal with parenting issues. Time limits with our program."
- § "Consistent attendance after families leave shelter and they resist control of their lives. They only come in when they're in crisis with their child's behavior."
- § "Community denial of family violence."

Services for Parenting Grandparents

This program described increasing numbers in this population, a high level of need, complicated family dynamics including denial, and limited access to affordable legal consultation regarding custody issues as challenges they face as they provide services.

Supervised Visitation Services

"Meeting the need" and society's judgmental attitude and lack support for parents served by this program were both cited as challenges.

Parent Education

Parent education program administrators experience challenges related to funding, time limitations, and parent and community dynamics.

- § "Funding: we have waiting lists because we can't meet the demand."
- § "Time-limits: many parents need more time to internalize skills. It's hard to see change and really assess functioning in this setting."
- § "Small town groups can be threatening because parents know each other."
- § "Parents' attitudes toward the target of the intervention, they want to be able to fix their kids."
- § "The transient nature of the population and the big struggles they face."
- § "Distance: getting participants involved. Travel to group is hard with this geography."
- § "Publicity".

Presentations to Children, School Staff, and Community Members

Every response from programs providing school and community child abuse prevention education addressed community denial and a lack of awareness and investment in some aspects of the education system.

- § "Community denial that child abuse exists."
- § "A conservative emphasis on privacy has made it difficult to provide children with information about their rights in some school districts."

- § "Principals not giving time, teachers not being invested, everyone not acknowledging it's a problem."
- § "Some school administrators' non-compliance with mandatory reporting."
- § "School time—teachers are pressured with all they are asked to accomplish."
- § "The school board approval requirement is a barrier to children getting these services. Approval should instead be required of the superintendent and the curriculum specialist. Currently only 7% of Utah's school population receives these services."

Expressed Needs—Program Specific

Program administrators and staff were asked, "What would you change about your program if limited resources were not a factor?" Their answers to this qualitative question provide the basis for the following section describing program specific expressed needs. Data is organized by program type.

Crisis Nurseries

Crisis Nursery programs expressed a need for support to expand on a variety of levels: within program components, with additional staff and improved facilities, and with more Nursery locations in their own communities and statewide.

- § "Expand the program to provide respite for foster/adoptive parents and other special needs families."
- § "Increase our capacity for assessment of families' challenges."
- § "We would like to add an after school program, and increase our weekend and evening hours of respite service."
- § "Parent education available for all crisis nursery users."
- § "Resources for more enriching, creative programs for children. Parent child activities that enhance interactions."
- § "Adding more staff and a bigger facility. We only have room for 8 children at a time, we could serve more families."
- § "We need more family support centers statewide. A lot of child abuse could be prevented if you had more services."

Community Developer

Community Developers expressed a need for:

- § Improved organization among services.
- § Flexible funds to meet the needs and improve living conditions for high-risk families.
- § Stronger relationships with the business community and faith leaders.
- § Information for migrant families in Spanish to help them understand child abuse laws and differences in parenting options.
- § Better collaboration with DCFS to put family preservation services in place.

In-Home Services

In-Home Service providers identified the following needs:

- § More outreach workers—an ability to serve more families.
- § An ability to reach out to all first time moms.
- § Incentives for parents to participate.
- § Supplies and materials to deliver information to parents who are illiterate.
- § An agency vehicle—people are putting thousands of miles on their personal vehicles.
- § An ability to serve families longer—serve babies longer.
- § Identifying parent educators for each neighborhood school area who can support at risk preschoolers who feed into those schools.

School-Based Services

School-based service providers see a need to expand to have more sites in more schools, provide more outreach and parent education, and hire more child advocates to expand their ability to “serve all kids who need it”.

Outpatient Family Therapy Services

The program providing these services would like to serve families longer and establish support groups.

Community Education and Awareness Services

These programs express a need for more volunteers to sustain their programs, and increased public awareness campaigns in the form of billboards and commercials.

Services for Child Witnesses of Domestic Violence

Domestic violence shelters providing child abuse prevention services to children wish to “keep families longer and provide shelter instead of [having] time limits that require them to move to the homeless shelter”, provide more “hands-on parent education”, and provide incentives to promote families’ continued participation after they leave the shelter.

Services for Parenting Grandparents

Financial assistance for Grandfamilies, mentoring services for children in the program, more funding for staff to serve more families, and pro bono legal services for grandparents were all needs expressed by this program.

Supervised Visitation Services

This program expressed a need for a better facility and an ability to provide therapeutic supervision services.

Parent Education

Parent Education programs cited serving more families, incentives for families to participate, better staff compensation, more Spanish speaking parenting classes, and parent education programs for both incarcerated mothers and fathers as needs for better services.

Presentations to Children, School Staff, and Community Members

The following themes reflect a summary of needs expressed by educational presentation programs:

- § Provide every child with this information every year with teachers fully involved and on board to follow up with the children when needed.
- § Mandate professionals receiving information.
- § Develop a faith-based curriculum.
- § Provide services for families after disclosure.

Expressed Needs—Community/DCFS Region Specific

Program administrators were asked what other services and changes are needed to support child abuse prevention and to strengthen families in their communities. Their responses are organized by DCFS region.

Northern Region

- § Expand crisis nursery and family therapy services to Tremonton.
- § Expand home visiting programs.

- § Provide supervised visitation for parents with children in the state's custody.
- § Address huge need for more services for Hispanic families—serving Hispanic children with language, food, and other cultural needs. "We have one Hispanic worker who has a 60-90 day waiting list and our community is over 25% Hispanic."
- § Reinstate FACT nurse, DCFS, DWS, Health Department and family treatment teams.
- § Incentives for parents to seek services—i.e. "take a parenting class or participate in therapy to avoid child school suspension".
- § Therapeutic support for families who "fall through the cracks" (are not insured).
- § More funding for printed prevention education and awareness resources.
- § A resource library.
- § More classes for adults, workshops on anger management, more teen programs.

Salt Lake Valley Region

- § Bring back the agency representatives that existed during FACT.
- § Provide job training and job placement for families.
- § Resolve undocumented immigrant status. "We need to have some way to serve the children or have them not come. These families lack medical care, heat, coats, and shoes."
- § Increase adult education classes—support parents in getting their high school diplomas with transportation, ESL and day care. "Kids would do better if their parents grew. These parents are working 2 or 3 jobs."
- § In-home, front-end support services. "If you help the family in the way they want to be helped, anybody is ready."
- § Two more family support centers in Salt Lake Valley—one in Glendale.
- § After school programs.
- § Co-location of services, one-stop shopping.
- § Expansion of programs to Tooele.

Western Region

- § More community groups. "It's a great way for parents to reach out and reduce isolation."
- § Increased literacy efforts.
- § In-home visits.
- § Transportation to services.
- § More widespread parent education.
- § "A second crisis nursery in south Utah County, many parents can't access the nursery in Orem."
- § More community awareness presentations.

Southwest Region

- § More parent education.
- § Support with transportation so families can access services.
- § Extended home visitation program, hospital visits for newborns.
- § Evening, night time day care. Any professional day care in the community.
- § More transitional housing for victims of DV.
- § Education and help for teens regarding dating violence.
- § Therapy services.

Eastern Region

- § Increased awareness and acknowledgement of child abuse.
- § Suicide prevention programs.
- § Family preservation services including in home parenting support.
- § Flexible funds to meet families' needs.
- § Funding: "Our population is flat and money for services is bleeding out to other areas of the state."
- § Parent education.
- § Crisis nurseries in Moab and Vernal.
- § Treatment services for parents on Meth.
- § Therapy and support groups for families.
- § Public awareness of services—many services are in place through Utah State University and families aren't connected to these resources. Poverty has a huge impact.

Consumer Responses

These data were derived from phone interviews completed with consumers of the child abuse prevention programs participating in this evaluation. Phone interviews have been completed with 28 individuals to date. Obtaining contact information from program staff proved more difficult than was anticipated when the study was designed. Several factors contributed to the low response rate in this area of data collection including: the transient nature of the population served (domestic violence shelter consumers, incarcerated mothers, etc.); the fact that many of these programs never know their consumers' identities or have their contact information (school and community presentations, community awareness events, etc.); the personal nature of some of the services provided and programs' commitments to preserve the confidentiality of their clients; and language barriers. Consumers who were reached by telephone were asked fourteen questions during the interview process. The questions were all open-ended. Qualitative data has been coded. Analyses are summarized in Table 9.

Table 9: Summary of Consumer Telephone Interview Responses

<u>Question</u>	<u>Aggregated Responses</u>
How did you learn about the program?	Another agency or professional, 48.2%. A friend, 44.4%. A family member, 3.7%. Church: 3.7%.
How easy or difficult was it to access the program's services?	Very easy: 74.1%. Easy: 22.2%. Difficult: 3.7%
How long have you participated in the program?	Range: 3 months to 14 years (Various programs at the agency) Mean: 3 years
What do you see as the overall purpose or goal of this program?	Frequency ranks: (1) Helping parents (2) Helping families (3) Helping children "Overall, it is just a program to strengthen the family and keep the family together."
How do you think this goal was selected?	Agency identified need: 48.1%; "I think they wanted to provide this service because it was the largest need in my life and probably in the lives of many others in the community." Program philosophy/desire to help: 29.7%; "Because they believe in keeping families together." "Don't know": 14.8% Outside source identified need: 7.4% "The state wanted them to."

<u>Question</u>	<u>Aggregated Responses</u>
Please describe your understanding of what the program does.	<p>Parents described many services that support their families, provide them with parenting skills, and improve the lives of their children:</p> <p>"They gave me the tools to implement better parenting which ultimately reduced my stress."</p> <p>"The program provides a respite nursery allowing a safe place for the children when parents are at their 'max'. They also offer education such as parenting classes. Instead of being simply a 'band-aid' they actually offer solutions to help make a change."</p>
Please describe what changes, if any, this program is trying to effect.	<p>Frequency ranks:</p> <ol style="list-style-type: none"> (1) Strengthen families/Improve their lives (2) Safety for children and families (3) Helping parents take better care of their children (4) "Don't know"/"not sure"
How well do you think the program contributes to these changes?	<p>100% of responses to this question were positive:</p> <p>"I think the program helps a lot. It has helped my family."</p>
What do you think are the best things about this program?	<p>Frequency ranks:</p> <ol style="list-style-type: none"> (1) Caring and supportive relationships with staff (2) Specific services provided (3) Accessibility (4) Outcomes, "They keep families together. They did it for my family." <p>"The best thing was allowing me not to feel alone."</p> <p>"The best thing about the program is how helpful they are. They will help me find a solution to any problem I face. They have a lot of connections and services they provide."</p> <p>"They were very open and easy to talk to and helpful."</p>
What is the biggest challenge faced by this program?	<p>Frequency ranks:</p> <ol style="list-style-type: none"> (1) Funding, staffing, and resources required to meet the needs (2) Difficult and challenging work <p>"I think the biggest challenge is to have enough money to serve more kids and families." "They are understaffed."</p> <p>"Some parents only participate because their caseworker is making them and that must be difficult to really help those people."</p> <p>"They want to help so much that when parents reject what they say, that must be hard."</p> <p>"They deal with very scary stuff, very sensitive situations."</p>
What suggestions do you have to improve this program?	<p>60% of consumers had "no suggestions". The remaining 40% gave a variety of service expansion ideas specific to the program they participated in.</p> <p>"I would suggest they hire more staff. The workers there seem overworked." "I wish they could reach more families."</p> <p>"They need bilingual services."</p> <p>"Extend the age of care and provide training for employees to care for certain children with special needs."</p> <p>"Have the program last longer than one year."</p>

Question	Aggregated Responses
What would you change about this program if you could?	68% of consumers "wouldn't change anything". 18% would "hire more workers"/"serve more families". Bilingual services and better advertising were also mentioned.
What other services would you use in your community if limited resources were not a factor?	Frequency ranks: (1) Recreational opportunities, activities for children and families "I would love to have more family activity places nearby where we could go as a family." "There needs to be more opportunities for children to do things." (2) "Don't know". "I'm not sure what other services I would use. I don't really know what is already out there." "I would use anything and everything. We need more community programs here." (3) After school educational opportunities "I would like to see more places for kids to go after school where they can learn and grow."
Is there anything else you would like to share about this program?	93% of consumers complemented the program in response to this question, 7% had "nothing else to share." "The nurses were very comfortable and flexible to work with and they were not judgmental at all. The nurses were truly there to support the mothers." "Just like any program, it is not for everybody. But I am pleased with their non-confrontational way. They are very patient, loving and understanding." "I would recommend this program to any family that is struggling." "They have provided great services to me." "I cannot find the words to really express how much they have helped my family."

Recommendations

As the number of children who experience child abuse and neglect has increased in recent years, the critical need to support and strengthen parents' abilities to care effectively for their children has received increased focus. Prevention approaches have shown potential for improving outcomes for children, families, and communities. As the Utah Child Abuse Task Force (2005) found, "Utah has many promising programs already working to prevent child abuse". Much has been learned about Utah's child abuse prevention efforts through this evaluation as the voices of key stakeholders—service providers and consumers—have been magnified.

This project represents an immediate opportunity for research findings to guide state and local policy and program development. This information is intended for utilization by those who are tasked with improving the state's ability to keep children safe and thriving. The following evaluation-derived recommendations are directed at increasing the capacity of service providers to serve families and children and at facilitating further evaluation of these services.

Increase the capacity of service providers to serve families and children

As evidenced by the prevalence of waiting lists for most of these programs, there are many families who are both voluntarily and involuntarily seeking services to improve their parenting skills, their marriages, and their ability to live safely together that do not receive services because of limited resources. Putting these families and their crises "on hold" will undoubtedly have frightening financial and human cost implications. Current funding stresses, identified by virtually every program evaluated, contribute to high workloads, low wages, and staff turnover. Staff turnover creates constant stress as programs work to hire, train, support, and supervise employees in an often difficult work environment.

Secure long term sustainable funding for critical community support resources that respond to families in crisis and that help parents obtain the personal tools they need to care for their children effectively. Restructuring the Children's Trust Fund is one promising means of accomplishing this.

Many of these funds are currently dispersed based on county and in many cases the same agency is providing the same service in multiple counties under multiple contracts and writing multiple reports. Consolidating grants and reports would simplify the process and reduce administrative costs at all levels. Reconsider the county-based approach for awarding contracts and reduce red tape and administrative barriers for programs that want to use time and resources to provide services.

Children need forthright information about their right to stay safe from child abuse. Community denial and political undercurrents prevent the vast majority of children in Utah from being guaranteed a chance to learn the skills they need to avoid victimization.

Rally community members of all philosophies and persuasions around the common goal of protecting children, and develop messages—and agreed upon means to deliver them—that will teach children that child abuse is wrong and that they can get help to stay safe.

Facilitate further evaluation efforts

Current prevention program contracts lack clarity and specificity with regard to reporting requirements and expectations for in-house evaluation of child abuse prevention programs. Most of these programs lack the resources and technical ability necessary to measure and monitor their programs processes and outcomes. Include built-in evaluation requirements, mechanisms, and the funding to support these efforts in future grant contracts.

Child abuse prevention outcomes can be elusive. Programs often never learn the identity of those they serve and have no ethical justification for obtaining consumers' identifying information (i.e. children who receive educational presentations). "Tracking" people who seek crisis and/or educational services voluntarily to see if they harm their children at a future date is neither appropriate nor feasible (i.e. telephone crisis lines or parent education classes offered in the community). However, despite the impossibility of quantifying and measuring many aspects of prevention services and outcomes, the quality of evaluation could be enhanced through a more systematic method of data collection.

Improve data collection systems at the state and program levels.

It was difficult to contact and introduce consumers to the idea of evaluation after they had completed a prevention program. Due to the need for confidentiality, contacting consumers fell to program personnel. In future program design, fully inform consumers about the evaluation process and obtain their consent to voluntarily participate in data collection from the onset of their participation in the program.

Child abuse prevention outcomes are being sought nationally. Initiatives are emerging and methodology is being developed to standardize consumer based data collection instruments. The quality of information obtained from consumers about the impact of prevention programs on the lives of their families could be improved in Utah through participation in and cooperation with one or more of these national efforts. Consider participation in a national outcomes based evaluation initiative, such as implementation of the PART standardized approach to evaluation, on a statewide basis.

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