

Dads Make a Difference

Final Evaluation Report



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Executive Summary

The goal of the evaluation of the Dads Make A Difference Program (DMAD) for the State of Maryland is to help determine the worth of the program and to shape the program to increase its effectiveness. The following list describes the key findings of the evaluation over the five years of the program:

- Teens who participated in the Dads Make a Difference (DMAD) program demonstrated significantly higher levels of knowledge about fatherhood, paternity establishment, and child support after receiving the training.
- Teens who participated in the DMAD program reported changed attitudes about sexual risk taking and paternity establishment/child support after receiving the training. Post-training, teens demonstrated greater awareness of the risks involved with early sexual activity and the importance of fathers establishing legal paternity and paying child support.
- The adult site mentors described the teens selected to participate in the DMAD program as functioning highly in their academic performance and extracurricular involvement. Teens' own reports indicated that 55% of them maintained a grade point average of a 3.0 or above, 49% of the teens were engaged in some other form of volunteer activity, 29% of the teens were employed, and 70% of the teens were involved in an extracurricular activity, such as sports, dance, music, or student government.
- Despite their high levels of involvement with pro-social activities, the teens who participated in the DMAD program reported lower than average self-concepts than a nationally-normed population of adolescents.
- Teens reporting higher levels of self-esteem also demonstrated higher levels of knowledge about paternity and child support issues. This finding was particularly true among adolescent girls who participated in the program.
- Teens reporting higher levels of academic/work self-concept and self-esteem led to higher levels of reported risk taking behaviors.
- Teens reporting higher levels of academic/work self-concept and social self-concept led to a decrease in commitment to fatherhood.
- Teens reporting higher levels of risk taking reported a decreased commitment to fatherhood.

- Two years after completing the DMAD program, teens reported significantly higher levels of knowledge about the importance of fatherhood, the consequences of sexual risk-taking behavior, and the importance of child support than when originally completing the program.
- Two years after completing the DMAD program, these older youth significantly acknowledged the importance of both parents involvement with their children, and further recognized the supports necessary to raise the children.
- Two years after completing the DMAD program, the teens' feelings about themselves, as measured by the Tennessee Self Concept Scale: Second Edition (TSCS:2), had not changed significantly. Generalization of these results should be cautioned, given the small sample size.
- Two years after completing the DMAD program, the teens' scores on the Janis-Fields Self-Esteem Scale had increased significantly. Generalization of these results should be cautioned, given the small sample size.
- Two years after completing the DMAD program, the rates of volunteer activities with which teens were involved did not differ significantly from when originally completing the program. Sixty percent remained involved in some type of volunteer activity.
- Two years after completing the DMAD program, a significantly greater number (60 versus 40 percent) of the teens were employed than were employed while in the DMAD program.
- Two years after completing the DMAD program, the number of extracurricular activities reported was not significantly different than reported at the completion of the program, although teens reported involvement in fewer sports and extracurricular activities.
- In contrast to the teen peer trainers, the small number of middle school-aged youth who have participated in the program to date reported average or higher than average self-concepts than a nationally-normed population of children.



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Evaluation Activities

The goal of the evaluation of the Dads Make A Difference Program (DMAD) for the State of Maryland is to help determine the worth of the program and to shape the program to increase its effectiveness. The following describes the project's progress from January 1, 1999-December 31, 2004:

Evaluation Activities Completed in the 1999-2000 fiscal year:

- The first training of high school students ($n=29$) on the Eastern Shore was held and attended by the evaluator. Additionally, the evaluator met with the Director and developer of the Dads Make A Difference Program from Minnesota, Gary Greenfield, at the training. Following the first training, the evaluator attended a debriefing meeting with many who had been involved in the first training, including Maryland state contacts for the DMAD project, the project's implementers, the state director of the DMAD project, Maryland Cooperative Extension personnel, and a co-director of the Minnesota DMAD program. The initial results from the Pre/Post Training Instruments administered at the first training suggested that the students learned new information, including significant improvements in knowledge regarding fathers' roles, paternity and child support information from before the training to after the training.
- Subsequent to additional meetings with state administrators and project implementers, the evaluator began to develop new questions to be incorporated into the evaluation measures that would reflect the suggestions and concerns expressed by all of those involved with the project. The measures were finalized and the evaluator prepared and submitted two Institutional Review Board applications for human subject's research required by the University of Maryland: one for evaluating teen teachers and one for evaluating middle school students.
- Several graduate students worked on the project evaluation researching the availability of instruments that assess teen and middle school students' sense of well-being. The decision was made to use the Adult Form of the Tennessee Self Concept Scale: Second Edition (Fitts & Warren, 1996) and the Janis-Field Feelings of Inadequacy Scale (Conrad & Hedin, 1980) to measure self-concept and self-esteem in the teen teachers.
- Pilot sessions with eastern shore teen teachers took place at several middle schools.

- An evaluation plan for the next three years of the project was developed. This plan included a pre/post evaluation design to address program efficacy. Post-test follow-ups were planned for three months, one year, and two years post-training for teen teachers. Middle school students will complete post-test evaluations after completion of the program, and one, two, three, and four years following their participation.
- The evaluator hired a graduate student for FY 2000 to help administer instruments at trainings during the second year of the project and analyze data collected. Another graduate student completed a Master's thesis using some of the DMAD evaluation data.
- The second DMAD training included students from Prince George's County and the Eastern Shore ($n=21$). Nine additional teen teacher trainings were planned for the following year. Teen teachers taught one group of middle school students in Prince George's County in the 1999 fiscal year.
- The evaluation team refined the data analysis from the Year 1 trainings, including developing a code manual and testing variable relationships utilizing several different statistical techniques.

Evaluation Activities Completed in the 2000-2001 fiscal year:

- The evaluators met with Wanda Levinson and John Langrock of the Maryland Department of Human Resources Child Support and Enforcement Administration to discuss the program evaluation plan. Modifications to the evaluation protocol were made, including the addition of a School and Work Questionnaire. This questionnaire inquires about teen peer trainers': (1) career goals, (2) academic performance, and (3) work, volunteer, and other extracurricular activity involvement. Additionally, plans were made to interview the site mentors about the teens' academic, work, volunteer, and extracurricular activities.
- After this meeting, the evaluators prepared a detailed report to summarize the evaluation plan. This report linked our evaluation research questions to the specific outcomes that are being assessed and identified the measures from which information about the outcomes is obtained. This report was submitted to DHR's Child Support and Enforcement Administration.
- Following, a modified evaluation protocol was submitted to the University of Maryland's Institutional Review Board (IRB) for human subject's approval. Approval from the IRB was granted. Subsequent data collection utilized this modified protocol.

- The evaluators supervised a preliminary data analysis project conducted by an undergraduate student, Toneka Ross. This study utilized the data collected from 51 high school students who completed trainings in Baltimore County, Frederick County, and Prince George's County. The study examined the relationship between teen peer trainers' parenting knowledge, their opinions about fathering, and their levels of self-esteem.
- Evaluators interviewed the site mentors who select, train, and supervise the teen peer trainers in each county; and conducted follow-up interviews with the teen peer trainers who were among the initial group of participants. A follow-up survey was also prepared and administered to teen peer trainers.

Evaluation Activities Completed in the 2002 fiscal year:

- Site mentors who select, train, and supervise the teen peer trainers in each county were interviewed about the teens' academic, work, volunteer, and extracurricular activities.
- Data collected from 126 teen peer trainers were analyzed to answer the evaluation research questions.
- Data collected from the first group of 14 middle school-aged youth participants were analyzed to answer the evaluation research questions.
- The results of the study conducted by University of Maryland undergraduate student Toneka Ross in spring of 2001 were updated to include the full sample of 126 teens.

Evaluation Activities Completed in the 2003 fiscal year:

- Data collected from 126 teen peer trainers were analyzed further to assess the relationship between the key variables studied in this intervention/evaluation project.
- Two-year follow-up data from the first teen peer trainers were collected and analyzed.
- Additional data were collected from 20 middle school-aged youth participants and prepared to be analyzed.
- The IRB (human subject review) renewal was submitted.

Evaluation Activities Completed in the 2004 fiscal year:

- In the final year of the evaluation, all data collected over the project lifespan were coded and analyzed or reanalyzed.
- Follow-up interviews were conducted with key project implementation staff.
- A final report was prepared highlighting a review of the project, major outcomes, successes, barriers, and future recommendations.



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Evaluation Methods

Background

The following presentation represents additional results from the data collected to further understand the relationship between self-esteem, self-concept, risk taking behavior, and commitment to fatherhood.

Self-esteem is the evaluation of self and the affective reactions to that evaluation (Vasta, Haith, & Miller, 1995); whereas self-concept is the "overall thoughts and feelings about ourselves" (Halonen & Santrock, 1997, p. 55). Both of these concepts have been extensively explored in research on adolescents. Low levels of self-esteem and poor views of ones self-concept have been linked with negative outcomes including the development and continuation of risky sexual behaviors (Paxton, 2002; Shrier, Harris, Sternber, & Beardslee, 2001). Low levels of self-esteem and self-concept, coupled with risk taking behaviors, seem to increase an individuals' lack of commitment to personal safety and health. Experiencing lower levels of confidence and esteem may further lead to a decreased commitment to others well-being including ones parents, siblings, friends, or the teen parent's children. This lack of caring for others may be manifested by a decreased commitment to actual or potential fathering. Thus, further exploring the relationships between the aforementioned variables seems critical to our understanding of father involvement and the establishment of paternity. Therefore, the following hypotheses were tested: (a) higher levels of self-esteem and self-concept will lead to lower risk taking and higher commitment to fatherhood; and (b) higher levels of risk taking will lead to a decreased commitment of fatherhood.

Participants

One hundred and forty-two teen peer trainers participated in the Dads Make a Difference Program. Of the teen peer trainers, 76 were female (53.5%) and 66 were male (46.5%). Teen peer trainers were between the ages of 12 and 20, averaging 15.47 years old. While the majority of teen peer trainers were high school sophomores or juniors, trainers ranged from seventh graders to high school graduates. The majority of trainers were African American (n=97, 71.3%), followed by Caucasian (n=34, 25%), and multiracial (n=4, 3%). Public high schools in four Maryland counties were chosen for the program. Forty-two percent of teen peer trainers had previous experience as a counselor, teacher, or mediator, while 58% had not. Of 140 trainers, two were expecting a child and three were currently parents.

Twenty-five middle school students participated in the (DMAD) program. Among the middle school students, 84% were female and 16% were male. Eighty percent of the middle school students were African American, while 4% were Hispanic, and 8% were multiracial. Seventy-six percent of middle school participants ranged from sixth to eighth grade, while 24% were high school freshman. The average age of middle school participants was 12.648. None of the participants had children, and none were expecting a child.

Research Questions

- Do teen peer trainers with higher levels of self-esteem also report greater knowledge of paternity and child support issues than teen peer trainers with lower levels of self-esteem?
- Do teen peer trainers with higher levels of self-esteem favor father involvement more than teen peer trainers with lower levels of self-esteem?
- How have teen peer trainers' knowledge and attitudes changed after participating in the training program?
- How have teen peer trainers' knowledge, attitudes and behaviors changed over time after having taught the program?
- How have the middle school youths' knowledge and attitudes changed after being taught the program?
- How have the middle school youths' knowledge, attitudes and behaviors changed over time after having been taught the program?
- Will higher levels of self-esteem and self-concept lead to lower risk-taking and higher commitment to fatherhood?
- Will higher levels of risk-taking lead to a decreased commitment toward fatherhood?

Measures

The following scales have been previously tested with populations similar to the youth participating in the DMAD program.

Knowledge and Opinion Polls

The Knowledge Poll is a 10-item inventory that assesses knowledge of paternity and child support. The opinion poll is a 16-item inventory that assesses opinions about father involvement.

The evaluation team created the risk taking scale from the 17-item teen teacher opinion poll. Seven of the 17 questions were included in the scale, however in order to improve the overall reliability of the measure, a factor analysis identified two items to remain in the scale for a Cronbach alpha of .6298. The two items included in the scale were "The decisions made during adolescence can have long-term consequences", and "Anytime an adolescent has sexual intercourse; he or she takes a risk". The higher the score (four) the higher the level of risk taking, and the lower the score (two and below) the lower the level of risk taking.

The evaluation team created the commitment to fatherhood scale from the 17-item teen teacher opinion poll. Ten of the 17 questions were included in this scale. However, in order to improve the Cronbach alpha for the scale, four items were removed, leaving a Cronbach alpha of .7104. The six remaining items included in the scale were "It's unfair for a child not to know his or her father", "Children need their dads to be involved in their lives as much as they need their moms to be involved", "Fathers have as much to contribute to the lives of their children as mothers do", "Establishing paternity is just as important for the dad as it is for the mom and the baby", "Regardless of the quality of a couple's relationship, paternity should be established because it is in the best interest of the child", and "Getting child support for babies and little kids isn't that important because it doesn't cost too much to raise them". The higher the score (four), the higher the commitment to fatherhood, and the lower the score (two), the lower the commitment to fatherhood.



Tennessee Self-Concept Scale

The Tennessee Self-Concept Scale is an 82-item instrument shown to be both a reliable and valid measure of self-concept when used with persons 12 years of age and older who have at least a sixth grade education. The total self-concept score has been found to reflect the individual's overall self-concept and associated level of self-esteem. Cronbach's alpha coefficient for internal reliability has been high with .93 when the Adult Form TSCS:2 was used with 13-18 year olds, and .95 when used with 19-20 year olds.

Three subscales from the Tennessee Self-Concept Scale: Second Edition were used to assess personal, social, and academic/work self-concept. Personal self-concept represents an individual's sense of self-worth, feelings of adequacy, and an evaluation of the individual's personality. The scale originally included eleven items, but items were removed after running a Cronbach alpha in order to improve the overall reliability of the measure. The five items included in the personal self-concept subscale with a Cronbach alpha of .6552 were "I'm a cheerful person", "I'm not important at all", "I'm not a nice person", "I'm as nice as I should be", and "I hate myself". A higher level of personal self-concept is a total score of four or higher indicating high levels of personality integration (Fitts & Waren, 1996). A low score of two or lower represents a variable personal self-concept (Fitts & Waren, 1996).

Social self-concept examines how individuals perceive themselves in relation to others (Fitts & Waren, 1996). The scale originally included fourteen items, but items were removed after running a Cronbach alpha in order to improve the overall reliability of the measure. The nine items included in the social self-concept subscale with a Cronbach alpha of .7646 were "It's hard for someone to be my friend", "I am a friendly person", "Girls like me", "It's hard for me to be around other people", "I'm as friendly as I want to be", "I should get along better with other people", "I don't feel happy when I'm with other people", "I get along well with other people", and "I don't forgive other people easily". A higher amount of social self-concept is a total score of four or higher indicating the participant believes she or he is friendly and extroverted (Fitts & Waren, 1996). A low score of two or lower indicates social awkwardness and lack of social skills (Fitts & Waren, 1996).

The academic/work self-concept examines how individuals perceive themselves in relation to others (Fitts & Waren, 1996). The scale originally included ten items, but items were removed after running a Cronbach alpha in order to improve the overall reliability of the measure. The four items included in the academic/work self-concept subscale with a Cronbach alpha of .4920 were "I don't do well in school, even when I try", "My teacher thinks I am smart", "I know the answers to questions the teacher asks", and "I'll never be as smart as other people". A larger amount of academic/work self-concept is a total score of four or higher representing the participant is confident, competent, and comfortable in school and work situations (Fitts & Waren, 1996). A low score of two or lower indicates difficulty in school or work areas (Fitts & Waren, 1996).



Janis-Field Self-Esteem Scale

The Janis-Field Self-Esteem Scale is a 10-item instrument that shows high inter-item correlation and represents situations that are common to high school students participating in a service/learning program. Robin and Shaver (1973) reported split-half reliabilities ranging from .72 to .88.

A modified, ten item Janis-Field Self-Esteem Scale (Janis & Field, 1959) was used to assess the trait self-esteem. Items were removed to improve the overall reliability of

the measure with a Cronbach alpha of .7553. The five items included in the scale were “How often do you feel confident that someday people you know will look up to you and respect you”, “How often do you feel that you have handled yourself well at a party”, “How often are you comfortable when starting a conversation with people whom you don’t know”, “When speaking in a class discussion, how often do you feel sure of yourself”, and “When you have to talk in front of a class or group of people your own age, how often are you pleased with your performance”. A high level of self-esteem is a total score of four or higher, whereas an individual with low self-esteem is a total score of two or lower.



Piers-Harris Children’s Self-Concept Scale

The Piers-Harris Children’s Self-Concept Scale (Piers, 1984), chosen for use with the middle school population, is an 80-item, self-report questionnaire that has been used to explore the relationship between self-concept and other traits and behaviors during childhood and adolescence (e.g. empathy, teenage pregnancy, and drug use). Platten and Williams (1979, 1981) reported test-retest reliability coefficients of .65 and .75 when the scale was administered to white, black, and Mexican American students in grades 4-6. Internal consistency has been documented as .88 to .93 on various subgroups of sixth and tenth graders (Piers, 1973), using Kuder-Richardson (KR-20) since the items are dichotomous. On a nationally normed scale, the mean self-concept score is 55, indicating that those who score 55 or higher report higher levels of self-concept, whereas those scoring below 55 are rated as reporting lower self-concept levels.

Proposed Teen Peer Trainer Evaluation Schedule

	Pre-Training	Three-month follow-up	One-year follow-up	Two-year follow-up
Teen Teacher Profile	*		*	*
Training Knowledge and Opinion Poll	*	*	*	*
Tennessee Self-Concept Scale	*		*	*
Janis-Field Self-Esteem Scale	*		*	*
Open-ended training questions		*	*	*

Proposed Middle School Student Evaluation Schedule

	Pre-Test	Post-Test	One-year follow-up	Two-year follow-up	Three-year follow-up	Four-year follow-up
Middle School Youth Profile	*		*	*	*	*
Knowledge and Opinion Poll	*	*	*	*	*	*
Piers-Harris Children's Self-Concept Scale	*		*	*	*	*
Open-ended questions		*				



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Data Analyses and Results for Teen Peer Trainers

In order to address research questions outlined in the Dads Make a Difference evaluation plan, a two-step structural equation model was conducted. (For summary of results, see Appendix A). The proposed model fit appropriately with the data collected from the Dads Make A Difference participants.

Do higher levels of self-esteem and self-concept lead to lower risk taking and higher commitment to fatherhood?

The first hypothesis, higher levels of self-esteem and self-concept will lead to lower risk taking and higher commitment to fatherhood was not supported. Instead, it was found that higher levels of academic/work self-concept and self-esteem led to higher levels of risk taking, and higher levels of academic/work self-concept and social self-concept led to a decrease in commitment to fatherhood. These findings are in contrast to previous research that suggests low levels of self-esteem and self-concept have been tied to risk taking behavior, not vice versa (Botvin et al., 1993; Brockner & Guare, 1983; Paxton, 2002; Shreier et al., 2001; Unger et al., 1997; Zuckerman & Kuhlman, 2000). It is possible that higher levels of academic/work self-concept led to lower levels of commitment to fatherhood because individuals excelling in academics and work may not envision parenthood in their near future.



Do higher levels of risk taking lead to decreased commitment to fatherhood?

The second hypothesis, higher levels of risk taking will lead to a decreased commitment to fatherhood was supported. This finding has implications for future program planning by states and local governments who desire to decrease off-time births and to involved fathers in their children's lives.

The Dads Make A Difference program might use the findings from this study to expand their program to include a greater focus on risk taking behaviors, self-esteem, and the personal self-concept of participants. This research indicates that an increase in self-esteem and personal self-concept, and a decrease in risk taking will increase an individual's commitment to fatherhood. Issues of self-esteem and personal self-concept could be addressed through group discussions, planned activities (e.g. confidence course), readings, and the inclusion of a therapist for participants to use as needed. Program plans might also include discussions of risk taking behaviors and the possible consequences. Participants might be asked to experience the results of their risk taking behaviors; for example, being a father for a day or developing a budget that includes the expenses of a baby and then living on that budget for a week. The addition of risk taking, self-esteem, and personal self-concept into the existing program might increase the retention of the program principles, thus increasing a commitment to fatherhood.

Future research should begin to examine the longitudinal effect of the Dads Make A Difference Program.

Two-year Follow-up of Teen Peer Trainers

The original evaluation design indicated that a follow-up of the teen peer trainers would be conducted within 12 to 18 months of their completion of the project. During fiscal year 2002-2003, those data were collected from the teen peer trainers. In July-August 2002, a questionnaire was constructed to be mailed to the teens. The teens' most recent contact information was collected from the site mentors, and from the contact information the teens provided the evaluators at their original training. One hundred and twenty-five teens were mailed a questionnaire and asked to complete it at their earliest convenience, and return the questionnaire to the evaluators in the enclosed stamped, return addressed envelope.

Seven questionnaires were returned as addressee unknown, lowering the total potential respondents to 118. Nineteen teens returned the questionnaires completed after three weeks. Follow-up reminders were mailed to all of the teens, reminding them to return the questionnaire, and an additional 3 teens returned their completed questionnaire. Therefore, a total of 22 teens, for a response rate of 19 percent, completed and returned the questionnaire. Given the small number of respondents, the results presented below are the initial baseline analyses from a portion of their responses that could be analyzed with descriptive statistics. These analyses assess changes in individual respondents (N=22) between Time 1 (prior to their initial training) and Time 2 (two-years after that initial training), using T-test statistics.

Follow-Up Results

1. Did the teen peer trainers exhibit different levels of knowledge about the importance of fatherhood, sexual risk-taking behaviors, and the importance of child support between two-years after they had participated in the DMAD program and right after completing the program?

Yes. Teens demonstrated significantly higher levels of knowledge about the importance of fatherhood ($t(1, 22) = -1.078, p < .01$),¹ the consequences of sexual risk-taking behavior ($t(1,22) = -1.347, p < .001$), and the importance of child support ($t(1,22) = -2.751, p < .03$) two-years after participating in the DMAD program in comparison to right after completing the program

¹ Results are based on data collected from 22 teens that completed post-tests right after DMAD training, and again two-years later.



2. Did the teen peer trainers exhibit different attitudes about issues related to fathering, sexual risk-taking, and paternity establishment/child support between two-years after they had participated in the DMAD program and right after completing the program?

For several of the questions teen attitudes did not significantly change over time, but for some items, attitudes significantly changed over the two-year timeframe. Two-years later, significantly fewer teens felt that women make better parents than men ($t(1, 21) = 1.451, p < .001$), significantly fewer disagreed that it is unfair for a child not to know his/her father ($t(1, 21) = 2.024, p < .001$), significantly fewer thought that males should establish paternity only when they get along well with the mother of their child ($t(1, 21) = 2.979, p < .01$), significantly more thought females should encourage males who are committed to their parental relationship to declare paternity ($t(1, 21) = 2.483, p < .01$), significantly more disagreed with the statement that children born to single teen moms who do not receive child support are usually going to grow up in poverty ($t(1, 21) = .825, p < .001$), however significantly more agreed with the statement that when a child is born to a single teen mom they are more likely to grow up in poverty, and significantly more teens after two-years thought getting child support for babies and kids is important because of the cost of raising children ($t(1, 21) = 2.032, p < .005$) These findings suggest that as the teens got older, they further identified the importance of the roles of both fathers and mothers with their children and the costs associated with child rearing. Although from the outset of the teens involvement with the DMAD program they strongly believed in the importance of fathers, as shown by the 91% who either strongly agreed or agreed with the statement, "children need their dads to be involved in their lives as much as they need their moms to be involved," the two-year follow-up data suggest both parents involvement with their children, along with the supports necessary to raise the children further are recognized.



3. What were the teen peer trainers' average levels of their self-concept (feeling about themselves) and their self-esteem?

The teens' ($N = 22$) level of self-concept was assessed using the Tennessee Self-Concept Scale: Second Edition (TSCS:2). This 82-item measure gauges how adolescents feel about themselves. In addition to assessing adolescents' global self-concept, the TSCS:2 measures how adolescents feel about themselves physically, morally, personally, as a family member, in their social relationships with peers, and in academic/work situations. The TSCS has been normed on a nationally representative population of adolescents; thus a comparison between the teens who participated in the DMAD program and adolescents in the general

population could be made. Below are the results of the teens' scores when they completed the DMAD program.

The teens' scores on the TSCS:2 indicate that the peer trainers viewed themselves more positively than only 6% of the general population of adolescents. However, the teens' average scores on the various domains of self-concept varied slightly, suggesting they felt a bit more positively about themselves in some areas than in others. For example, teens' average scores on the physical self-concept scale (which assesses their feelings about their bodies, health, physical appearance, and sexuality) suggested that they viewed themselves in more positive terms than approximately 13% of the general population. Teens' average scores on the moral self-concept scale (which assesses their feelings of moral worth) revealed that they viewed themselves in more positive terms than only 9% of the population. Teens' average scores on the personal self-concept scale (which assesses their feelings of personal worth) revealed that they viewed themselves in more positive terms than 13% of the population, whereas their scores on the family self-concept scale revealed that their feelings about themselves as an adequate or worthy family member were higher than 11% of the general population. The teen peer trainers' average scores on the social self-concept scale indicated that they viewed their social competency as being higher than only 5% of the general population. Finally, the teens' scores on the academic and work self-concept scale revealed that they perceived themselves as being more competent in academic and work settings than 21% of the general population.²

Taken together, these results reveal that the teens who participated in the DMAD program had lower average self-concepts than adolescents in the general population. They viewed themselves the least positively in their social relationships with peers and most positively in learning and work situations. Two-year follow-up data suggested that the teens' feelings about themselves had not changed significantly since the completion of their participation with the Dads Make a Difference program. However, caution should be made when generalizing these results, given they are based on a small number of respondents.

Additionally, teens' scores (N = 22) on the Janis-Fields Self-Esteem Scale also were reported. This scale is a 10-item inventory that assesses individuals' sense of self worth and ability to project oneself in various circumstances. The scores reported from the completion of the DMAD program and the two-year follow-up were significantly different, with the teens reporting significantly higher self-esteem scores at the two-year follow-up than they had reported at the time of the completion of the DMAD program ($t(1, 22) = -3.089, p < .01$).

² Results are based on data collected from 22 teens that completed the TSCS:2 for the two-year follow-up questionnaire.



4. What were the rates of volunteer activity among DMAD teen peer trainers?³

Although the rates of volunteer activity did not significantly differ at the two-year follow-up, sixty percent of the teen peer trainers remained involved in some other type of volunteer activity. Teens who were volunteering reported spending an average of 12.8 hours a week in such activities. They reported having been involved in that particular volunteer activity for an average of 3 years and 7 months.

The teens reported a variety of volunteer activities in which they were engaged. Examples of the kinds of volunteer activities were: Meals on Wheels, Humane Society, camp counselor, fire fighter, Relay for Life, 4-H counselor, working with children, volunteering at church, and teacher aide.



5. What was the rate of labor force participation among the DMAD teen peer trainers?³

Whereas forty percent of the teen peer trainers interviewed were employed at the time they became involved with the DMAD program, 60 percent were employed at the two-year follow-up. This finding indicates a significantly greater number of the teens were employed at the time of the follow-up than were employed while participating in the DMAD program. This finding is probably not surprising, given that more of the teens are either no longer in high school or are in their last year of high school and thus probably are more likely to be employed even part-time.



6. What was the rate of extracurricular activity participation among the DMAD teen peer trainers?³

Seventy percent of the teen peer trainers were involved in an extracurricular activity such as sports, music, or student government at the time they became involved with the DMAD program. Teens who were involved in extracurricular activities reported spending an average of 10 hours per week in such activities. They reported being involved in their extracurricular activity for an average of 3 years and 4 months. Although the number of extracurricular activities reported in the two-year follow-up was not significantly different from what was reported

³ Results are based on data collected from 22 teens that completed the School and Work Questionnaire at the time of the two-year follow-up.

at the completion of the DMAD program, teens did report being involved in fewer sports and extracurricular activities. One could hypothesize that the fewer number of extracurricular activities reported may be due to the fact that more of the youth report at the follow-up spending time being employed.



7. How were the teen peer trainers performing academically?³

Although not all of the teens at the time of the follow-up were attending school, the majority either remained in high school or college, or was in some specialized vocational training. Further, the teens reported they had significantly higher grades at the time of the two-year follow-up than they had at the completion of the DMAD program.



8. Did the DMAD program serve the population it was intended to benefit?

A description of the teens responding to the two-year follow-up questionnaire follows:

- Gender: 53.5.2% female; 45.7% male
- Ethnicity: 64.6% African American; 26.8% Caucasian; 1.6% multiracial; 7.0% other
- Age: average 18.9; with a range between 15 to 24
- Education: 40.1% were in high school and 59.9% had already completed high school and were either working or continuing their education.
- Pregnancy (Rate/Parenthood): 0% had children; 0% were pregnant or expecting a child
- Two-thirds had prior experience as peer counselors⁴



9. What were the current career goals of the teens?

The teens identified numerous professions as their career goals. Most of those professions will necessitate the teens obtaining at least a college education if not additional advanced degrees. Examples of some of the careers mentioned were: registered nurse, social worker, English professor, lawyer, teen counselor, veterinarian, journalist, physician, business person, mechanical engineer, elementary school teacher, and accountant.

⁴ Results based on data collected from 22 students



10 . How did the teens become involved in the “Dads Make a Difference” program?

Most of the teens learned about the Dads program through a significant adult mentor or because of their involvement in an extracurricular activity. Adult friends of their family, adults they knew through church, or counselors at school informed them about the program. Additionally, organizations with which they were involved such as 4-H, Boys and Girls Club, and school conferences also provided them information about the Dads program.



11. What did the teens hope to get out of the “Dads Make a Difference” program?

Teens expressed a variety of expectations they had for their participation in the program. Several mentioned their desire to learn more about parenting so they would be better informed for themselves as well as be able to inform others. The information regarding paternity establishment and child support issues was new knowledge for most of the teens. Learning more about dads, and the important issues of fatherhood and the roles fathers have with their children were also important to some teens. Finally, some teens were hoping to learn more about the nature of male and female relationships and how they negotiate and work to get along with each other.

Ninety-four percent of the teens felt the Dads program had met their expectations and they were glad they had participated in the program.



Dads Make A Difference Project Final Evaluation Report

Data Analyses and Results for Middle School Students

Data were collected from 25 middle school youth during the duration of the program. (For summary of results among middle school student participants in the Dads Make a Difference program, see Appendix A). Because only a small number of middle school youth participated in the program, caution should occur when making generalizations from these results.

1. What were the middle school-aged youth participants' average levels of self-esteem?

Middle schoolers' self-esteem was measured by the Piers-Harris Children's Self-Concept scale, an 80-item inventory that assesses how children feel about themselves in a variety of domains. In addition to assessing how children feel about themselves, overall, the measure details how children feel about their behavior, their intellect and school performance, their physical appearance and attributes, their level of anxiety, their popularity with other children, and their happiness and satisfaction with life. As with the TSCS:2, the Piers-Harris has been normed on a nationally representative sample of children. This allowed us to compare the middle school-aged participants' self-concepts to the self-concepts of children in the population at large.

The middle school-aged participants' (N=24) average scores on the Piers-Harris Children's Self-Concept scale suggested that in general, they viewed themselves in more positive terms than approximately 62% of children in the general population. Like the teen trainers, the middle school-aged youth participants' average scores on the various domains of self-concept varied slightly, suggesting they felt more positively about themselves in some areas than in others. For example, middle school-aged participants' average scores on the behavior self-concept scale suggested that they viewed their behavior in more positive terms than the average score obtained in the general population. Middle school-aged participants' average scores on the intellectual and school status self-concept scale revealed that about half of them viewed themselves in more positive terms than 76% of the population, while the other half viewed themselves slightly more negatively than the general population. Middle school-aged participants' average scores on the physical appearance and attributes self-concept scale revealed that they viewed themselves in more positive terms than 84% of the population, whereas their scores on the anxiety self-concept scale revealed that their feelings about themselves were higher than approximately 48% of children in the general population. The middle school-aged participants' average scores on the popularity self-concept scale indicated that they viewed their likeability as being higher than approximately 54% of the general population. Finally, about half of the middle school-aged participants' scores on the happiness and satisfaction

self-concept scale revealed that they perceived themselves as being more content than approximately 61% of children in the general population, while the other half reported slightly lower than average scores of happiness and satisfaction.

Taken together, these results reveal that the middle school-aged youth who participated in the Dads Make a Difference program had average or slightly higher than average self-concepts than children in the general population. They viewed themselves the least positively in terms of their general levels of anxiety and happiness and most positively in their behavior and personal appearance and attributes. Overall scores of 61.25 on the Piers-Harris Self-Concept Scale were higher than the average total score of 55.



2. How have the middle school youths' knowledge and attitudes changed after being taught the program?

While some middle school youth participants' knowledge changed after participating in the program, there were no significant differences between pre and post-knowledge scores in the group. Middle school participants experienced no significant changes in attitudes on the importance of fathers, sexual risk-taking, or paternity/child support.



3. What were the rates of volunteer activity among DMAD middle school-aged youth participants⁵?

Eighty-four percent of the middle school-aged youth (N=13) were involved in some other type of volunteer activity at the time they attended the DMAD program. Middle school-aged youth who were volunteering reported spending an average of 4.5 hours a week in such activities. They reported having been involved in that particular volunteer activity for an average of 9 months.



4. What was the rate of labor force participation among the DMAD middle school-aged youth participants⁵?

Eight percent of the middle school-aged youth participants (N=13) were employed at the time they became involved with the DMAD program. Middle school-aged youth who were employed spent an average of 7 hours a week working.



5. What was the rate of extracurricular activity participation among the DMAD middle school-aged youth participants⁵?

Thirty-nine percent of the middle school-aged youth participants (N= 13) were involved in some type of extracurricular activity at the time they became involved with the DMAD program. Middle school-aged youth who were involved in extracurricular activities reported spending an average of 1 hour per week in such activities. They reported being involved in their extracurricular activity for an average of 3½ years.



6. How were the middle school-aged youth participants performing academically⁵?

Forty-four percent of the middle school-aged youth (N= 9) reported a current grade point average of 3.5-4.0. Eleven percent of the middle school-aged youth reported a current grade point average of 3.0-3.49, whereas 33% of the youth reported a current grade point average of 2.5-2.99. An additional 11% of the teens reported a current grade point average of 1.0-1.49.



7. Did the DMAD program serve the population it was intended to benefit?

A description of the 25 middle school-aged youth who participated in the DMAD program to date follows:

- Gender: 84% female; 16% male
- Ethnicity: 80% African American; 4% Hispanic; 8% other
- Age: average 12.648
- Education: 76% in grades 3-7; 24% in high school
- Pregnancy (Rate/Parenthood): 0% had children; 0% were pregnant or expecting a child



⁵ Results based on 14 middle school students. Academic and extracurricular data not available for 11 other middle school students.



Dads Make A Difference Project Final Evaluation Report

Lessons Learned and Recommendations

Major Lessons Learned by Teens through Trainings

Importance of Parenting

1. Recognized the importance of having a mother and a father be part of your life
2. Dads can have important role in influencing children
3. Denying parental responsibility has negative implications for children
4. Raising kids is hard
5. Being a parent is a lot of work

Importance of Sexual Responsibility

1. Responsible sexuality is a two-way street
2. Know the risks of sex
3. Decisions you make affect many people
4. Decisions are not just for the present but also influence the future

Techniques of Teaching

1. Learning to work as a team
2. Learning facts that they could share
3. Learning to use role modeling and hands-on exercises
4. Discuss topics with others and hear others' points of view

Major Comments Made by Middle Schoolers

Positive Learning Reactions

1. The project was "cool".
2. It is amazing that teenagers would spend time with us discussing these issues
3. The teachers were fun and easy to understand
4. The teachers were interested in us
5. It was great talking to someone my age
6. I learned something about decisions and consequences
7. Don't have a child until you are financially and emotionally stable
8. Fathers have a responsibility to take care of their children too
9. Dads are all different and some can't help

Lessons Learned and Programmatic Recommendations

Major Program Successes

1. Nationally known curriculum that was accepted
2. Good “cutting-edge” curriculum not often delivered to youth
3. Curriculum was easily delivered to teen audience
4. Target audience was receptive to materials presented
5. Legal information was particularly useful for teens, parents and the mentors
6. Teen leadership skills and confidence were enhanced that could be generalized to other community projects
7. Advisor/mentors also personally utilized the curriculum or shared with friends



Major Program Barriers

1. Not all of the potential players (such as the education system) were included in the original design of the project, hence getting them on board was a challenge
2. Those expected to implement a curriculum must be comfortable with the content of the material
3. Those implementing a specific program must be able to see how this curriculum fits into their larger programming agenda or they may sabotage the effort or simply not be receptive to the program



Future Changes for the Project

1. Make sure every audience that could be targeted for involvement in the project is included in the initial planning for a new proposal
2. Modify model so that other adults and not just teens are the teachers to the middle-schoolers (sometimes teens are not receptive to teaching middle-schoolers or they don't have time)
3. Develop new targets of teen populations such as female teens in the juvenile justice system
4. Develop a cadre of partners who might be collaborators and thus maximize program sustainability
5. Follow the basic community development rules of :
 - a. Going to the community to assess their needs
 - b. Contacting key leaders
 - c. Meeting with key leaders and listening to their concerns
 - d. Organizing the community to be prepared to implement the program
 - e. Working to develop elements of sustainability for the program



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Dads Make A Difference Project Final Evaluation Report
Appendix A: Evaluation Plan for Teen Peer Trainers

**Submitted to Maryland Department of Human Resources
Child Support and Enforcement Administration**

Dads Make a Difference Program Evaluation: Teen Peer Trainers

This table details the Dads Make a Difference (DMAD) program evaluation plan. Specifically, this table documents how the impact of the program on the **teen peer trainers** is assessed. The first column lists the research questions to be answered; the second column identifies the specific outcome that is assessed; the third column identifies the measure from which we obtain information about the outcome; and the fourth column reports the results of the analysis.

Research Question	Outcome	Measure	Results
Did the teen peer trainers exhibit different levels knowledge about fatherhood, paternity establishment, and child support after they participated in the DMAD program?	Peer trainers' knowledge of fatherhood, paternity establishment, and child support.	Knowledge and Opinion Poll (see Appendix C), questions 1-9. We will compare the peer trainers' pre- and post-test responses to individual items.	For specific results see the attached document that follows
Did the teen peer trainers exhibit different attitudes about fathering, paternity establishment, and child support after they participated in the DMAD program?	Peer trainers' attitudes toward fathering, paternity establishment, and child support.	Knowledge and Opinion Poll (see Appendix C), questions 10-26. We will compare the peer trainers' pre- and post-test responses to individual items. (Note: this inventory may be factor analyzed once data have been collected to develop subscales that would assess distinct attitudinal constructs).	
Did the teen peer trainers exhibit different levels of self-esteem after they participated in the DMAD program?	Peer trainers' level of self-esteem .	Tennessee Self-Concept Scale: Second Edition (TSCS: 2) (See Appendix C) and Janis-Field Feelings of Inadequacy Scale (See Appendix C) We will compare the peer trainers' pre- and post-test scores on both measures.	
Did the teen peer trainers have different rates/frequency of volunteer activity after they participated in the DMAD program?	Peer trainers' level/frequency of volunteer involvement .	School and Work Questionnaire (See Appendix C), question 6. We will compare the % of peer trainers that report being involved in volunteer activities and the average hours of volunteer work/week pre- and post-involvement in DMAD program.	

Research Question	Outcome	Measure	Results
Did the teen peer trainers have different rates/frequency labor force participation after they participated in the DMAD program?	Peer trainers' level/frequency of labor force involvement .	School and Work Questionnaire (See Appendix C), question 5. We will compare the % of peer trainers that report having a job and the average hours of work/week pre-and post-involvement in DMAD program.	For specific results see the attached document that follows
Did the teen peer trainers show different levels of academic performance after they participated in the DMAD program	Peer trainers' academic performance .	School and Work Questionnaire (See Appendix C), questions 2-4. We will compare the peer trainers' self-reports of their grade point averages pre- and post-involvement in the DMAD program.	
Did the DMAD program serve the population it was intended to benefit?	Appropriate program delivery.	Teen Profile Questionnaire (See Appendix C). We will document the demographic characteristics of the teen peer trainers, the number of high school students who participated in the program as teen peer trainers, the services that were provided and received, and the process of service delivery and trainer recruitment.	
Were the teen peer trainers satisfied with their involvement in the DMAD program?	Peer trainers' satisfaction with program.	Open-ended Post-Teen Training Questions (See Appendix C) and School and Work Questionnaire (See Appendix C), question 8. We will report the number and % of teen peer trainers that were satisfied with their involvement in the DMAD program. We will also summarize qualitative data describing strengths and weaknesses of the program (as perceived by the teen peer trainers) and how the program benefited the peer trainers.	

Research Question	Outcome	Measure	Results
What was the rate of teen pregnancy among the teen peer trainers?	Peer trainers' teen pregnancy rates.	Teen Profile Questionnaire (See Appendix C). We will document the number and % of teen peer trainers who reported either being pregnant/having a partner who is pregnant or being a parent.	For specific results see the attached document that follows
What was the rate of paternity establishment among the teen peer trainers?	Peer trainers' rates of paternity establishment .	Teen Profile Questionnaire (See Appendix C). We will document the number and % of teen peer trainers who have legally established paternity.	
After participating in the DMAD program, were the teen peer trainers able to discuss the role of fathers with others?	Peer trainers' ability to discuss the role of fathers .	Open-ended Post-Teen Training Questions (See Appendix C). We will report the number and % of teen peer trainers who reported having conversations with others about child support, establishing paternity, or the importance of fathers.	

Summary Results of the Teen Peer Trainer Research Questions after Completing the DMAD Program (Two-Year Follow-up)

Knowledge

- Higher knowledge of importance of fatherhood
- Higher knowledge of consequences of sexual risk-taking behavior
- Higher knowledge of the importance of child support

Attitudes

- Fewer felt women make better parents than men
- Fewer disagreed it is unfair for a child to not know his/her father
- Fewer thought males should establish paternity only when they get along with the child's mother
- More thought females should encourage males committed to their parental relationship to declare paternity
- More disagreed that children born to single teen moms who don't receive child support will grow up in poverty
- More agreed that when a child is born to a single teen mom they are more likely to grow up in poverty
- More thought getting child support for babies and kids is important because of the cost of raising children

Self-Esteem

- Teens had lower average self-concepts than adolescents in the general population
- Viewed themselves least positively in their social relationships with peers
- Viewed themselves most positively in learning and work situations
- Self-esteem scores of self-worth and ability to project oneself in various circumstances significantly higher after two-year follow-up

Volunteer Involvement

- Volunteer rates do not differ significantly after two-years
- Sixty percent continue to volunteer
- 12.8 hours a week spent volunteering

Labor Force Involvement

- 40% were employed at the time they became involved in the DMAD program, 60% were employed two-years later
- 70% were involved in extracurricular activities, with an average of 10 hours spent a week

Academic Performance

- Majority of teens remained in high school, college, or some specialized vocational training two-years later
- Significantly higher grades were reported at the two-year follow-up than at the completion of the DMAD program

Appropriate Program Participants

- Approximately half were females and half males
- Multiple ethnic groups represented
- Average age of 18.9
- 40% were in high school, 60% had completed high school

Satisfaction with the Program

- 94% reported the Dads program had met their expectations and they were glad they had participated

Teen Pregnancy and Paternity Establishment Rates

- None of the teens were pregnant nor were any expecting a child
- No males were fathers, thus no paternity claims had been filed

Ability to Discuss the Role of Fathers

- Approximately 25% of the students report having spoken with someone about the DMAD program
- Approximately half had talked with one or both parents about the program
- Approximately 40% had talked with peers about the program
- Discussions included specific lessons learned, statistics, establishing paternity, and rights of fathers



Dads Make A Difference Project Final Evaluation Report
Appendix B: Evaluation Plan for Middle School Students

**Submitted to Maryland Department of Human Resources
Child Support and Enforcement Administration**

Dads Make a Difference Program Evaluation: Middle School Youth Participants

This table details the Dads Make a Difference (DMAD) program evaluation plan. Specifically, this table documents how the impact of the program on the **middle school youth participants** is assessed. The first column lists the research questions to be answered; the second column identifies the specific outcome that is assessed; the third column identifies the measure from which we obtain information about the outcome; and the fourth column reports the results of the analysis.

Research Question	Outcome	Measure	Results
Did the middle school participants exhibit different levels knowledge about fatherhood, paternity establishment, and child support after they participated in the DMAD program?	Participants' knowledge of fatherhood, paternity establishment, and child support.	Knowledge and Opinion Poll: We will compare the participants' pre- and post-test responses to individual items.	For specific results see the attached document that follows
Did the middle school participants exhibit different attitudes about fathering, paternity establishment, and child support after they participated in the DMAD program?	Participants' attitudes toward fathering, paternity establishment, and child support.	Knowledge and Opinion Poll: We will compare the participants' pre- and post-test responses to individual items. (Note: this inventory may be factor analyzed once data have been collected to develop sub-scales that would assess distinct attitudinal constructs).	
Did the middle school participants exhibit different levels of self-esteem after they participated in the DMAD program?	Participants' level of self-esteem .	Piers-Harris Children's Self-Concept Scale: We will compare the participants' pre- and post-test scores on both measures.	
Did the middle school participants have different rates/frequency of volunteer activity after they participated in the DMAD program?	Participants' level/frequency of volunteer involvement .	School and Work Questionnaire: We will compare the % of participants that report being involved in volunteer activities and the average hours of volunteer work/week pre-and post-involvement in DMAD program.	

Research Question	Outcome	Measure	Results
Did the middle school participants have different rates/frequency labor force participation after they participated in the DMAD program?	Participants' level/frequency of labor force involvement .	School and Work Questionnaire: We will compare the % of participants that report having a job and the average hours of work/week pre-and post-involvement in DMAD program.	For specific results see the attached document that follows
Did the middle school participants show different levels of academic performance after they participated in the DMAD program	Participants' academic performance .	School and Work Questionnaire: We will compare the participants' self-reports of their grade point averages pre- and post-involvement in the DMAD program.	
Did the DMAD program serve the population it was intended to benefit?	Appropriate program delivery.	Teen Profile Questionnaire: We will document the demographic characteristics of the program participants, the number of middle school youth served by the program, the services that were provided and received, and the process of service delivery and participant recruitment.	
Were the middle school participants satisfied with their involvement in the DMAD program?	Participants' satisfaction with program.	Open-ended Post-Teen Training Questions and School and Work Questionnaire: We will report the number and % of middle school youth that were satisfied with their involvement in the DMAD program. We will also summarize qualitative data describing strengths and weaknesses of the program (as perceived by the program participants) and how the program benefited the participants.	

Research Question	Outcome	Measure	Results
What was the rate of teen pregnancy among the middle school participants?	Participants' teen pregnancy rates.	Teen Profile Questionnaire: We will document the number and % of middle school youth who reported either being pregnant/having a partner who is pregnant or being a parent.	For specific results see the attached document that follows
What was the rate of paternity establishment among the middle school participants?	Participants' rates of paternity establishment .	Teen Profile Questionnaire: We will document the number and % of middle school youth who have legally established paternity.	
After participating in the DMAD program, were the middle school participants able to discuss the role of fathers with others?	Participants' ability to discuss the role of fathers .	Open-ended Post-Teen Training Questions: We will report the number and % of middle school youth who reported having conversations with others about child support, establishing paternity, or the importance of fathers.	
How many of the DMAD middle school program participants became teen peer trainers?	Program sustainability .	Program Records. We will document the number and % of middle school participants who eventually became teen peer trainers.	

Summary Results of the Middle School Research Questions after Completing the DMAD Program

Knowledge

- No significant changes in knowledge

Attitudes

- No significant changes in attitudes on the importance of fatherhood, sexual risk-taking, and paternity/child support.

Self-Esteem

- Viewed selves more positively than 62% of the children in the general population
- Least positive about their general levels of anxiety and happiness and satisfaction
- Most positive about their personal appearance and attributes and behavior

Volunteer Involvement

- 84% were involved in volunteer activities
- 4.5 hours were spent a week

Labor Force Involvement

- 8% were employed
- An average of 7 hours spent a week working

Academic Performance

- 44% reported a GPA of 3.5-4.0
- 11% reported a GPA of 3.0-3.49
- 33% reported a GPA of 2.5-2.99
- 11% reported a GPA of 1.0-1.49

Appropriate Program Participants

- 84% were female and 16% were male
- 80% were African American with the remaining participants from most other ethnic groups
- Average age was 12.6
- 76% were in grades 3-7, 24% were in grade 8

Satisfaction with the Program

- Majority of participants indicated they were satisfied with the program and their participation

Teen Pregnancy and Paternity Establishment Rates

- None of the middle schoolers were pregnant nor were any expecting a child
- No males were fathers, thus no paternity claims had been filed

Ability to Discuss the Role of Fathers

- Approximately 20% mentioned they told others it was a good program
- Approximately 12% told others about the importance of having high school students come to teach them
- Most acknowledged they had a new understanding or appreciation for dads
- Most indicated they learned the importance of taking responsibility for their own actions

Sustainability

- None of the middle schoolers had moved on to become teen peer trainers by the end of the project



Dads Make A Difference Project Final Evaluation Report

Appendix C: Post-Training Follow-Up Questionnaire

Maryland Dads Make a Difference Project Post-Training: Teen Teachers

PART I: TEEN PROFILE

Instructions: Completing this form is optional. However, we would like you to complete the questions below because it helps us, your trainers, to get to know you better. Also, we would like your address because we will be sending some other materials to you, at home, in the future. Please read through this carefully. All of the information that you share with us will be confidential.

INFORMATION ABOUT YOU

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone Number: _____

Birth date: _____ Age: _____ Sex: _____

Name of School Currently Attending: _____

Current Grade Enrolled In: _____

Have you ever been a peer counselor, teacher, or mediator before? Yes No

INFORMATION ABOUT YOUR RACE AND/OR ETHNICITY

Many people describe themselves in different ways such as: Black, Hispanic, White, African American, Latino, Asian, or Native American.

How do you choose to describe your racial and/or ethnic background?

INFORMATION ABOUT YOUR PARENTING EXPERIENCES

The Dads Make A Difference Project is also interested in knowing if you are a parent.

FEMALES ONLY		
Are you currently pregnant?	Yes	No Unsure
Are you currently a mom?	Yes	No Unsure
If you are currently a parent, please provide the information below.		
<u>Name of Child</u>	<u>Age of Child</u>	<u>Has legal parentage been established by child's father?</u>
_____	_____	Yes No

MALES ONLY		
Do you have a partner(s) who is currently pregnant?	Yes	No Unsure
Are you currently a dad?	Yes	No Unsure
If you are currently a parent, please provide the information below.		
<u>Name of Child</u>	<u>Age of Child</u>	<u>Have you established legal parentage for this child?</u>
_____	_____	Yes No

INFORMATION ABOUT YOUR FAMILY

Please tell us a little about the family you are currently living with. Who lives in your home with you? You don't need to list names of people in your home, just their relationship to you (father, mother, brothers, sisters, grandparents, cousins, other).

**MARYLAND DADS MAKE A DIFFERENCE PROJECT
POST-TRAINING: TEEN TEACHERS**

First Initial of First Name: _____ First Initial of Last Name: _____

Today's Date: _____ School currently attending: _____

PART II: MULTIPLE CHOICE

INSTRUCTIONS

The questions below are based on the information that was presented during the DADS program training. Please read each question carefully and choose answers to the best of your ability.

We use this as a tool to understand how effective our training is in preparing you for teaching. Thanks for your help. Your answers are confidential.

Instructions: Please read each statement below and choose the best answer.

1. Paternity is defined as:
 - a) a father who has physical custody of his child or children.
 - b) someone who supports a child financially until he or she is 18 years old.
 - c) legal fatherhood which gives certain rights and benefits to the father, the mother, and the child.
 - d) the process of two parents raising their child together.

2. An example of a risk is:
 - a) driving without a seatbelt
 - b) drinking alcohol.
 - c) interviewing for a new job.
 - d) Answers a, b, and c are all examples of risks.

3. Which one of the following statements is false?
- a) When a child is born to a married couple, the husband is assumed to be the legal father.
 - b) When a child is born to an unmarried couple, parents can sign the Recognition-of-Parentage form to establish the father's paternity.
 - c) When a child is born to an unmarried couple, parents can go to court to establish the paternity of the father
 - d) When a child is born to an unmarried couple, the father needs to have his name only on the birth certificate to be the legal father
4. A dad is someone who:
- a) provides guidance for his child.
 - b) helps to support his child financially
 - c) nurtures his child.
 - d) Answers a, b, and c all are correct.
5. When a parent fails to pay child support, how can the parent be made to pay?
- a) Money can be withheld from the parents' paycheck and his/her property (cars, boats, bank accounts) can be seized.
 - b) The parent can be arrested and forced to work in the county workhouse. The income from this work is then used to pay child support.
 - c) The parent cannot be made to pay child support; this would be against the law.
 - d) The child has to wait until he or she is 18, then he or she can take the parent to court to get the money owed.
6. What factors are used as guidelines by the state of Maryland to decide of the amount of child support to be paid?

- a) The age of the parent paying child, the occupation of the parent, and if the child is enrolled in school.
- b) The county where the child lives, age of the child, and whether the child is male or female.
- c) The number of children that the father has, the income of the parent who owes child support, and the needs of the child.
- d) The age of the mother, whether the father is a United States citizen, and the father's medical history.

Please choose the best TWO statements for the questions 7, 8, and 9 below.

7. Circle TWO statements below that describe how legal fatherhood benefits a mother.
- a) It gives the mother the right to ask for medical support for her child.
 - b) It helps the mother to know that she isn't the only person responsible for raising her child.
 - c) It gives the mother the right to not pay income taxes on her salary.
 - d) It allows the mother the right to verbally harass the father if he does not pay child support.
8. Circle TWO statements below that describe how legal fatherhood benefits a child.
- a) It guarantees the child financial aid for education or training after high school.
 - b) The child benefits from the child support payments
 - c) It allows the child access to social security, military benefits, health care, any inheritance, and other financial benefits.
 - d) The child benefits because he or she is considered an adult by the court system at 16 years of age.
9. Circle TWO statements below that describe how legal fatherhood benefits a father.
- a) It benefits the father because it guarantees him physical custody of his child.
 - b) It gives the father the right to ask the court if he may visit his child.

- c) The father benefits from having access to his child's school and medical records.
- d) It is beneficial for the father because it allows him the chance to get better job benefits.

PART III: TEEN TEACHER OPINION POLL

INSTRUCTIONS: The remaining items are opinion statements. There are no right or wrong answers--your answer depends on your opinion. Please select from the choices of:

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
10. Females have a natural instinct for mothering. This makes women better parents than men.	1	2	3	4	5
11. The issue of teenage parenting is not a big deal.	1	2	3	4	5
12. Being a single parent is challenging for most teens	1	2	3	4	5
13. It's unfair for a child not to know his or her father.	1	2	3	4	5
14. The decisions made during adolescence can have long-term consequences.	1	2	3	4	5
15. Children need their dads to be involved in their lives as much as they need their moms to be involved.	1	2	3	4	5
16. Anytime an adolescent has sexual intercourse; he or she takes a risk	1	2	3	4	5
17. Once a male establishes paternity, he will be burdened unfairly with child support payments.	1	2	3	4	5
18. Fathers have as much to contribute to the lives of their children as mothers do.	1	2	3	4	5
19. Males should establish paternity only when they get along well with the mother of their child.	1	2	3	4	5
20. Establishing paternity just as important for the dad as it is for the mom and the baby.	1	2	3	4	5
21. Choosing to have sexual intercourse may also mean choosing to become a parent.	1	2	3	4	5

SD = Strongly Disagree

D = Disagree

U = Undecided

A = Agree

SA = Strongly Agree

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
22. Females should not push the issue of paternity on the father of the baby if he already is committed to the relationship.	1	2	3	4	5
23. Regardless of the quality of a couple's relationship, paternity should be established because it is in the best interest of the child.	1	2	3	4	5
24. Children born to single teen moms who do not receive child support usually grow up in poverty.	1	2	3	4	5
25. When a child is born to a single teen mom it usually means he or she will grow up in poverty.	1	2	3	4	5
26. Getting child support for babies and little kids isn't that important because it doesn't cost too much to raise them.	1	2	3	4	5

PART IV: TSCS:2 SELF CONCEPT SCALE

INSTRUCTIONS: This scale asks you to describe how you feel about yourself. There are no right or wrong answers, so please just describe yourself as honestly as you can. When you are ready to begin, read each statement and decide how well it describes you according to the scale below. Read each statement carefully. Then circle the number that shows your answer. Circle only one number for each statement, using this scale:

- 1 = ALWAYS FALSE
- 2 = MOSTLY FALSE
- 3 = PARTLY FALSE AND PARTLY TRUE
- 4 = MOSTLY TRUE
- 5 = ALWAYS TRUE

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am an attractive person. | 1 | 2 | 3 | 4 | 5 |
| 2. I am an honest person. | 1 | 2 | 3 | 4 | 5 |
| 3. I am a member of a happy family. | 1 | 2 | 3 | 4 | 5 |
| 4. I wish I could be more trustworthy. | 1 | 2 | 3 | 4 | 5 |
| 5. I do not feel at ease with other people. | 1 | 2 | 3 | 4 | 5 |
| 6. Math is hard for me. | 1 | 2 | 3 | 4 | 5 |
| 7. I am a friendly person. | 1 | 2 | 3 | 4 | 5 |
| 8. I am satisfied with my moral behavior. | 1 | 2 | 3 | 4 | 5 |
| 9. I am not as smart as the people around me are. | 1 | 2 | 3 | 4 | 5 |
| 10. I do not act the way my family thinks I should. | 1 | 2 | 3 | 4 | 5 |
| 11. I am just as nice as I should be. | 1 | 2 | 3 | 4 | 5 |
| 12. It is easy for me to learn new things. | 1 | 2 | 3 | 4 | 5 |
| 13. I am satisfied with my family relationships. | 1 | 2 | 3 | 4 | 5 |
| 14. I am not the person I would like to be. | 1 | 2 | 3 | 4 | 5 |
| 15. I understand my family as well as I should. | 1 | 2 | 3 | 4 | 5 |
| 16. I despise myself. | 1 | 2 | 3 | 4 | 5 |

- 1 = ALWAYS FALSE
- 2 = MOSTLY FALSE

3 = PARTLY FALSE AND PARTLY TRUE
 4 = MOSTLY TRUE
 5 = ALWAYS TRUE

17. I don't feel as well as I should.	1	2	3	4	5
18. I do well at math.	1	2	3	4	5
19. I am satisfied to be just what I am.	1	2	3	4	5
20. I get along well with other people.	1	2	3	4	5
21. I have a healthy body.	1	2	3	4	5
22. I consider myself a sloppy person.	1	2	3	4	5
23. I am a decent sort of person.	1	2	3	4	5
24. I try to run away from my problems.	1	2	3	4	5
25. I am a cheerful person.	1	2	3	4	5
26. I am a nobody.	1	2	3	4	5
27. My family would always help me with any kind of trouble.	1	2	3	4	5
28. I get angry sometimes.	1	2	3	4	5
29. I am full of aches and pains.	1	2	3	4	5
30. I am a sick person.	1	2	3	4	5
31. I am a morally weak person.	1	2	3	4	5
32. Other people think I am smart.	1	2	3	4	5
33. I am a hateful person.	1	2	3	4	5
34. I am losing my mind.	1	2	3	4	5
35. I am not loved by my family.	1	2	3	4	5

1 = ALWAYS FALSE
 2 = MOSTLY FALSE
 3 = PARTLY FALSE AND PARTLY TRUE
 4 = MOSTLY TRUE

5 = ALWAYS TRUE

- | | | | | | |
|---|---|---|---|---|---|
| 36. I feel that my family doesn't trust me. | 1 | 2 | 3 | 4 | 5 |
| 37. I am not good at the work I do. | 1 | 2 | 3 | 4 | 5 |
| 38. I am mad at the whole world. | 1 | 2 | 3 | 4 | 5 |
| 39. I am hard to be friendly with. | 1 | 2 | 3 | 4 | 5 |
| 40. Once in a while I think of things too bad to talk about. | 1 | 2 | 3 | 4 | 5 |
| 41. Sometimes when I am not feeling well, I am cross. | 1 | 2 | 3 | 4 | 5 |
| 42. I am neither too fat nor too thin. | 1 | 2 | 3 | 4 | 5 |
| 43. I'll never be as smart as other people. | 1 | 2 | 3 | 4 | 5 |
| 44. I like to work with numbers. | 1 | 2 | 3 | 4 | 5 |
| 45. I am as sociable as I want to be. | 1 | 2 | 3 | 4 | 5 |
| 46. I have trouble doing the things that are right. | 1 | 2 | 3 | 4 | 5 |
| 47. Once in a while I laugh at a dirty joke. | 1 | 2 | 3 | 4 | 5 |
| 48. I should have more sex appeal. | 1 | 2 | 3 | 4 | 5 |
| 49. I shouldn't tell so many lies. | 1 | 2 | 3 | 4 | 5 |
| 50. I can't read very well. | 1 | 2 | 3 | 4 | 5 |
| 51. I treat my parents as well as I should. | 1 | 2 | 3 | 4 | 5 |
| 52. I am too sensitive about the things people
in my family say. | 1 | 2 | 3 | 4 | 5 |
| 53. I should love my family more. | 1 | 2 | 3 | 4 | 5 |
| 54. I am satisfied with the way I treat other people. | 1 | 2 | 3 | 4 | 5 |
| 55. I ought to get along better with people. | 1 | 2 | 3 | 4 | 5 |

1 = ALWAYS FALSE

2 = MOSTLY FALSE

3 = PARTLY FALSE AND PARTLY TRUE

4 = MOSTLY TRUE

5 = ALWAYS TRUE

56. I gossip a little at times.	1	2	3	4	5
57. Sometimes I feel like swearing.	1	2	3	4	5
58. I take good care of my self physically.	1	2	3	4	5
59. I try to be careful about my appearance.	1	2	3	4	5
60. I am true to my religion in my everyday actions.	1	2	3	4	5
61. I sometimes do very bad things.	1	2	3	4	5
62. I can always take care of myself in any situation.	1	2	3	4	5
63. I do as well as I want to at almost any job.	1	2	3	4	5
64. I feel good most of the time.	1	2	3	4	5
65. I take a real interest in my family.	1	2	3	4	5
66. I try to understand the other person's point of view.	1	2	3	4	5
67. I'd rather win a game than lose one.	1	2	3	4	5
68. I am not good at games and sports.	1	2	3	4	5
69. I look fine just the way I am.	1	2	3	4	5
70. I do not know how to work well.	1	2	3	4	5
71. I have trouble sleeping.	1	2	3	4	5
72. I do what is right most of the time.	1	2	3	4	5
73. I am no good at all in social situations.	1	2	3	4	5
74. I solve my problems quite easily.	1	2	3	4	5
75. I am a bad person.	1	2	3	4	5

1 = ALWAYS FALSE
2 = MOSTLY FALSE
3 = PARTLY FALSE AND PARTLY TRUE
4 = MOSTLY TRUE
5 = ALWAYS TRUE

76. I am satisfied with my relationship with God.	1	2	3	4	5
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77. I quarrel with my family .	1	2	3	4	5
78. I see something good in everyone I meet.	1	2	3	4	5
79. I find it hard to talk with strangers.	1	2	3	4	5
80. Sometimes I put off until tomorrow what I ought to do today.	1	2	3	4	5
81. It's easy for me to understand what I read.	1	2	3	4	5
82. I have a lot of self-control.	1	2	3	4	5

PART V: JANIS-FIELD SELF-ESTEEM FORM

Instructions:

Read the sentences below and mark an X in the box that best describes you.

	Very often	Fairly often	Sometimes	Once in a great while	Practically never
1. How often do you worry whether other people like you?					
2. How often do you feel sure of yourself among strangers?					
3. How often do you feel confident that someday people you know will look up to you and respect you?					
4. How often do you feel self-conscious?					
5. How often do you feel that you have handled yourself well at a party?					
6. How often are you comfortable when starting a conversation with people whom you don't know?					
7. How often are you troubled with shyness?					
8. When speaking in a class discussion, how often do you feel sure of yourself?					
9. When you have to talk in front of a class or a group of people your own age, how often are you pleased with your performance?					
10. How often do you worry about how well you get along with other people?					

Part VI: School and Work Questionnaire

1. What is your current career goal? _____

2. Are you currently in school?

(a) Yes

(b) No

If yes, where? _____

3. Do you have a job?

(c) Yes

(d) No

If yes, what do you do? _____

How many hours do you generally work per week? _____

How long have you been working at this job? _____

4. Do you volunteer?

(a) Yes

(b) No

If yes, what do you do? _____

How many hours do you generally volunteer per week? _____

For how long have you been involved in this volunteer work? _____

5. If you are currently in school, are you involved in any extracurricular activities?

(a) Yes

(b) No

If yes, please identify _____

How many hours do you generally devote to these activities per week? _____

For how long have you been involved in these activities? _____

6. Are you still involved in the DADS Make a Difference Program?
(a) Yes
(b) No

If yes, what do you do with the program?

7. How do you see the DADS Make a Difference Program currently influencing your life or life goals?

Thank you for taking the time to fill out this survey!