

DADS MAKE A DIFFERENCE YEAR 4 EVALUATION REPORT

**FISCAL YEAR:
JULY 2001-JUNE 2002**



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Dads Make A Difference Project Year 4 – 2002 Evaluation Report

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. In the fourth year of the evaluation, several steps were taken to meet this goal. The following list describes the key findings to date:

- 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 teens selected to participate in the DMAD program were described by their adult site mentors as being highly functioning 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.
- Those teens who reported 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.
- 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.

Dads Make A Difference Project Year 4 – 2002 Evaluation Report

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. In the fourth year of the evaluation, several steps were taken to meet this goal. We begin by providing background information that determined our evaluation plan for this past year. We then outline of the project's progress from July 1, 2001 to June 30, 2002.

Background Information

Early in 2001, 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. Based on recommendations presented at the meeting, several modifications to the evaluation protocol were made. For example, a School and Work Questionnaire was added to the protocol. 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 (see Appendix A for these reports). 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 subjects approval. Approval from the IRB was granted. Subsequent data collection utilized this modified protocol.

During the spring of 2001, the evaluators supervised a preliminary data analysis project conducted by an undergraduate student, Toneka Ross. This study utilized the data that had been collected at that time (51 high school students who completed trainings in Baltimore County, Frederick County, and Prince George's County). The study, entitled, "Dads Make a Difference: An Evaluation of Teen Peer Trainers' Knowledge and Self-Esteem" examined the relationship between teen peer trainers' parenting knowledge, their opinions about fathering, and their levels of self-esteem. Results were presented at the University of Maryland's Undergraduate Research Day in April, 2001.

Evaluation Activities Completed in the Past Fiscal Year:

The evaluation activities completed in fiscal year 2002 (July 2001-June 2002) built on those conducted in 2001. Specifically, the following evaluation activities were completed: (1) 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; (2) data collected from 126 teen peer trainers were analyzed to answer the evaluation questions detailed in Appendix A; (3) data collected from the first group of 14 middle school-aged youth participants were analyzed to answer the evaluation questions detailed in Appendix B; and (4) 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. Results from each of these activities follow.

Interviews with Site Mentors

Over the past year, the evaluators conducted three interviews with site mentors. These interviews solicit information about the teen peer trainers—how the students were identified to participate in the DMAD program, how the students' extracurricular involvement, academic performance and goals, work activities may or may not have changed since their involvement in the DMAD program, and other insights the mentors have regarding the impact of the DMAD program on the students. Information obtained from the completed interview is summarized as follows:

- The process surrounding student involvement:

In all the counties, the County 4-H Director contacted and encouraged the teens to participate. Many of the teens selected to participate had previous experience with the program through prior involvement with 4H program, displayed numerous leadership skills in both personal and academic settings, and had been involved with the State Teen Council. In one of the counties, teens were recruited through churches and youth centers and were identified as potential participants by the adult leaders of such programs.

- Background information on teens who participated in the DMAD program, including their academic performance and extra curricular involvement prior to starting the program:

All of the teens had significant academic, extracurricular, service, and leadership accomplishments at the time they were selected to participate in the DMAD program. For example, accomplishments such as having been nominated in the book of Who's Who among College Students, maintaining a 4.0 grade point average, devoting time to community service, serving on the Congressional Conference and going to the White House as a presenter after the Columbine incident, and

belonging to the school's Step-Team were common among the four students originally selected in Prince George's County to be Teen Peer Trainers. Many of the teens chosen to participate in Frederick county were considered by adult leaders of youth programs to be the "cream of the crop." However, a group of teens who were currently involved with the foster care system and considered to be more "at risk" were also selected to participate in the program.

- Changes in students in their academic performance or extra curricular involvement during or subsequent to their participation in the program:

The DMAD program seemed to prompt the teens to talk to others about parenting, and the DMAD program. Additionally, several teens became viewed as resources for information about parenting and the DMAD program by peers and siblings. One teen peer trainer became frustrated with his public school, which would not allow DMAD program to be implemented.

- The DMAD program's influence on teens' career or educational goals:

One county educator reported that the teens developed teaching skills, personal strategies for presenting information, and greater self-confidence as a result of their experiences in the DMAD program. The teen participants in this county are currently attending college and majoring in fields such as education, engineering, and accounting.

In a second county, the educator has maintained contact with at least 15 of the over 60 teens who participated in the program. Additionally, the educator reported that approximately 80% of those teens who had participated in the DMAD program and subsequently graduated are currently continuing their education.

- Teens' long-term involvement in the DMAD program:

All of the teens originally involved in one county maintain some involvement with the DMAD program, either by taking training classes in Washington DC to further their skills or by periodically volunteering with the program. Additionally, all of the teens maintain regular contact with the 4-H director, and some are occasionally involved with 4-H camps and family supports. In other counties, teens ranged in their levels of continued involvement with the DMAD program.

New Data Analyses: Teen Peer Trainers

The evaluators analyzed the data collected from the teen peer trainers to answer several of the evaluation questions. Some of the evaluation questions (see Appendix A) require post-test data that have not yet been collected from teen peer trainers. Teens' most recent contact information is in the process of being collected from the site

mentors, and the teens will be contacted for follow-up in the beginning months of the next fiscal year. In instances where post-test data were available, analyses that compared teens' pre- and post-test scores were conducted. In instances where only pre-test data were available, baseline analyses were conducted. Additionally, for measures like the Tennessee Self-Concept Scale: Second Edition (TSCS:2), which was used to assess teen peer trainers' self-concepts, baseline scores were compared with national norms. Results are summarized as follows:

1. Did the teen peer trainers exhibit different levels of knowledge about fatherhood, paternity establishment, and child support after they participated in the DMAD program?

Yes. Teens demonstrated significantly higher levels of knowledge about fatherhood, paternity establishment, and child support after participating in the DMAD program ($t(1, 18) = -7.04, p < .001$).¹ These findings are similar to those reported in teen samples from Minnesota and Massachusetts.

2. Did the teen peer trainers exhibit different attitudes about fathering, sexual risk-taking, and paternity establishment/child support after they participated in the DMAD program?

Yes. There were statistically significant changes in teens' attitudes about sexual risk taking and paternity establishment/child support. Post-training, teens demonstrated greater awareness of the risks involved with early sexual activity ($t(1, 16) = -2.94, p = .01$) and the importance of fathers establishing legal paternity and paying child support ($t(1, 16) = -3.73, p < .01$). However, there were no significant changes in teens' attitudes about the importance of fathers ($t(1, 18) = -1.03, p = .31$).¹ This may be due to the fact that the teens strongly believed in the importance of fathers at the time they became involved with the program. For example, when asked to rate their degree of agreement with the statement, "children need their dads to be involved in their lives as much as they need their moms to be involved," 61% of the teens indicated that they "strongly agreed" and an additional 30% indicated that they "agreed." Five percent of teens indicated that they were undecided about the statement, and only 4% indicated that they disagreed or strongly disagreed with the statement.

3. What were the teen peer trainers' average levels of self-esteem?

The teens' (N= 95) levels of self-esteem were assessed using the Tennessee Self-Concept Scale: Second Edition (TSCS:2). This measure consists of 82 items and gauges how adolescents feel about themselves. In addition to assessing

¹ Results are based on data collected from 19 teens who completed pre- and post-tests before and after DMAD training.

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, which allowed us to compare how teens who participated in the DMAD program compared to adolescents in the general population.

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. In the future, post-test data will be collected from the teens to assess whether or not their feelings about themselves changed over the course of their participation with the Dads Make a Difference program.

² Results are based on data collected from 95 teens who completed the TSCS:2 at the time they became involved with the DMAD program.

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

Forty-nine percent of the teen peer trainers were involved in some other type of volunteer activity at the time they became involved with the DMAD program. Teens who were volunteering reported spending an average of 6 hours a week in such activities. They reported having been involved in that particular volunteer activity for an average of 2 years and 7 months.

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

Twenty-nine percent of the teen peer trainers were employed at the time they became involved with the DMAD program. Teens who were employed spent an average of 14 hours a week working. They reported holding their jobs for an average of 15 months.

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.

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

Twenty-two percent of the teen peer trainers reported a current grade point average of 3.5-4.0. Thirty-three percent of the teens reported a current grade point average of 3.0-3.49, whereas 24% of the teens reported a current grade point average of 2.5-2.99. An additional 15% of the teens reported a current grade point average of 2.0-2.49. Only a small percentage of teens (4% and 1%, respectively) reported current grade point averages of 1.5-1.99 or under 1.5.

³ Results are based on data collected from 77 teens who completed the School and Work Questionnaire at the time they became involved with the DMAD program.

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

A description of the 126 teens who participated in the DMAD program to date follows:

- Gender: 54% female; 46% male
- Ethnicity: 68.3% African American; 28.3% Caucasian; 1.7% multiracial; 1.7% other
- Age: average 15.4
- Education: 94.9% in grades 7-12, with 15.3% in grades 7-8; 41.5% in grades 9-10; and 38.1% in grades 11-12. An additional 5.1% had already completed high school and were either working or continuing their education.
- Pregnancy (Rate/Parenthood): 1.6% had children; 0.8% were pregnant or expecting a child
- 44% had prior experience as peer counselors⁴

New Data Analyses: Middle School Youth

The evaluators analyzed the data collected from 13 middle school youth who participated in the program. Because only a small number of youth have participated in the program to date, data analyses are preliminary. Additionally, most of the evaluation questions (see Appendix A) require post-test data that have not yet been collected from middle school youth. In the future, middle school participants will complete pre- and post-tests before and after attending the program. Results to date are summarized as follows:

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.

⁴ Results based on data collected from 84 students

The middle school-aged participants' (N=13) 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 50% of the general population. Middle school-aged participants' average scores on the intellectual and school status self-concept scale revealed that they viewed themselves in more positive terms than 76% of the 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, 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.

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 most positively in their personal appearance and attributes.

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

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.

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

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.

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

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.

5. How were the middle school-aged youth participants performing academically?

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.

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

A description of the 14 middle school-aged youth who participated in the DMAD program to date follows:

- Gender: 85% female; 15% male
- Ethnicity: 83% African American; 8% Hispanic; 8% other
- Age: average 12.8
- Education: 70% in grades 3-7; 30% in high school
- Pregnancy (Rate/Parenthood): 0% had children; 0% were pregnant or expecting a child

Updated Research Findings

When the evaluators worked with University of Maryland undergraduate student Toneka Ross on her study, "Dads Make a Difference: An Evaluation of Teen Peer Trainers' Knowledge and Self-Esteem" in the spring of 2001, data from 51 teen peer trainers had been collected. Recently, the evaluators re-analyzed the data for the Knowledge and Self-Esteem study, using data collected from the full sample (126 teens). The updated study sought to answer the following two 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?

A brief summary of the results follows:

Measures

Data were obtained from the following instruments:

- **The Knowledge Poll**, a 10-item inventory that assessed knowledge of paternity and child support.
- **The Opinion Poll**, a 16-item inventory that assessed attitudes about sexual risk taking, paternity establishment/child support, and the importance of father involvement.
- **Tennessee Self Concept Scale: Second Edition (TSCS:2)**, an 82-item inventory that assess individuals self-concept and associated levels of self-esteem.
- **The Janis-Fields Self-Esteem Scale**, a 10-item inventory that assesses individuals' sense of self worth and ability to project oneself in various circumstances.

Data Analyses and Results

Pearson Correlations were run using the entire sample and separating the sample by gender. The results of these analyses are as follows:

- The results from the analyses conducted with the entire sample (N=126) revealed that there was a small but statistically significant relationship between self-esteem and knowledge of paternity and child support issues among the teen peer trainers, with higher levels of self-esteem being associated with more knowledge about the importance of being a father and supporting one's child ($r = .22, p < .05$). Three additional small but statistically significant relationships were found between teens' self-concepts and their opinions about father involvement, sexual risk-taking, and paternity/child support issues. Specifically, those teens who reported higher personal and academic/work self-concepts also reported being more aware of the risks associated with early sexual activity ($r = .24, p < .05$; $r = .22, p < .05$). Surprisingly, teens who had a lower sense of adequacy and worth in social interactions with other people also reported being more aware of the risks associated with sexual risk-taking ($r = -.24, p < .05$).
- The two Pearson Correlations run separately by gender indicated that for boys, there was no significant relationship between self-esteem and

knowledge or between self-esteem and opinions about father involvement. For girls, there were two small but statistically significant associations:

- Those who had higher levels of self-esteem reported greater knowledge of paternity and child support issues ($r = .29, p < .05$).
- Those who had a lower sense of adequacy and worth about their academic and work performance felt more strongly about the importance of fathers establishing legal paternity and paying child support ($r = -.29; p < .05$).

Although these results confirmed our original hypotheses, there were also some surprising findings—namely, the negative correlation between social self-concept and attitudes about sexual risk-taking and the negative correlation between academic and work self-concept and attitudes toward paternity and child support. We will continue to examine the data to see if such small but statistically significant patterns are present as the sample size grows. In our future reports, we will also continue to examine possible gender differences

Future Evaluation Activities:

In the coming months, the evaluators will undertake the following tasks. We will (1) follow-up with the teen peer trainers to collect post-test data; and (2) conduct more thorough descriptive analyses as more middle school youth data become available.

Follow-up surveys with teen peer trainers: The evaluators are currently preparing to collect follow-up data from all of the teen peer trainers who originally participated in the DMAD program. To date, we have contacted the site mentors to get updated contact information on all of the teens. We have also prepared the questionnaire that will be mailed to the teens (See Appendix C). The teen peer trainers will be asked to complete the questionnaires at their earliest convenience and return them to the evaluators in an enclosed stamped, return addressed envelope. At that time, the evaluators will be able to analyze data to examine changes that occurred between Time I and Time II.

Additional data collection and follow-up with middle schoolers: Data will continue to be collected from middle school-aged participants during the coming fiscal year. Additionally, follow-up data will be collected from a select group of students to assess change over time and answer the questions detailed in Appendix B.

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.

| Research Question | Outcome | Measure |
|---|---|--|
| 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. |
| 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 sub-scales 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 |
|--|--|---|
| 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. |
| 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 |
|---|--|---|
| 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. |
| 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. |

Appendix B:

**Evaluation Plan for Middle School Youth
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.

| Research Question | Outcome | Measure |
|---|--|---|
| 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. |
| 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 |
|--|---|---|
| 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. |
| 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 |
|---|---|---|
| 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. |
| 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. |

Appendix C:

**Maryland Dads Make a Difference Project
Post-Training Follow-Up Questionnaire: Teen Teachers**

**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 |
| | | Yes No |
| | | Yes No |
| | | 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 |
| | | Yes No |
| | | Yes No |
| | | 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 |
| 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 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!