iCare Kids: 2025 Evaluation Report

Adolescent Development and Evaluation Lab

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iCare Kids Evaluation Report

Participant Demographics

Data were collected from 217 youth who submitted parental consent to participate in the iCare program evaluation between October of 2024 and July of 2025. The demographics of the youth who completed the surveys are shown in Table 1. Age and sex were reported by youth on the pre- and post-surveys. Grade was reported by the facilitator at the cohort level, and is only listed once on the table below.

Table 1. *Demographic Data for Participants Who Completed the Pre and Post Test Surveys*

	Pre-Test (N = 199)		*Post-Test (N = 185)*	
	Number	**Percent**	**Number**	**Percent**
Ages 5-6	0	0	0	0
Ages 7-10	144	66.4	123	56.7
Ages 11-13	66	30.4	64	29.5
Ages 14-17	0	0	0	0
No Response	10	4.6	30	13.8
Female	94	43.3	87	40.1
Male	102	47.0	88	40.6
Choose not to respond	11	5.1	14	6.5
No Response	10	4.6	28	12.9
4th Grade	100	46.1		
4th or 5th Grade[a]	95	43.8		
No Grade Reported[b]	22	10.1		

Note. [a] = Five cohorts were reported as 4th and 5th combined, [b] = One cohort did not have a grade reported on the coversheet.

Program Venue, Format, and Delivery

The iCare program was hosted in nine counties by regional extension agents across the state. Table 2 shows the number of program implementations and youths served by county. The majority of programming was held in summer camps or summer school programming (60.0%), and the remaining sessions were held in schools (30.0%) or in after-school programs (10.0%). During the report period,

100% of sessions were delivered as a series and 0% were delivered as a one-time program. All programming occurred face-to-face, with no online programming.

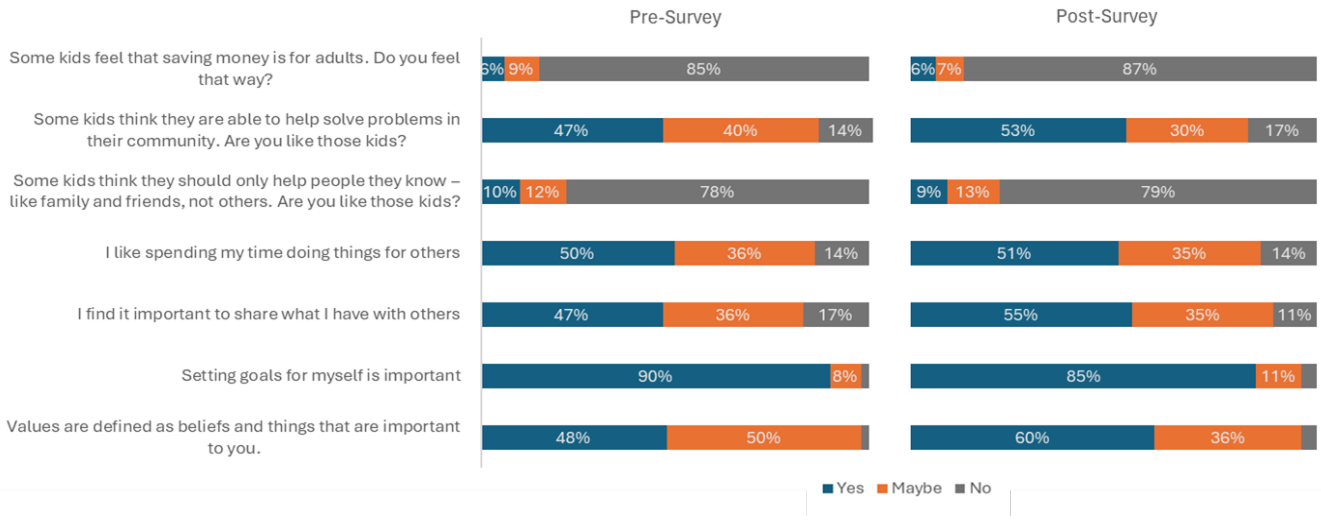
Table 2. *Number of Program Implementations and Number of Students Served by County*

County	*Administrations*		*Students*	
	Number	**Percent**	**Number**	**Percent**
1059 – Franklin	2	20.0	32	14.8
1013 - Butler	1	10.0	16	7.4
1129 - Washington	1	10.0	13	6.0
1033 - Colbert	1	10.0	12	5.5
1003 - Baldwin	1	10.0	22	10.1
1107 - Pickens	1	10.0	71	32.7
Cherokee	1	10.0	9	4.1
Etowah	1	10.0	26	12.0
Jackson	1	10.0	16	7.4

Assessment of Participant Surveys

The pre- and post- surveys shared 7 questions to assess change. Students answered each question on a scale of Yes, Maybe, or No. Response frequencies were compared to assess if there were group-level changes in responses from pre- to post-program. Figure 1 illustrates the frequencies of responses to each question in the pre- and post-surveys.

Figure 1. *Participant Responses for Pre- and Post-Surveys*



Paired sample t-Tests were conducted to examine if there was significant change in the group level responses from pre- to post-program. Test results for each question indicate that here was a significant change for only one question. All t-Test results are presented in Table 3. Responses for several questions showed severely skewed response distributions, thus a Wilcoxon Signed Ranks test was conducted to assess the robustness of the t-Test results as it does not have a normality assumption. Results mirror that of the t-Test with only one question showing significant change.

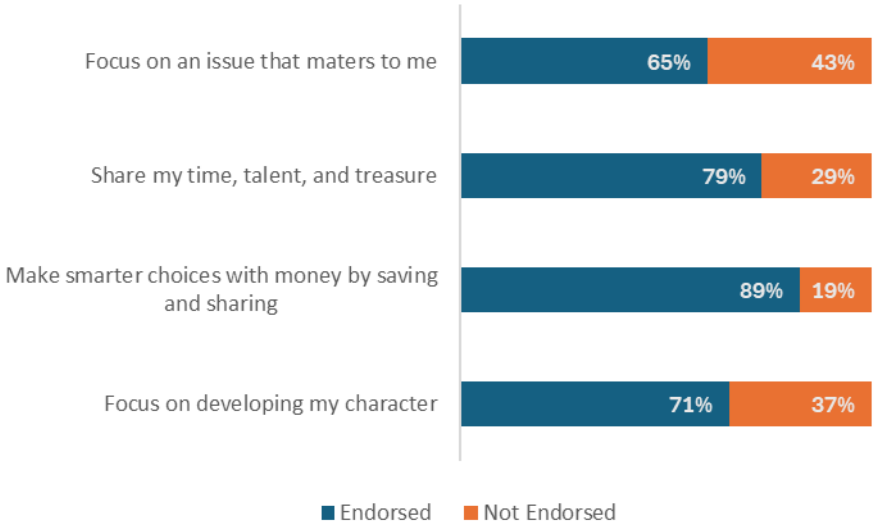
Table 3. *Paired Sample t-Test Results Between Pre- Post-Surveys*

Question	*Pair Sample t-Test Results*	
	t-Statistic	**p-value**
Values are defined as beliefs and things that are important to you.	1.74	.08
Setting goals for myself is important	-1.88	.06
I find it important to share what I have with others	2.38	*.02
I like spending my time doing things for others	-0.46	.65
Some kids think they should only help people they know – like family and friends, not others. Are you like those kids?	-0.37	.71
Some kids think they are able to help solve problems in their community. Are you like those kids?	1.05	.30
Some kids feel that saving money is for adults. Do you feel that way?	-0.51	.61

Kruskall-Wallis Tests were conducted to assess for significant differences in response changes between age and sex. Due to the test only being able to compare two groups, the two most frequent age groups (7-10 and 11-13) and sex (male or female) groups were used. There was a significant difference in response change by age for two questions ("I find it important to share what I have with others" H = 9.36, p = .003; "Some kids think they are able to solve problems in their community. Are you like those kids?" H = 9.34, p = .002). Also, there was a significant difference in response change by sex for one question ("Values are defined as beliefs and things that are important to you" H = 9.85, p = .002).

On the post-survey, youth responded to one additional question asking, “Which of the following actions will you take after iCare Kids? Select all that apply.” The actions included “Focus on developing my character,” “Share my time, talent, and treasure,” “Make smarter choices with money by saving and sharing,” and “Focus on developing my character. 188 of the participants responded to this item. For all four responses, 65% or more of youth indicated they would engage in that action.

Figure 2. *Actions Participants will Take After iCare Kids*



Evaluation and Assessment Challenges

As with every evaluation, there are challenges to collecting data and reporting on program impacts. The most evident challenge was incomplete or inconsistent information reported on the cohort’s coversheet and surveys. These challenges can be reduced if facilitators continuously review their training documents to ensure they can submit accurate coversheets and help youth understand the survey directions. As an anonymous survey, facilitators cannot go back and track the students and match them with missing data. Therefore, if youth participants do not indicate their age, sex, or other demographic data, we cannot report it. This impacts our ability to accurately report the number of youths in both the age and sex categories.