Supporting Families Using a Scaled Family Assessment

Presented by Carol Marvin
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Shenandoah Valley Head Start
Virginia Head Start Association Conference
April 12, 2018
Purpose
Highly Regulated Program

- Staff qualifications and competency requirements, 45 CFR § 1302.80.
- Parent and family engagement in education and child development, 45 CFR § 1302.90.
- Purpose, 45 CFR § 1302.101.
- Transitions from Early Head Start, 45 CFR § 1302.11.
- Management system, 45 CFR § 1302.16.
- Staff health and wellness, 45 CFR § 1302.17.
- Additional services for parents, 45 CFR § 1302.42.
- Purpose, 45 CFR § 1302.60.
- Determining community strengths, needs, and resources, 45 CFR § 1302.70.
- Determining program structure, 45 CFR § 1302.71.
- Achieving program goals, 45 CFR § 1302.82.
- Coordinating and collaborating with the local agency responsible for implementing IDEA, 45 CFR § 1302.90.
- Full participation in program services and activities, 45 CFR § 1302.140.
Measuring What Matters
Parent, Family, and Community Engagement

Positive & Goal-Oriented Relationships

Program Leadership
- Program Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

Continuous Program Improvement

Professional Development

Program Foundations

Program Impact Areas

Family Engagement Outcomes
- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Children are ready for school and sustain development and learning gains through third grade

Child Outcomes
<table>
<thead>
<tr>
<th>Family Well-Being</th>
<th>Positive Parent-Child Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• safe, healthy, increased financial security</td>
<td>• warm relationships that nurture their child’s learning and development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents as Lifelong Educators</th>
<th>Families as Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• observe, guide, promote, &amp; participate in the everyday learning of their child</td>
<td>• advance their own learning through education, training, &amp; other experiences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Families Engagement in Transitions</th>
<th>Family Connections to Peers and Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>• support and advocate for child's learning and development during transitions</td>
<td>• connections with peers and mentors to enhance social and community life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Families as Advocates and Leaders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• active in leadership &amp; governance activities to improve child’s development</td>
<td></td>
</tr>
</tbody>
</table>
Activities to Support Family Outcomes

- Prepare
- Collect
- Use and Share
- Aggregate and Analyze
Building a Scaled Family Assessment
Scaled Family Assessment

- Family Outcome categories
- Family Outcomes items
- Progress matrix
- Rating Scale
- Timeline
Family Outcome Categories

Positive & Goal-Oriented Relationships

- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Children are ready for school and sustain development and learning gains through third grade

PROGRAM FOUNDATIONS

- Program Leadership

PROGRAM IMPACT AREAS

- Continuous Program Improvement
- Family Partnerships
- Teaching and Learning
- Community Partnerships

FAMILY ENGAGEMENT OUTCOMES

CHILD OUTCOMES

- Professional Development
Family Outcome Items

- Use key items that aligns with the research
- Identify items specific to families in your program
- Decide on the level of detail
Progress Matrix

- What does progress look like?
- Can it be generalized to the whole population?
- What effect does culture, heritage, location have?
- Which items relevant to the community should be considered?
Rating Scale & Timeline

- 3 or 5 point Likert Scale
  - Be mindful of labels
- When will it be completed?
- How often will it be completed?
- Who will complete it?
Data Sources
Family Partnership Process

- Identifies parents’ interests and needs
- Identifies family strengths and needs related to the PFCE
- Goal setting
- Community-based services
Family Engagement

- Participation in school, home, and/or community activities
- Volunteer
- Governance
- Communication with HS and school staff
- Participation in transition activities
Community Resources

- Are they available?
- Does the family access them?
- Does the family know how to access them?
Other Sources

- Application
- Intake
- Community Assessment
Collect and Evaluate
# Family Profile

## 4230 - Family Outcomes - Family Profile

<table>
<thead>
<tr>
<th>FSA's Name - Head Start Elementary School - Classroom 2</th>
<th>Initial</th>
<th>Mid-year</th>
<th>Final</th>
<th>Gains*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xxxx Xxxx's Family</td>
<td>Completed 08/31/2017</td>
<td>Not Assessed</td>
<td>Due 05/30/2018</td>
<td></td>
</tr>
<tr>
<td>Scaled Family Assessment 2017-2018</td>
<td>35</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Score Means Greater Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Family Well-being</td>
<td>19</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Well-being: Safety and Stability</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Well-being: Personal Safety</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Well-being: Health</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Well-being: Financial Security</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Positive Parent-Child Relationships</td>
<td>3</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Parent-Child Relationships</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Families as Lifelong Educators</td>
<td>3</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families as Lifelong Educators</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Families as Learners</td>
<td>3</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families as Learners</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Family Engagement in Transitions</td>
<td>3</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Engagement in Transitions</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Family Connection to Peers and Community</td>
<td>2</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Connection to Peers and Community</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Families as Advocates &amp; Leaders</td>
<td>2</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families as Advocates and Leaders</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>35</strong></td>
<td><strong>70%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Frequency of Responses:
- 1.0 - Needs Immediate Support: 0
- 2.0 - Vulnerable: 2
- 3.0 - Stable: 4
- 4.0 - Growing and Developing: 1
- 5.0 - Area of Strength: 3
### Classroom Profile

**4240 - Family Outcomes - Analysis**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<td>Head Start Preschool</td>
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<td>1</td>
<td>4.3</td>
<td>4.3</td>
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<td>3.4</td>
<td>3.6</td>
<td>3.3</td>
<td>2.5</td>
<td>33.8</td>
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</table>
## Center Profile

### 4240 - Family Outcomes - Analysis

<table>
<thead>
<tr>
<th>Family</th>
<th>Families</th>
<th>Assessment</th>
<th>Family wellbeing: Safety</th>
<th>Family wellbeing: Person</th>
<th>Family wellbeing: Health</th>
<th>Family Wellbeing: Finance</th>
<th>Positive Parent-Child Rela</th>
<th>Families as Lifelong Educ</th>
<th>Families as Learners</th>
<th>Family Engagement in Trad</th>
<th>Family Connection to Peer</th>
<th>Families as Advocates and CARE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA's Name - School Based Preschool Network - Head Start Elementary School</td>
<td>Classroom HS 1</td>
<td>15</td>
<td>1</td>
<td>3.9</td>
<td>3.5</td>
<td>3.5</td>
<td>2.8</td>
<td>3.3</td>
<td>3.5</td>
<td>3.5</td>
<td>3.8</td>
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<tr>
<td>Classroom HS 2</td>
<td>17</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>3.2</td>
<td>3.2</td>
<td>3.1</td>
<td>3.0</td>
<td>3.6</td>
<td>3.5</td>
<td>3.8</td>
<td>3.1</td>
<td>34.2</td>
</tr>
<tr>
<td>Classroom HS 3</td>
<td>15</td>
<td>1</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
<td>3.5</td>
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<td>3.4</td>
<td>3.5</td>
<td>4.1</td>
<td>3.8</td>
<td>3.2</td>
<td>36.1</td>
</tr>
<tr>
<td>Classroom HS 4</td>
<td>17</td>
<td>1</td>
<td>3.4</td>
<td>3.6</td>
<td>3.3</td>
<td>2.8</td>
<td>3.0</td>
<td>3.2</td>
<td>3.4</td>
<td>3.6</td>
<td>3.2</td>
<td>3.2</td>
<td>32.6</td>
</tr>
</tbody>
</table>
# Program Profile

**4240 - Family Outcomes - Analysis**  
Program Term: Head Start 2017-2018, Enrollment Status: Enrolled

<table>
<thead>
<tr>
<th>Family</th>
<th>Families</th>
<th>Assessment</th>
<th>Family Well-being: Safety</th>
<th>Family Well-being: Person</th>
<th>Family Well-being: Health</th>
<th>Family Well-being: Financial</th>
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<th>Families as Learners</th>
<th>Families Engagement in Tra</th>
<th>Family Connection to Peer</th>
<th>Families as Advocates and</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA's Name</td>
<td>73</td>
<td>1</td>
<td>4</td>
<td>4.3</td>
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<td>3.6</td>
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<td>2.8</td>
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<td>3</td>
<td>3</td>
<td>2.6</td>
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<tr>
<td>FSA's Name</td>
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<td>3.7</td>
<td>3.4</td>
<td>2.8</td>
<td>2.9</td>
<td>3.4</td>
<td>3.1</td>
<td>2.5</td>
</tr>
<tr>
<td>FSA's Name</td>
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<td>1</td>
<td>3.7</td>
<td>3.7</td>
<td>3.4</td>
<td>3.1</td>
<td>3.1</td>
<td>3.2</td>
<td>3.5</td>
<td>3.7</td>
<td>3.6</td>
<td>3.2</td>
</tr>
<tr>
<td>FSA's Name</td>
<td>34</td>
<td>1</td>
<td>4.7</td>
<td>4.7</td>
<td>3.7</td>
<td>4.1</td>
<td>2.9</td>
<td>3.0</td>
<td>2.9</td>
<td>3.2</td>
<td>3.3</td>
<td>2.8</td>
</tr>
</tbody>
</table>

**Report Average**

| Families w/ complete assessments: | 227 | 1 | 4.1 | 4.2 | 3.3 | 3.6 | 3.2 | 2.9 | 2.8 | 3.4 | 3.1 | 2.4 | 33.1 |
|----------------------------------|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|


Supporting Families
Individual Families

- Identify specific individual families services needed
- Identify needs not previously discussed
- Match community resources and services
- Build on strengths
Classrooms and Centers

- Identify needs of the center (classroom)
- Identify a community-wide need
- Support community resources with community partnership agreements
- Connect families with other families
Program

- Identify where program level support is needed
- Help make program level decisions
  - Curriculum
  - Staff caseloads
- Used in grant application
- Answers the questions
  - Are you making a difference?
  - Are we doing what we said we were going to do?
Share Results

- Key Stakeholders
  - Policy Council
  - Grantee
- Community Assessment
- Annual Report
- Grant
Thank You