

Family Outcomes and Resiliency Research



Family is the Heart of Head Start Philosophy

- The tenant of Head Start and Early Head Start programs is the human development services element.
- At the heart of these programs lays the establishment of partnerships with families that focus on, and promote school readiness for children.



Defining Family Outcomes

- Family outcomes are defined and measured in different ways, often corresponding to the population of interest (i.e. at-risk families, children with medical issues, children with behavioral problems).



Compelling Why

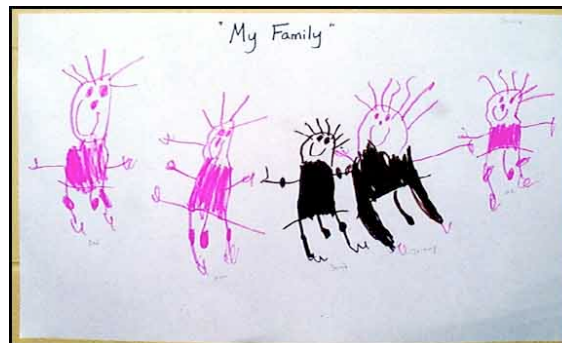
- Many family outcome researchers have used several established assessment tools to achieve a multifaceted view of a family's overall functioning.
- There is little agreement as to which specific variables should be included in the multi-faceted model (Mahoney and Bella, 1998; Zeece and Wang, 1998).



Current Research

Two main improvements in the area of family outcomes research (Bailey and Bruder, 2005).

1. Identify the important variables to be measured
2. Develop one streamlined assessment tool



Partnership with University of South Florida:

The University of South Florida is currently working with Pinellas and Hillsborough County Head Start Programs to study the resiliency of families and the factors that support a connection between family resiliency and child outcomes.



Common Components of Family Outcomes:

- Parent mental health
- Parent stress
- Family resources
- Family functioning/family relationships
- Parenting skills
- Marital partner issues



What Does It Mean To Be Family Centered?



A family-centered practice is not a destination, nor is it something that one instantly “becomes.” It is the continual pursuit of being responsive to the strengths and needs of the family.



Performance Standards

- PS 1304.51(1) Communication with families. (1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis through out the program year.
- PS 1304.40(a)(1)(a)(2) Family Goal Setting- Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each families readiness and willingness to participate in the process. (2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them.



Performance Standards



- PS 1304.40(b)(2) Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.

- PS1304.40(a)(3) To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the early Head Start or Head Start family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans



Family Outcomes Components

The Family Needs Survey is a tool that assists the family to identify their strengths, as well as supports the family with goal setting in the areas of :

- Education
- ESOL
- Child Care
- Employment/Work/Job Training
- Income
- Transportation
- Family Support
- Relationships with Child (ren)
- Relationships of Parents



Family Needs Survey Areas:

Mental Health of Child(ren)
Mental Health of Parent/Caregiver
Parenting Education/Child Development
Material Resources
Housing
Safety
Health (Child and Adult)
Food and Nutrition
Disability of Family Member (if applicable)





Prekindergarten Services Family Needs Survey

PREK FCP 208
Rev. 05/08 sc



A message to parents and guardians:

Head Start is a unique program with a strong emphasis on family. This Family Needs Survey helps your family identify strengths and areas that you may want to improve. The Head Start staff will review with you any area rated a **2 or above**.

This needs survey will also assist you in setting goals for your family. The Family Services staff will assist you with this process and provide support in assisting your family to meet your goals.

This Family Needs Survey will be completed twice a year.
The information you provide will be kept confidential.
We look forward to partnering with you.

In the following section, please decide which rating best describes your strengths as a family.

Please answer using the following ratings:

1= Doing Well

2= Needs Assistance

3= Serious Difficulties

Adult Education (literacy skills, high school diploma, GED, or college)

1. Have adequate education.

① ② ③

ESOL

2. Have the ability to speak, read, write or understand English.

① ② ③

Employment (job training/child care)

3. Have employment.

① ② ③

4. Have child care.

① ② ③

Transportation

5. Have adequate transportation.

① ② ③

Mental Health (child and adult)

6. Child has positive interactions with others.

① ② ③

7. Parent/Caregiver has ability to deal with stress.

① ② ③

8. Have the ability to cope with daily activities (time/anger management skills).

① ② ③

Family Support

9. Have a good relationship with family.

① ② ③

10. Have support and connections with the wider community.

① ② ③

Parent Education (child development)

11. Have knowledge on how to interact with my child through activities such as reading
a book, playing, etc.

① ② ③

12. Have knowledge of how children grow and develop.

① ② ③

13. Have knowledge to handle my child's behavior in a positive way (discipline/guidance).

① ② ③

Housing

14. Have adequate housing.

① ② ③

15. Have a safe home in good condition.

① ② ③

16. Have the ability to afford housing.

① ② ③

17. Have a safe neighborhood in which to live.

① ② ③

Health

18. Have a regular doctor/dentist.

① ② ③

19. Have the ability to pay for medical expenses (insurance).

① ② ③



Thank you for completing the Family Needs Survey

The Family Services/Resource Information:

Gives families an opportunity to indicate which services they are receiving and which services they might need to assist with the goal setting process.



Family Outcomes Overview of the Process

Lis Salgado,
EHS Home Visitor



Family Matrix Resource Guide:

Assists the staff to prioritize identified needs with the family and connect families with program and community services.





Family Partnership Agreement Family Matrix Resource Guide



Date: _____ School Site: _____

Child's Name: _____ Prekindergarten Staff: _____

Family Member: _____ Relationship to the Child: _____

The Family Matrix Resource Guide will be used by staff to support the family in developing goals based on the Family Needs Survey. Once the family has identified a target area of need (rating of 4 or above), the Pre-k staff member can ask the questions listed below in the area of need to identify a rating on the Family Matrix Tool.

The information provided is confidential.

Education

	Yes	No
Are you aware that the Head Start Program is available to assist you with obtaining education services?	0	0
Are you currently receiving services?	0	0
Are there barriers preventing you from furthering your education, such as assistance, financial aid, resources etc.? If yes, please specify: _____	0	0
Do you have less than a 12th grade education and did not graduate? or Are you able to read and write well enough to complete daily task (NOT due to ESOL)?	0	0
Are you attending High/Technical School or GED Program?	0	0
Are you a High School Graduate, have obtained a GED or an equivalent from another country?	0	0
Are you currently attending an Education or Vocational Training Program?	0	0
Have you received certification, such as CDA, or completed vocational training?	0	0
Do you have some college credit; currently attending college?	0	0
Have you completed AA degree, equivalent from another country or other certified training program?	0	0
Have you completed a Bachelor's Degree, advanced degree or degree from another country?	0	0



Family Outcomes Overview of How the Process Assists Families to Set Goals

Annamarie Smith,
EHS Home Visitor/Caregiver



Family Goal Setting:

Based upon the Family Needs Survey, Family Services/Resource Information, and questions from the Family Matrix Resource Guide.





Prekindergarten Services Family Partnership Agreement Family Goal Setting

PREK FCP 201
Rev. 05/07 sc



Parent's name: _____ Child's name: _____
 Address: _____ Date of birth: _____
 _____ Phone #: _____
 Site: _____
 Household members: _____
 (names, ages) _____

We agree to work together to attain the goals identified in this Family Partnership Agreement. Information shared with the Prekindergarten staff will be kept strictly confidential.

My family's strengths are (based on Family Needs Survey): _____

Target Area(s) on Family Needs Survey: _____

Goal # 1 (long-term): _____ Complete: __ / __ / __

	Steps to reach the goal (short-term)	Who is responsible? Parent/Family Partner	Target Start Date	Completion Date
1				
2				
3				
4				
5				
6				

Handouts/Information given or sent home: _____
 Date: __ / __ / __

Next contact date: _____

_____/_____/_____
 Parent/Guardian Signature Date Family Services Staff/Home Visitor Date

_____/_____/_____
 Social Worker/EHS Coordinator Date Teachers/Caregivers Date



Family Outcomes Process:

Lisa Dewees,
Family Service Worker



Family Matrix Form Measures:

- How many families set a goal in each specific area on the Family Needs Assessment.
- Each child's growth for each area identified as a goal or as a need at the beginning and end of the year.

The family can identify goals that are not on the Family Needs Survey.





**Prekindergarten Services
Family Partnership Agreement Process
Family Matrix Tool**

PREK FCP 285
Rev. 05/08 sc



	ADULT EDUCATION/LITERACY		ESOL		EMPLOYMENT (Job Training/Child Care)
8	< 12 th grade education and did not graduate or unable to read and/or write well enough to complete daily task (not due to ESOL)	8	Unable to speak, read, or write English	8	Barriers preventing employment such as: medical needs, disability, transportation, child care, etc
7	Barriers preventing further education such as financial aid, resources (books, needs assistance with paperwork), child care, hours of classes, etc	7	Barriers preventing participation in English training programs such as; lack of translator, translated materials, child care and/or transportation	7	Unemployed with limited ability to work, limited job skills, or limited child care resources (hours, location and funding)
6	Currently attending a GED Program or high/vocational/literacy(RAP)or technical training Program	6	Able to communicate in short sentences and phrases with some understanding of spoken English. Has access to translator (family/friend)	6	Unemployed with job skills and or limited child care resources
5	High School Graduate or has obtained GED or equivalent from another country	5	Participating in training programs/event to assist speakers of other languages (computer programs, parent workshops/Family Fair)	5	Employed working 20 hrs. or less per week: limited child care resources
4	Received certification, such as CDA, CNA etc. or completed vocational/technical training	4	Able to speak and understand simple English, but cannot read or write English	4	Employed 40 hrs. or less per week. Child care barriers may still exist
3	Some college credit; or currently attending college	3	Able to speak and understand English and can read or write English	3	Employed full time with the opportunity to advance: child care is adequate
2	Completed AA or AS degree	2	Parent is fluent and has acquired the skills necessary to effectively communicate in English	2	Consistently employed with opportunity to advance, has benefits, such as health insurance and/or retirement
1	Bachelor's Degree or Advanced Degree	1	Able to effectively communicate in English. Is able to speak, read and write. Assists other families with translation needs	1	Employed in field of choice with opportunity to advance with benefits and retirement



Family Outcomes Process:

Brenda Dixon,
Family Service Worker



Family Outcomes Data Collection:

Dawn Finneran,
Data Entry Operator



FAMILY OUTCOMES TIES INTO COMPREHENSIVE SERVICES:

- Education and Early Childhood Development
- Child Health and Safety
- Child Mental Health
- Services for Children with Disabilities
- Community Partnerships
- Self-Assessment



Research is still in the early stages, but the hope is that it will eventually result in a Family Outcomes tracking tool that can be used by Family Service Workers to not simply track family outcomes, but more specifically track the kind of family outcomes that impact a child's readiness...not just for school... but for life.





www.floridaheadstart.org

The development of this material was made possible through funding from the US Department of Health and Human Services, Administration for Children and Families, the Florida Head Start State Collaboration Office, and Florida Head Start Association.