UPDATE ON THE DEVELOPMENT
OF THE SPANISH PFS-2 AND
PARENT LEADERSHIP
EVALUATION RESOURCES

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WELCOME AND INTRODUCTIONS
AGENDA

• **Spanish Protective Factors Survey, Second Edition**
  • Translation, initial testing, and results
  • Next steps and how you can help
  • Discussion and feedback

• **Parent Leadership Evaluation Resources**
  • Background
  • Ideas and next steps
  • Discussion and feedback
THE SPANISH PROTECTIVE FACTORS SURVEY, SECOND EDITION

UPDATES AND NEXT STEPS
TRANSLATION AND TESTING

- Contracted with Qualtrics to translate PFS-2 into Spanish
- Tested translated tool with 617 respondents who:
  - Spoke Spanish as their primary language
  - Were caregivers of children under 18
  - Lived in the United States
ANALYSIS AND RESULTS

• Conducted correlation analysis, reliability analysis, and confirmatory factor analysis

• Compared results to results of PFS-2 field test

• Results indicate the Spanish translation of the PFS-2 is comparable to the English version of the survey, providing evidence of reliability and validity
NEXT STEPS

- **Goal is to develop a culturally competent tool which reflects the needs and experiences of Spanish-speaking families**
- **Conduct interviews and focus groups with CBCAP Practitioners and families to understand how the translation could be improved and built upon**
- **Field test to collect quantitative data from intended population**
- **We welcome volunteers to help with any of this!**
DISCUSSION AND FEEDBACK

• What cultural considerations should we be taking into account as we develop this new tool?
• What experiences and needs are important to capture?
• What protective factors may be specific to Spanish-speaking families?
CONTACT US!

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DEVELOPMENT OF PARENT LEADERSHIP EVALUATION RESOURCES

BACKGROUND, IDEAS, AND NEXT STEPS
• Parent leadership is an important focus for CBCAP
• Many states struggle with how to assess the impact of their efforts
• We are working to develop resources to support the evaluation of parent leadership and engagement:
  • How does parent leadership and engagement affect CBCAP service delivery and outcomes for children and families?
BACKGROUND

- Met with state leads, evaluators, and parent leaders to understand:
  - What parent leadership looks like
  - Intended outcomes
  - Current evaluation practices

- Reviewed existing literature and tools
DISCUSSION AND FEEDBACK

• **What does parent leadership look like in your state, and how do you evaluate it?**

• **What have been your challenges in evaluating the impact of parent leadership initiatives?**

• **What are your needs for evaluation of parent leadership? What does it need to speak to? Who needs to see it?**
CHALLENGES

• PARENT LEADERSHIP INITIATIVES VARY SUBSTANTIALLY
• EXPECTED OUTCOMES OF PARENT LEADERSHIP ARE ALSO DIVERSE...AND DIFFUSE
• TENDENCY TOWARD POST-HOC IDENTIFICATION OF OUTCOMES
  • REVEALS A REAL TENSION: THE SPIRIT OF ENGAGING PARENTS AS LEADERS COULD BE AT ODDS WITH IDENTIFYING OUTCOMES AHEAD OF TIME
• TYPICAL CHALLENGES ASSOCIATED WITH EVALUATION – CAPACITY, RESOURCES, BURDENSOME DATA COLLECTION

A SINGLE TOOL IS NOT GOING TO BE A GOOD FIT
ADVANTAGE

• I have yet to hear about any form or outcome of parent leadership that is not measurable
IDEAS

• SUITE OF RESOURCES TO SUPPORT EVALUATION OF PARENT LEADERSHIP
• DISCUSSION OF HOW TO USE EXISTING RESOURCES IN TARGETED WAYS TO FIT YOUR STATE’S NEEDS
• PREFERABLY NOT TOO WORDY!
POTENTIAL TOOLS, RESOURCES, AND TIP SHEETS

- Dichotomous flow chart to identify next steps
- Example theories of change and logic models
- Ideas for:
  - Working with parent leaders to identify intended outcomes
  - Measuring parent leadership using existing resources
  - Linking outcomes to parent leadership activities
**How to best facilitate parent leadership**

- Relinquish control
- Show parents respect
- Parents as equal partners
- Meaningfully engage parents
- Maintain staff long enough for true engagement
- Ensure diverse & representative participation
- Multidisciplinary parent representation
- Parent-led organizations

**Forms parent leadership takes**

- Advisory boards
- Governance boards
- Parent-run initiatives
- Involving parents in hiring
- Hiring from parent leadership
- Volunteering
- Advocacy
- Conferences/network building/training/workshops
- Parent mentoring

**Results of parent leadership**

- Organizational policy
- Improved evaluation
- Changes in service delivery
- New program initiatives
- Program selection
- More nimble and responsive
- Culture change

**Short/medium-term outcomes**

- Parent/family: Recruitment
- Relationship
- Engagement
- Retention
- Meaningful role

**Community initiatives**

- Local business initiatives/support
- Community culture change

**State policy**

**Long-term outcomes**

- Family outcomes

- Community outcomes

- Sustainability
How to best facilitate parent leadership

- Relinquish control
- Show parents respect
- Parents as equal partners
- Meaningfully engage parents
- Maintain staff long enough for true engagement
- Ensure diverse & representative participation
- Parent-led organizations

Forms parent leadership takes

- Existing checklists, self-assessments
- Staff tenure and turnover rates
- Characteristics of parent leaders compared to characteristics of parents served
- Numbers of parent-led organizations, parent proportion of leadership positions

- Advisory boards
- Governance boards
- Parent-run initiatives
- Involving parents in hiring
- Hiring from parent leadership
- Volunteering
- Advocacy
- Conferences/network building/training/workshops
- Parent mentoring

- Simple counts and proportions or percentages of total
- I.e., number of parent-run initiatives and also proportion of initiatives that are parent-run
• Large and diverse array of outcomes of parental leadership
• Many are intermediary to ultimate outcomes for children and families
  • Measurable if identified and tracked, may want to link to ultimate outcomes of interest
• Data programs already collect can be used to evaluate the impact of parent leadership

Results of parent leadership
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Community initiatives
- Local business initiatives/support

State policy

Short/medium-term outcomes
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  - Relationship
  - Engagement
  - Retention
  - Meaningful role

Long-term outcomes

Family outcomes

Community outcomes

Sustainability

Community culture change
KEY POINTS

• **Evaluation requires identifying, defining, and measuring intended impact**
  
  • Culture change and improved service delivery are important and measurable goals. How will you know when they have been achieved? What will look different?

• **Perfect as the enemy of good: Desire to capture every impact parent leadership can stifle measuring any impact**

• **Inputs do not equal outcomes**

• **Use a comparison to establish the connection between parent leadership inputs and outcomes**
  
  • Time, Location, or both
DISCUSSION AND FEEDBACK

• What do you think of this idea?
• Who would/could use resources like these?
• How would you use tip sheets etc. to construct or improve an evaluation of parent leadership?
• Or would you use them at all?
THANK YOU

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