



# Update on the Development of Parent Leadership Evaluation Resources and the Spanish PFS-2

Community Based Child Abuse Prevention  
Grantee Meeting

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# Presenters

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# Overview

- ▶ Spanish PFS-2
  - ▶ Current status of the project
  - ▶ Focus group findings
  - ▶ Draft items & feedback
- ▶ Parent Leadership Evaluation Resource Guide
  - ▶ Project overview
  - ▶ Conversations with states
  - ▶ Key areas of support
  - ▶ Next steps



# **Spanish Protective Factors Survey, 2nd Edition (SPFS-2)**

# A Time Traveler's Guide to All Things PFS

2004 PFS Planning & Development

2011 SPFS Planning & Development

2013 SPFS Released

2014 PFS-2 Planning & Development

2018 PFS-2 Released

2020 SPFS-2 Planning & Development

20?? SPFS-2 Released

# Current translation

- ▶ 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
- ▶ 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

# Current status and next steps

- ▶ Goal is to develop a culturally competent tool which reflects the needs and experiences of Spanish-speaking families
- ▶ Currently collecting feedback on the translation to understand how the translation could be improved and built upon
- ▶ Plan to begin field test in Fall 2021 to collect quantitative data from intended population



# Listening Session Key Findings

# Listening / Learning Session\*

24 February 2021

- ▶ Bilingual/Bicultural Parents & Practitioners
  - ▶ FRIENDS invited CBCAP Leads/programs
  - ▶ KU Staff invited people who had earlier expressed interest.
  - ▶ 27 participants (5 were FRIENDS and KU Staff)

Arkansas	Arizona	California
Illinois	Idaho	Indiana
Kansas	Nebraska	New Hampshire
Texas	Utah	Washington

\*Special thanks to Juan Ramirez at the Yakima Valley Farm Workers Clinic for helping plan and facilitate

Protective Factor	Definition
Family Functioning/ Resilience	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
Nurturing and Attachment	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.
Social Supports	Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.
Caregiver/Practitioner Relationship*	The supportive, understanding relationship between caregivers and practitioners that positively affects parents' success in participating in services.
Concrete Supports	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.

Focus group(s) discussion: Are there other protective factors we should be considering for Spanish-speaking families? What are they?

1. What are some unique challenges these families face and their strategies for addressing them?
2. What have you observed or heard from families about conditions that strengthen or hinder them?
3. What kinds of supports do parents need to navigate daily life?
4. What culture-specific/ language-specific /minority-specific supports do families need to function well?
5. What would you want to know about a family to help you provide the best services for them?
6. Thinking about the families you serve, what strengths do you see that may not be captured in the existing tool?

# Barriers

- ▶ **Migrant status** posed many challenges for Spanish-Speaking families
  - ▶ **Fear of detainment** created additional family stress
  - ▶ **Caregiver detainment** posed significant challenges for children and family members
- ▶ **Language proficiency challenges** for adults
  - ▶ Result in reliance upon children to provide assistance
- ▶ **Lacking computer literacy** posed barriers for virtual learning throughout Covid-19
- ▶ **Working multiple jobs and non-traditional hours**
  - ▶ Result in the **inability to find childcare**

# Protective Mechanisms

- ▶ **Thriving support systems within Spanish-speaking populations**
  - ▶ More reliant upon support from within their immediate and extended family/community network
- ▶ **Multi-generational living**
  - ▶ Can result in crowded living conditions
  - ▶ Can also ensure that other adults are available care for children
- ▶ **Reliance upon children for translation**
  - ▶ Promotes confidence for caregiver
  - ▶ Increases access to needed support services

# Additional Needs for Service Providers

## Service providers want to know more about ...

- ▶ The *presence, age, and schooling status of other children in the home*
  - ▶ Providers can support families in understanding laws that require children to attend school
  - ▶ Providers can help ensure that school-age children are attending school
- ▶ Presence of *substance use disorders* of adults in the home
- ▶ Information about *how many jobs adults in the home are working and hours of work*
  - ▶ Providers can help support families with meeting childcare needs
- ▶ How families are *addressing language and computer literacy challenges*
  - ▶ Providers can support families with helpful strategies families and balancing child and adult needs
- ▶ *Access to legal services*
  - ▶ Providers can help connect migrant workers with support involving detainment

# Draft items: Cultural practices

- ▶ My family keeps traditions that are important to our culture and heritage.
- ▶ In my family, children are encouraged to use our native language, even while they learn and use English in the community.
- ▶ In my family, we celebrate our cultural traditions.
- ▶ In my family, we have a strong connection to our culture.
- ▶ I frequently shop from local markets that connect me to my country of origin.

# Draft items: Home, community, and safety

- ▶ I feel that my family is safe in the community where we live.
- ▶ My family is accepted in the community where we live.
- ▶ I feel safe in my home
- ▶ My home is large enough for everyone in my family.
- ▶ My housing situation is stable and safe.
- ▶ My home is a multi-generational household.

# Draft items: Help, access, and schedules

- ▶ I rarely ask for help outside my family or friends.
- ▶ I rely on my family and friends more than the outside community or public supports.
- ▶ I get helpful information from ... church congregations, TV, and radio stations.
- ▶ I struggle with using technology, such as computers.
- ▶ The people I need to talk with to get services are not available when I need them.
- ▶ I have trouble managing different job schedules in my family.
- ▶ The transport I use is reliable and consistent.

# Draft items: Legal issues

- ▶ I worry about my immigration status.
- ▶ I have had relatives or friends who were deported.
- ▶ It is difficult for me to get a driver's license.
- ▶ I know who to go to for legal assistance if needed.

# Draft items: Language barriers

- ▶ Language barriers present problems for my family.
- ▶ It is difficult for me to find a translator.
- ▶ My child is more fluent in English than I am.
- ▶ I rely on my child to translate for me.
- ▶ My child acts as a translator when I talk with their teacher.
- ▶ I worry that I expect too much from my child.
- ▶ In the past month, I needed my child to help me translate with: legal assistance, shopping, paying bills...



# What questions would you want to ask?

We welcome your suggestions in the chat!

Questions?

# Next Steps

**For field-test information, contact:**

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# Parent Leadership Evaluation Resource Toolkit

Updates, Progress, and Next Steps

# Parent Leadership Evaluation

- ▶ Parent leadership continues to be an important component to CBCAP programming
- ▶ Evaluating the impact of Parent Leadership can often feel daunting
- ▶ **A Parent Leadership Evaluation Toolkit** is in development to *assist states in evaluating the impact of parent leadership*

# Toolkit Purpose

- ▶ To assist state CBCAP program leaders with...
  - ▶ Understanding the **purpose of parent leadership evaluation**
  - ▶ **Identifying goals** of parent leadership
  - ▶ Turning goals into **research questions**
  - ▶ **Determining metrics and tools** for evaluation
  - ▶ Using a **multi-faceted approach** to parent leadership evaluation

# Engaging Partner States

- ▶ **Goal: To engage in collaborative refinement of the tool**
  - ▶ Partner with states to apply the toolkit in parent leadership work
  - ▶ Learn from partner states and make adaptations to the toolkit
  - ▶ Create case studies to illustrate parent leadership evaluation in action

# State Conversations: Learning from You

- ▶ We engaged in a dialogue with 8 states to ask:
  - ▶ *Tell us about how you are currently engaging parent leadership in your state.*
  - ▶ *What is working well? What isn't working as well as you would like? Why?*
  - ▶ *What are your experiences with evaluating parent leadership?*
  - ▶ *What role does evaluation currently play in your state? How are you currently evaluating program efficacy?*
  - ▶ *What evaluation tools are you comfortable with using? What evaluation tools feel less comfortable or useful?*
  - ▶ *What are your goals with parent leadership? How do you want to grow over the next year? What do you want to refine?*
  - ▶ *What areas of parent leadership do you feel you need more support with?*
  - ▶ *What kinds of technical assistance work best for your state?*

# What We Learned

- ▶ States are all in a variety of places with parent leadership and evaluation
  - ▶ Each state is unique in their needs, goals, and desires
- ▶ All states interviewed expressed needing resources to **select the right tools** for evaluating parent leadership
- ▶ States want to learn from each other!
  - ▶ What is working well with parent leadership evaluation?
  - ▶ How have you had to pivot or try something else?

# Key Areas of Support

- ▶ Determining goals of parent leadership evaluating
- ▶ Turning goals into research questions
- ▶ Determining best sources of data, evaluation tools, and metrics for evaluation
- ▶ Distinguishing between implementation and evaluation

# Next Steps

- ▶ Participate in ongoing conversations with select states
- ▶ Collaboratively review the toolkit and solicit feedback
- ▶ Work with states to utilize the toolkit for addressing parent leadership evaluation needs
- ▶ Incorporate feedback and refine the toolkit

Questions or discussion?

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# Connect

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