



# Protective Factors Survey

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## Military Families

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Introduction and Guide

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# 1. Introduction

This guide offers an overview and instructions for implementation of the Protective Factors Survey - Military Families, a version of the Protective Factors Survey (PFS) adapted for use with parents and caregivers participating in parent education and support programs that serve military families.

It is intended to support practitioners with a range of evaluative skills, capacities, and resources. You'll find a quick start guide, as well as in-depth instructions for survey administration, scoring data, and tips for data management. The tool and this companion guide were created by the originators of the PFS, FRIENDS National Center for Community Based Child Abuse Prevention (CBCAP) and University of Kansas Center for Public Partnerships and Research, in collaboration with Greentrike, a Washington state nonprofit, and Praxis Associates.

While working to open the first children's museum on a U.S. military base, Greentrike set out to carefully document the process and comprehensively evaluate impact. Input gathered through a literature review, key informant interviews, surveys, and focus groups with service members, spouses, and their children helped identify the needed adaptations and innovations in programming and features of the physical design to make this first-of-its-kind venture a success. Data gathered from military families and stakeholders also guided the development of the evaluation framework and illuminated the need for a tool to assess the impact of programming intended to increase military families' resilience.

Greentrike had been using an evaluation tool inspired by the Protective Factors Survey (PFS) in its county-wide early learning outreach program. However, through the front-end data gathering process described above, they learned military families face unique circumstances not captured by the PFS. Military families experience frequent and extended separations; relocations; lack of family support; spouse underemployment; educational inconsistencies; disconnections from community; and high levels of stress, anxiety, and depression. Thus, we set out to adapt the PFS with a focus on military families. A key resource in this process was Army Analytic Group Research Facilitation Lab's report, "What we know about military family readiness: Evidence from 2006-2017"<sup>1</sup>, specifically, the 16 indicators of military family readiness, or resilience.

We are pleased to offer this work to benefit military families and the organizations that serve them. We hope the toolkit helps providers improve and strengthen their vital work of supporting military family resilience.

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<sup>1</sup> Hawkins, S.A., Condon, A., Hawkins, J.N., Liu, K., Melendez-Ramirez, Y., Nihill, M.N., Tolins, J. (2018). What we know about military family readiness: Evidence from 2006-2017.

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## 2. Primary Contributors



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Casandra Firman, M.S. is a training and technical assistance coordinator for the FRIENDS National Center for Community Based Child Abuse Prevention. In this capacity, she assists State lead agencies that receive Federal Community Based Child Abuse Prevention funds as they plan, implement and evaluate services for the prevention of child abuse.



**Kimberly McKenney**

**Planning & Evaluation Director, Greentrike**

Kimberly has been at Greentrike since 2000, developing museum exhibits and programs, creating educational materials, and then writing grants and conducting assessment. In her current role, she also designs and executes evaluation plans, tools, analysis, and reporting of programs and exhibits. More recently, she also began supporting strategic planning and measurement.



**Jessica Sprague-Jones, PhD**

**Assistant Director, Center for Public Partnerships  
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Jessica is a researcher and evaluator in the content areas of early childhood, child maltreatment prevention, services to children and families, and family policy. One focus of her work has been developing methods of evaluating child maltreatment prevention programs, including partnering with FRIENDS National Center to develop and validate the Protective Factors Survey, 2nd Edition (PFS-2).

# Primary Contributors



**Yve Susskind, PhD**

**Lead Evaluator, Praxis Associates**

Yve's integrative approach blends evaluation, research, program design, organizational planning and community engagement. She has led evaluations in a range of areas, including journalism, environmental justice, behavioral health, culturally responsive education, museums, early learning and parenting programs. She collaborates with clients so learning agendas are responsive to evolving information needs.



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**Learning Experiences Director, Greentrike**

Alyssa has been with Greentrike since 2009, facilitating and overseeing programs like Play to Learn Pierce County, Preschool Powered by Play, and the Children's Museum of Tacoma. Her deep appreciation for the abilities of each child and adult caregiver sparks meaningful and enjoyable learning for a variety of ages.

# 3. Acknowledgements

Stacy Hawkins, PhD, Army Analytics Group

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## **Institute of Museum and Library Services**

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# 4. Quick Start Guide

Steps	Details in Guide
1. Choose the forms and subscales you will be administering.	Section 7, page 19: Choosing Survey Forms
2. Set timelines for administering the survey.	Section 10, page 28: Survey Administration
3. Assign and train staff in administering the tool.	Section 10, pages 27-32: Survey Administration
4. If using any of the subscales as a true pretest, assign participant IDs and keep the list in a secure location.	Section 10, page 27: Survey Administration
5. Print the forms to be administered and prepare survey packets.	Section 10, page 28: Survey Administration
6. Administer the survey and collect forms once completed.	Section 10, page 29: Survey Administration
7. Enter raw data into a spreadsheet. Tabulate responses, create easily understandable charts and tables for sharing the data.	Section 11, pages 35-35: Scoring Instructions
8. Review the results of your survey with stakeholders.	Section 12, page 37: Using the Data

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# 5. Purpose and Use

## Protective Factors Survey — Military Families (PFS-MF)

### Background

The Protective Factors Survey, Military Families Edition (PFS-MF) is an adaptation of the Protective Factors Survey, 2nd Edition (PFS-2). It was designed for use with parents and caregivers participating in parent education and support programs that serve military families. The PFS-MF assesses multiple protective factors known to keep families strong and to reduce and mitigate child maltreatment. Although military families face many of the same day-to-day parenting struggles as their civilian counterparts, the military lifestyle can present unique challenges and opportunities that are reflected in the PFS-MF. Multiple focus groups of parents living in military families helped shape the tool's content.

### Purpose

The primary purpose of the PFS-MF is to provide feedback to providers for continuous improvement and evaluation. Providers may also find the survey results useful in service planning with clients or conducting needs assessments. The survey results are designed to 1) give providers a snapshot of the families they serve, 2) measure changes in family protective factors, and 3) help identify areas where staff can focus on increasing protective factors for each family.

### Use

A variety of programs and service types may find the PFS-MF useful, including New Parent Support programs, other parent education and parent support groups, play groups, planned and crisis respite, and home visiting, among others. Although the tool was developed for military families, it may be administered to civilian program participants. However, non-military program participants may need to respond “N/A” to a few items.

### What questions might the PFS-MF answer about your program?

The survey can help you learn if participation in a program contributes to:

- An increase in supportive social connections
- Improved ability for families to overcome challenges
- Better access to the concrete goods and services families need to thrive
- Strengthened relationships between parents and children



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- Strengthened relationships between parents and children

# Purpose and Use of the Protective Factors Survey - Military Families (PFS-MF)

When programs collect demographic information about participants, they can see if:

- They are reaching the populations they intend to serve
- There are disproportions in outcomes across race, educational levels, income, or military rank
- Participants experienced changes in such things as housing, education, or income

## About the survey

- The PFS-MF is a 23-item survey with five subscales. The PFS-MF offers a retrospective pretest design. In other words, the pretest is administered at the same time as the posttest. Participants are asked to look back and rate each item based on their situation and perceptions BEFORE they started the program. Then they are asked to respond to the same questions based on their situation and perceptions NOW (at the time the tool is administered). The survey is also available in a pre/post-test design.

## Subscales

- The PFS-MF is divided into five subscales and a set of items related to demographics. The subscales are:
- Social support: Perceived informal support from family, friends, and neighbors that helps provide for emotional needs.
- Nurturing and attachment: The emotional tie, along with a pattern of positive interaction between the parent and child, that develops over time.
- Military family life and resilience: Having adaptive skills and strategies to persevere in times of disruption or crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
- Concrete support: Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
- Program evaluation: Participants' perceptions of staff and experiences connecting with other adults in the program. Although not identified as a protective factor, this subscale can help service providers better assess their ability to effectively engage with caregivers and support improved service delivery to military families.

Why does the PFS-MF use a retrospective survey design?

A retrospective survey design offers a few key advantages:

- Surveys are administered only once, at the time programs would naturally administer a posttest, saving time for both staff and respondents.
- Collecting posttests from participants who have dropped off is difficult. Using retrospective surveys will result in a 100% match between pre- and posttests.



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he minimum number of hours typically necessary for programs to show impact on the measured outcomes varies by program. This number is called the “impact threshold,” and the amount of time spent in the program is sometimes referred to as “dosage.” Ideally, this number is derived through research, by administering outcome surveys and checking to see the point at which participants start to report impact. Programs that do not have research budgets might use observation of participants to make an educated guess, or find out the threshold used by similar programs. For some programs, the impact threshold used is 6. Research on some child abuse prevention programs has found that a minimum of 12 hours is needed. Although program activities can create positive changes in very short times, we do not recommend using the PFS-MF for families receiving fewer than 6 hours.

# Purpose and Use of the Protective Factors Survey - Military Families (PFS-MF)

- Surveys may be administered at any time during service provision, after the minimum number of hours of services needed for the program to show impact, since the retrospective includes a pretest.
- A retrospective design reduces response shift bias, a phenomenon that occurs when respondents' understanding of an issue or self-awareness changes from when they began receiving services to when they complete services. This may result in over-rating at pretest and thus show little to no change at posttest.
- Some studies have shown retrospective self-assessments may be better correlated with objective measures of change than pre/post assessments.

Please note, a pre/post survey version is also offered within this guide.

The minimum number of hours typically necessary for programs to show impact on the measured outcomes varies by program. This number is called the “impact threshold,” and the amount of time spent in the program is sometimes referred to as “dosage.” Ideally, this number is derived through research, by administering outcome surveys and checking to see the point at which participants start to report impact. Programs that do not have research budgets might use observation of participants to make an educated guess, or find out the threshold used by similar programs. For some programs, the impact threshold used is 6. Research on some child abuse prevention programs has found that a minimum of 12 hours is needed. Although program activities can create positive changes in very short times, we do not recommend using the PFS-MF for families receiving fewer than 6 hours.

## Other Protective Factors

While “Knowledge of Parenting and Child Development” and “Children’s Social/Emotional Development” are known protective factors to prevent child abuse and neglect, they are not measured by this instrument. These factors were excluded because there is reason to believe that respondents’ self-reported level of parenting and child development knowledge is not an accurate reflection of true parenting knowledge, but rather captures parenting confidence or tendency toward self-reflection – neither of which are understood to be true protective factors. We believe that parents’ knowledge and competence can be reflected in the attitudes and behaviors addressed in the other subscales. We recommend programs that deliver parent education services evaluate these components of their services using a tool specific to their curriculum and content.

Note: The PFS-MF was neither developed nor tested as a tool for making clinical diagnoses. Providers should rely on other instruments for clinical use.

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# 6. Subscales

Subscale and Definition	Items
<p><b>Nurturing &amp; Attachment</b></p> <p>The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.</p>	<ol style="list-style-type: none"> <li>1. My child misbehaves just to upset me.</li> <li>2. I feel like I'm always telling my kids "no" or "stop."</li> <li>3. I have frequent power struggles with my kids.</li> <li>4. How I respond to my child depends on how I'm feeling.</li> </ol>
<p><b>Social Supports</b></p> <p>Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.</p>	<ol style="list-style-type: none"> <li>5. I have someone in my life who gives me advice, even when it's hard to hear.</li> <li>6. When I am trying to work on achieving a goal, I have friends who will support me.</li> <li>7. When I need someone to look after my kids on short notice, I can find someone I trust.</li> <li>8. I have people I trust to ask for advice about . . . (checklist)</li> <li>9. I feel isolated.</li> </ol>
<p><b>Military Family Life &amp; Resilience</b></p> <p>Having adaptive skills and strategies to persevere in times of disruption or crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.</p>	<ol style="list-style-type: none"> <li>10. Daily military life is challenging for me.</li> <li>11. Military life is a good fit for my family.</li> <li>12. I feel prepared to respond to a family emergency.</li> <li>13. I feel prepared to help my children cope with prolonged separations.</li> <li>14. My children adjust well to change.</li> </ol>
<p><b>Program Evaluation</b></p> <p>Participants' perceptions of staff and experiences connecting with other adults in the program. Although not identified as a protective factor, this subscale can help service providers better assess their ability to effectively engage with caregivers and support improved service delivery to military families.</p>	<ol style="list-style-type: none"> <li>15. The staff understands military life.</li> <li>16. I enjoy meeting other parents through this program.</li> <li>17. Staff seem knowledgeable about resources in the community.</li> <li>18. I would feel comfortable asking staff where I could get help meeting my family's basic needs such as housing, food, clothing, and health.</li> </ol>
<p><b>Concrete Supports</b></p> <p>Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.</p>	<ol style="list-style-type: none"> <li>19. I worry about family finances.</li> <li>20. I have trouble affording what I need each month.</li> <li>21. I am able to afford the food I want to feed my family.</li> <li>22. I feel safe in the community where I live.</li> <li>23. My family's current housing situation fits our needs.</li> </ol>

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# 7. Choosing Survey Forms

The Protective Factors Survey for Military Families, (PFS-MF) is composed of 23 items spread over five subscales. Fifteen demographic items are also available. Although the tool was designed to be used retrospectively, there is flexibility regarding which subscales to use and when the tool should be administered. Additionally, the entire tool, or individual subscales of the tool, can be administered as a pre/post survey. The following information is provided to assist providers in deciding which administrative options best fit their program's service delivery and evaluation needs.

*There is flexibility regarding which subscales to use and when the tool should be administered.*

**Subscales:** Programs may select the subscales they believe are appropriate for the services they offer. For example, if a program does not focus on building concrete supports, it might not be useful to use the concrete support subscale. Although programs may choose to omit some of the subscales, individual survey items within the subscales must not be omitted.

**Demographics:** Programs may choose to use all the demographic items, some of the items, or none. However, collecting demographic data is strongly recommended for programs wanting to better understand the population they are serving and to dig deeper into evaluation results. Choose the items that fit your program and evaluation needs. Consider administering the demographic survey as a pre/post tool if applicable to your program's intended outcomes.

There are three survey forms: the PFS-MF Retrospective, PFS-MF Pre/post, and the Stand-alone Demographic.

# Choosing Survey Forms

Survey Form	Details and Differences
PFS-MF, Retrospective Version	<p>This form contains the following subscales in a retrospective format:</p> <p>Social Support, Nurturing and Attachment, Military Family Life and Resilience, Concrete Supports, and Program Evaluation. The demographic survey is also included, but as mentioned earlier, all demographic items are optional.</p> <p>By using the retrospective version of the PFS-MF, participants can be offered anonymity as there is no need to match pre and post tests for comparisons.</p>
PFS-MF, Pre/post Version	<p>This form contains all the subscales and the demographic survey in a pre/post test format.</p> <p>Programs may opt to administer one or more subscales at intake, rather than administering the PFS-MF retrospectively. If administered at intake, the information may be useful as a needs assessment to help programs shape and prioritize services.</p> <p>Used both at intake and at the conclusion of services, program staff will be able to calculate change scores. Although participants can still be offered confidentiality in responding to the pre/post version of the PFS-MF, they cannot be offered anonymity because pre- and posttests must be matched for data analysis.</p>
Stand-alone Demographic Survey	<p>This form has only the demographic items. As a reminder, all items in the demographic survey are optional. Programs can opt to use this form as a short, pre-service survey at the beginning of services, again as a posttest in conjunction with PFS-MF, or only at one point in time. See the table below for other options.</p>

# Choosing Survey Forms

Survey	Administration	Purpose	Advantages and Considerations
PFS-MF, Retrospective Version	Administered one time after participants have received sufficient hours of service that service effects reasonably could be expected (this will vary by program).	Measure changes in protective factors from start of service to posttest.	Offer anonymity to respondents.  Minimize time burden on both staff and participants by administering the survey only once.  100% matched pre- and posttests.
PFS-MF, Pre/post Version	Administered the first time at program intake and the second time after participants have received sufficient hours of service that service effects reasonably could be expected (this will vary by program).	Measure changes in protective factors from start of service to posttest.	Collect pretest data at intake and compare with posttest data.  Administered twice.  Less time per administration.  Allows data collection from participants who leave the program before service effects are typically evaluated.
PFS-MF, one time point	Administered at intake, one or more subscales.	Conduct a needs assessment for program planning and prioritizing in one or more protective factors	Allows for program adjustment for specific audiences.
Stand-alone Demographic Survey	Administered at any time the demographic items that are relevant to your program.	Get a snapshot of the demographic makeup of the families served by the program. Determine changes in family circumstances.	Allows for program adjustment for specific audiences.

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# 8. Other Considerations

## Regarding Use of the PFS-MF

We recommend families not be surveyed with the PFS-MF until they have received a sufficient “dose” of service that could reasonably effect a measurable change (the “impact threshold”). Although program activities can create positive changes in very short times, we do not recommend using the PFS-MF for families receiving fewer than six hours of services.

The following checklist may help you make decisions about administering the PFS-MF or its individual subscales.

Q: Will the respondents (the parents or caregiver) receive the minimum hours of direct services to reach the impact threshold for your program?

A: If you answered “No”, the PFS-MF, either the retrospective or pre/post version, may not measure changes in outcomes.

Q: Are the respondents active military or the spouse of an active serviceperson?

A: If you answered “No”, consider omitting the Military Family Life and Resilience subscale. You may opt to use the Family Functioning /Resilience subscale in the PFS-2 for non-military families (<https://friendsnrc.org/evaluation/protective-factors-survey/>)

Q: Are the respondents the primary caregivers of their children?

A: If you answered “No”, consider omitting the Nurturing and Attachment subscale.

Q: Do you provide services or supports designed to help participants access tangible goods and services, such as childcare, medical services, food, and transportation?\*

A: If you answered “No”, consider not using the Concrete Supports subscale.

Q: Do you provide services or supports designed to help participants develop or strengthen positive social networks?\*

A: If you answered “No”, consider not using the Social Support subscale.

Q: Does your program help parents develop nurturing parenting behaviors, including positive parent/child interactions?\*

A: If you answered “No”, consider omitting the Nurturing and Attachment subscale.

\*Even if you don’t address these areas directly, your services may still have an impact on them. It can be useful in the early, formative part of an evaluation to stay as open as possible to potential outcomes so that you can see unanticipated or untargeted results.

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# 9. Tool Customization

The PFS-MF can be used on its own or in conjunction with other tools. It can also be modified by adding questions that reflect your purposes. For example, in addition to evaluating the impact of your program on the protective factors, you may also want to evaluate outcomes related to caregiver knowledge of child development or children's early learning and school readiness. Or, say you are working toward continuous improvement in diversity, equity, and inclusion, in that case, you may want to add questions related to how participants experience and feel in the program, as well as other information about their access to opportunities and resources.

Considerations in adding questions versus using in conjunction with other tools:

Survey Aspect	Considerations
Survey length	Will it be less of a burden for your participants to take one longer survey or two shorter surveys at different times?
Survey timing	Do you need to collect the information all at the same time, or can you stagger the timing?
Survey fidelity	If you are drawing questions from other survey tools, carefully consider the design of those other tools. Like the PFS-MF, some tools use multiple questions to measure nuanced domains. If you are trying to measure a particular domain, you may need to add all of the questions to your survey, rather than picking and choosing.
Appropriate method	Is a survey the right tool for what we want to know? For example, if you want to know what is most meaningful to families about the program, interviews or focus groups may be more appropriate. If you want to know how caregivers and children interact in your program, an observation checklist may be more useful.

## Finding other tools

FRIENDS National Center for Community Based Child Abuse Prevention, one of the partners in developing the original PFS and the PFS-MF, has created a searchable, annotated compendium of tools for measuring a variety of program outcomes. Visit this resource at: [friendsnrc.org/evaluation/logic-models/compendium-of-annotated-tools/](https://friendsnrc.org/evaluation/logic-models/compendium-of-annotated-tools/)



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The PFS-MF can be used on its own or in conjunction with other tools. It can also be modified by adding questions that reflect your purposes. For example, in addition to evaluating the impact of your program on the protective factors, you may also want to evaluate outcomes related to caregiver knowledge of child development or children's early learning and school readiness. Or, say you are working toward continuous improvement in diversity, equity, and inclusion, in that case, you may want to add questions related to how participants experience and feel in the program, as well as other information about their access to opportunities and resources.

# 10. Survey Administration

This guide contains instructions for preparing and administering the Protective Factors Survey for Military Families (PFS-MF). Consistent survey administration is critical in ensuring accurate data collection; the recommended steps described below should be followed each time the survey is administered.

## Preparation Steps

1. Determine which versions and subscales of the PFS-MF you will be using. If you are unsure, please read the Choosing Forms section of this guide.
2. If using the pre/posttest version, or if participants will be completing any of the subscales or demographic survey at both intake and posttest, assign each participant a confidential identification code. This is so pre- and posttest surveys can be matched for data analysis. Keep the list of participant IDs matched with participant names in a secure location to ensure confidentiality. Note: This step is not necessary if you are only using the PFS-MF Retrospective version and are not using the demographic survey at intake.
3. Once you've identified the forms you will use, print them, and assemble survey packets for each participant using instructions on the table below:

# Survey Administration

<b>PFS-MF forms and purpose</b>	<b>Timing</b>	<b>Packet Assembly</b>
PFS-MF, Retrospective survey administered for outcome evaluation purposes.	Administered once, retrospectively.	<p>This three-page form may be printed double-sided, although single-sided copying with pages stapled together is preferred.*</p> <p>The form should be printed in the order presented, with the subscales first, followed by the demographic survey.**</p> <p>You do not need to assign a participant ID.</p>
PFS-MF, Pre/posttest survey administered for outcome-evaluation purposes.	Administered twice, at intake and at posttest	<p>This three-page form may be printed double-sided, although single-sided copying with pages stapled together is preferred.*</p> <p>The form should be printed in the order presented, with the subscales first, followed, followed by the demographic survey.**</p> <p>You need to assign a participant ID so that pre-and posttest surveys can be matched.</p>
<p>Any of the subscales or the Demographic Survey in the pre/post version.</p> <p>Administered as a needs assessment or to determine program impact.</p>	<p>Administered once, at intake as a needs assessment tool.</p> <p>-OR-</p> <p>Administered twice, at intake and at posttest.</p>	<p>Create a document of the subscales and/or the selected demographic items you will be administering.</p> <p>If you also plan to administer any of the subscales or the demographic items as a posttest, you will need to assign a participant ID.</p>

\*Respondents may not realize there is more on the reverse side of a page.

\*\* A small number of respondents may decide to stop taking the survey midway through. By placing the demographic survey last, the participants will likely have completed the PFS-MF.

# Survey Administration

## Administration Steps

1. Set up the survey environment so participant(s) will be able to complete the survey free from distractions. In a group setting, this can mean childcare is provided. In a home-visiting situation, the home visitor might keep the children occupied while the parent completes the survey.
2. If you are using a consent form, explain the form and ask the parent to sign after it has been explained. Whatever consent form you use, make sure the participant understands that they will not lose services or be penalized in any way if they choose not to complete the survey.
3. Plan enough time for participants to take the survey. It will take approximately 10-15 minutes to complete and may be administered in groups or in one-on-one interviews.
4. Place a large envelope or folder in an easily accessible space to collect participants' completed surveys.
5. Distribute survey packets to participants. This can be done in a group setting, or individually.
6. Introduce the survey to participants using the following script. Choose the script depending on the survey(s) you are administering. Staff may replace the word "program" with the term that makes the most sense for the setting (e.g. curriculum, class, group, etc.).
7. Instruct participants to begin the survey. Should participants ask for assistance, staff should avoid re-wording or rephrasing items as this may influence participants' responses. If participants need clarification to answer an item, staff should encourage participants to answer in the way that makes the most sense to them and their family. If parents have difficulty reading, you may read each item aloud to them.
8. Once all participants have finished, collect the envelope or folder containing the completed surveys.
9. Be sure to thank the participants for their time.

# Survey Administration

## PFS-MF, Retrospective Version

### Introduction

I am going to ask you to complete a survey to help us better understand if we are meeting the needs of the families we serve. We want to provide the best services we can, and this is one way to help us keep on track. The survey contains questions about your experiences as a parent and your life in general.

You will not lose services or be penalized in any way if you prefer not to complete the survey or prefer not to answer some of the questions.

The information you share with us is completely anonymous; you do not have to put your name anywhere on the survey. The services you receive will not be negatively affected by any answers that you give us. Do you have any questions at this point?

[Answer participant questions.]

### General Survey Instructions:

This survey asks about your parenting experiences and your general life.

You can see that you are asked to respond to each item twice. To the right of each item there is a row labeled BEFORE and another row labeled NOW.

[Point out the items and answer fields on the survey form.]

First, please think back and remember your experiences BEFORE you received services from this program and rate yourself from that perspective in the row that is labeled, "BEFORE".

Next, score the same item a second time based on your current experience in the row labeled "NOW".

You will notice that the questions ask you to think about how much or how little each item reflects your life, or about how often you experience something. Please respond with the answer that best describes your situation. If you do not find an answer that fits perfectly, mark the one that comes closest.

Please remember that this is not a test, so there are no right or wrong answers, and your responses are confidential. You should choose the answer that makes the most sense for you and your family.

When you are finished with the survey, you can place it in the envelope [or folder] provided. If at any time you have questions about the survey, just let me know and I can help you.

*Anonymity can only be guaranteed if you are not using any part of the survey as a pre/posttest, as you would need to use a participant ID for matching.*

# Survey Administration

## **PFS-MF, Pre/Post Version**

### **Completed at intake as a needs assessment or as a pretest**

#### **Introduction**

I am going to ask you to complete a survey to help us better understand the families in our program. Your participation will help us as we learn how to best serve you and others. You will not lose services or be penalized in any way if you prefer not to complete the survey or prefer not to answer some of the questions.

The information you share with us will be kept confidential and you do not have to put your name anywhere on the survey. The services you receive will not be negatively affected by any answers that you give us. Do you have any questions at this point?

[Answer participant questions.]

#### **Point out the pages with the subscales.**

In these sections we ask you to respond to each item based on your family's situation right now. Please think about how much or how little each item reflects your life, or about how often you experience something. Please respond with the answer that best describes your situation. If you do not find an answer that fits perfectly, mark the one that comes closest.

#### **If you are also administering the Demographic Survey:**

##### **Point out the Demographic Survey.**

This section asks for background information about you and your family. You may have already given us some of this information, and we thank you for giving it to us again so that our survey information can be as complete as possible.

#### **Conclude the instructions with:**

Please remember that this is not a test, so there are no right or wrong answers, and your responses are confidential.

When you are finished with the survey, you can place it in the envelope [or folder] provided. If at any time you have questions about the survey, just let me know and I can help you.

# Survey Administration

## **PFS-MF, Pre/Post Version**

### **Completed at intake as a needs assessment or as a pretest**

#### **Introduction**

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[Answer participant questions.]

#### **Point out the pages with the subscales.**

In these sections we ask you to respond to each item based on your family's situation right now. Please think about how much or how little each item reflects your life, or about how often you experience something. Please respond with the answer that best describes your situation. If you do not find an answer that fits perfectly, mark the one that comes closest.

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##### **Point out the Demographic Survey.**

This section asks for background information about you and your family. You may have already given us some of this information, and we thank you for giving it to us again so that our survey information can be as complete as possible.

#### **Conclude the instructions with:**

Please remember that this is not a test, so there are no right or wrong answers, and your responses are confidential.

When you are finished with the survey, you can place it in the envelope [or folder] provided. If at any time you have questions about the survey, just let me know and I can help you.



# 11. Scoring Instructions

After administering the survey according to the instructions in the Survey Administration section of this guide, you will want to score each survey and tabulate the results. Following scoring protocols as described below will allow you to see if participation in your program produced shifts in protective factors.

This section provides instructions to manually score the survey and calculate changes in scores from intake until posttest. Most programs will set up a spreadsheet using Excel or Google Sheets for entering PFS-MF data and tabulating results. Some may need to score manually. Understanding how the tool is scored manually will help when setting up a spreadsheet.

Please note, if you add survey items, addressed in the Tool Customization section, do not include those items in scoring the PFS-MF subscales.

## Manually Calculating Individual Mean Subscale Scores

The following instructions are for calculating individual respondents' subscale scores. For each subscale, mean (average) scores should not be calculated if two or more items were left unanswered. Calculating the mean if two or more items are unanswered violates the validity of the subscale.

### To calculate mean subscale scores:

1. Write the appropriate numeric response for each item to create individual item scores. (See conversion chart below.)
2. Sum the score for each subscale item to calculate the total score.
3. Divide the total score by the number of subscale items completed to calculate the mean subscale score.

*For each subscale, mean (average) scores should not be calculated if two or more items were left unanswered. This violates the validity of the subscale.*

# Scoring Instructions

Conversion Chart: Scoring conversions by subscales

Subscale	Conversion Scores				
Nurturing & Attachment	Items 1, 2, 3, & 4	A = 0	B = 1	C = 2	D = 3 E = 4
Social Supports	Items 5, 6, 7, & 9	A = 4	B = 3	C = 2	D = 1 E = 0
	Item 8	None of the above = 0 One box checked = 1 Two boxes checked = 2 Three boxes checked = 3 Four or more boxes checked = 4			
Military Family Life & Resilience	Item 10	A = 0	B = 1	C = 2	D = 3 E = 4
	Items 11, 12, 13, & 14	A = 4	B = 3	C = 2	D = 1 E = 0
Program Evaluation	Items 15, 16, 17, & 18	A = 4	B = 3	C = 2	D = 1 E = 0
Concrete Supports	Items 19 & 20	A = 4	B = 3	C = 2	D = 1 E = 0
	Items 21, 22, 23	A = 0	B = 1	C = 2	D = 3 E = 4

The following example, using the Social Supports Subscale, shows the step-by-step process of calculating the Mean.

- Convert alphabetic responses to numbers using the conversion chart.
- Sum
  - BEFORE scores  
(3+2+1+2+2=10)
  - NOW scores  
(3+2+2+3+3=13)
- Divide
  - BEFORE score sum by the number of items  
(10 ÷ 5 = 2) (Mean score)
  - NOW score sum by the number of items  
(13 ÷ 5 = 2.6) (Mean score)

5. I have someone in my life who gives me advice, even when it's hard to hear.	Before	A	B = 3	C	D	E
	Now	A	B	C = 2	D	E
6. When I am trying to work on achieving a goal, I have friends who will support me.	Before	A	B	C = 2	D	E
	Now	A	B	C = 2	D	E
7. When I need someone to look after my kids on short notice, I can find someone I trust.	Before	A	B	C	D = 1	E
	Now	A	B	C = 2	D	E

8. I have people I trust to ask for advice about (check all that apply):	Before	<input type="checkbox"/> A. Stress, Anxiety, and/or Depression <input type="checkbox"/> B. Relationships and/or My Love Life <input checked="" type="checkbox"/> C. Military Life/Housing/Moving <input checked="" type="checkbox"/> D. Money /Bills/Budgeting <input type="checkbox"/> E. Food/Nutrition <input type="checkbox"/> F. Parenting/My Kids <input type="checkbox"/> G. None of the Above				
	Now	<input type="checkbox"/> A. Stress, Anxiety, and/or Depression <input type="checkbox"/> B. Relationships and/or My Love Life <input checked="" type="checkbox"/> C. Military Life/Housing/Moving <input checked="" type="checkbox"/> D. Money /Bills/Budgeting <input type="checkbox"/> E. Food/Nutrition <input checked="" type="checkbox"/> F. Parenting/My Kids <input type="checkbox"/> G. None of the Above				

For the item below, consider how often it applied BEFORE the program and RIGHT NOW.		Almost Never	Rarely	Sometimes	Frequently	Often
9. I feel isolated.	Before	A	B	C = 2	D	E
	Now	A	B = 3	C	D	E

# Scoring Instructions

Calculating Individual Change in Subscale Score from Pretest to Posttest:

1. Subtract the mean pretest (BEFORE) score from the mean posttest (NOW) score:  
( $2.6 - 2 = 0.6$ )
2. Divide the raw difference (0.6) by the mean pretest (BEFORE) score: ( $0.6 \div 2 = 0.30$ )
3. Multiply by 100 to calculate percent change: ( $0.3 \times 100 = 30\%$ ) (See the example below.)

Subscale	Mean Pre BEFORE	Mean Post NOW	Raw Difference	Change	Percent Change
Social Supports	2	2.6	0.6	.30	30%

*In the example above, the participant showed a 30% increase in the Social Supports subscale from pretest to posttest. Programs should take theoretical (e.g. expected program impact) and practical considerations (e.g. participant attendance) into account when interpreting what this change in score means.*

*For example, participants attending two hour classes weekly for three months (high-intensity, high-frequency) may understandably show a greater percentage change from pre- to posttest than do participants of a parent support group that meets every other month (low-intensity, low-frequency).*

# Scoring Instructions

## Manually Calculating Mean Subscale Scores for a Group

The following are instructions for calculating the mean subscale scores for a group (e.g. class), based on the previously calculated subscale scores for individuals. This section illustrates calculating before OR after, so programs will need to calculate this twice (once for before and once for after) if they want to compare pre and post. The following example shows the steps staff should follow when calculating group scores by hand.

Example: Five parents (Parents A, B, C, D, and E) each responded to all five of the items in the Social Supports subscale (items #5-9).

1. Using the scoring conversions for each item, sum each parent's item scores to calculate their individual subscale total.
2. Divide each parent's subscale total by the number of subscale items completed to calculate the subscale mean score.
3. Sum the subscale mean scores for all parents in the group to calculate the summed total group score.
4. Divide the summed total group score by the number of respondents in the group to calculate the group mean subscale score.

Parent	Item 5	Item 6	Item 7	Item 8	Item 9	Subscale Total	Mean Subscale Score
A	4	4	3	4	1	= 16	$(16 \div 5) = 3.2$
B	2	1	1	2	1	= 7	$(7 \div 5) = 1.4$
C	4	4	2	3	2	= 15	$(15 \div 5) = 3$
D	3	3	1	2	1	= 10	$(10 \div 5) = 2$
E	4	3	3	3	1	= 14	$(14 \div 5) = 2.8$
Summed total group score							12.4
Divide by total number of respondents (e.g. 5 parents)							$(12.4 \div 5)$
Group Mean Subscale Score							2.48

In the above example, we can see that the group's mean score for the Social Supports subscale ranges from 1.4 to 3.2, and the overall group mean subscale score is 2.48. Looking at the range of individual mean subscale scores can help to better understand and contextualize the group mean subscale score.

Once the group mean subscale score has been calculated, the same instructions for calculating individual change from pre- to posttest (section B, above) can be followed to calculate the group's percentage change score.

# 12. Using the Data

The process of evaluation should lead to two important outcomes: Improved services for children and families, and increased public understanding and support for your services.

Evaluation should guide us to make program improvements. On top of that, we need to tell others our story—stakeholders need to know what we’ve learned.

*While evaluation can be intriguing, we don’t evaluate simply for the joy of it.*

## Using the data for Continuous Quality Improvement

Continuous Quality Improvement (CQI) uses a “Plan, Do, Study, Act” cycle to ensure programs are systematically and intentionally increasing positive outcomes. It is about getting better and better. Instead of, “if it ain’t broke, don’t fix it,” CQI emphasizes that even if programs aren’t broken, they can always be improved.

For more information on using data for CQI, see these resources from FRIENDS (<https://friendsnrc.org/evaluation/continuous-quality-improvement/>).

## Using the data to understand program impact

One of the most important purposes of collecting protective factors data is to find out if your program is meeting its intended goals. What you find out is useful for both primary purposes of evaluation. (1) Improving services: The data can be used as part of CQI; the information can tell you if there are certain protective factors that aren’t being effectively reinforced by your program so that you can make plans to adapt the program. (2) What you learn about the effectiveness of your program can help you tell the story of your program to stakeholders.

For more information on using data to evaluate your program’s impact, see these resources from FRIENDS (<https://friendsnrc.org/evaluation/>), especially this resource on evaluation planning (<https://friendsnrc.org/evaluation/evaluation-planning/>).

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# Protective Factors Survey

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## Military Families

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# 13. Resources

## FRIENDS National Center:

[www.friendsnrc.org](http://www.friendsnrc.org), <https://friendsnrc.org/evaluation/logic-models/>, <https://friendsnrc.org/evaluation/logic-models/menu-of-outcomes-and-indicators/>

## California Evidence-Based Clearing House:

<https://www.cebc4cw.org/assessment-tools/>

## Excel Workbook and Google Sheet

For scoring individual and group responses. **Available fall 2022.**

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# Protective Factors Survey

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## Military Families

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# 14. Frequently Asked Questions

## What can the PFS-MF be used for?

The primary purpose of the PFS-MF is to give providers feedback for continuous improvement and evaluation. Providers may also find the survey results useful in service planning with clients or conducting needs assessments. The survey results are designed to 1) give providers a snapshot of the families they serve, 2) measure changes in family protective factors, and 3) help identify areas where staff can focus on increasing protective factors for each family.

The PFS-MF was neither developed nor tested as a tool for making clinical diagnoses or for making decisions regarding out-of-home placements or legal adjudications. Providers should rely on other instruments for clinical use.

## What is the cost of the PFS-MF?

You may download and use the PFS-MF free of charge. The survey and associated materials can be found on this page of Greentrike's website:

<https://greentrike.org/about/protective-factors-survey-military-families>

## Why was the Protective Factors Survey, Military Families Edition (PFS-MF) developed?

While working to open the first children's museum on a U.S. military base, Greentrike set out to carefully document the process and comprehensively evaluate impact. Data gathered from military families and stakeholders guided the development of an evaluation framework and illuminated the need for a tool to assess the impact of programming intended to increase military families' resilience. The Protective Factors Survey (PFS) was well-aligned, but needed some changes to address military families' unique experiences: extended separations; relocations; lack of family support; spouse underemployment; educational inconsistencies; disconnections from community; and high levels of stress, anxiety, and depression. Thus, we set out to adapt the PFS with a focus on military families.

# Frequently Asked Questions

## Why does the PFS-MF use a retrospective survey design?

A retrospective survey design maximizes staff and participant time, can ensure a 100% match between pre- and posttests, can allow participants to provide completely anonymous responses, and may increase more accurate responses.

Retrospective survey design offers the following advantages:

- Surveys are administered only once, at the time programs would naturally administer a posttest, saving time for both staff and respondents.
- Collecting posttests from participants who have dropped off is difficult. Using retrospective surveys will result in a 100% match between pre- and posttests.
- Surveys may be administered at any time during service provision (after receiving the minimum hours to reach the impact threshold) since the retrospective includes a pretest.
- A retrospective design reduces response shift bias, a phenomenon that occurs when respondents' understanding of an issue or self-awareness changes from when they began receiving services to when they complete services. This may result in over-rating at pretest and thus show little to no change at posttest.
- Some studies have shown retrospective self-assessments may be better correlated with objective measures of change than are true pre/post assessments.

## Why do you also offer a pre/post version of the PFS-MF?

Some programs may choose to use a pre/post survey rather than, or as well as, a retrospective survey. For example, a program may want to use the tool as a needs assessment, which would necessitate the collection of data at intake. Additionally, some research or evaluation designs may call for a pre/post survey.

It is not unusual to have participant drop-outs over the course of services. Collecting surveys at intake may give you a more detailed picture of the people who completed, or didn't complete, your program.

Even if you choose to use the retrospective survey, programs are welcome to use one or more subscales and/or the demographic questionnaire at intake so they can use the information to inform their services.

## Why did you assign letters rather than numbers to the response categories?

This was a measure for reducing a bias that may be associated with numbers. Respondents may consider a higher number a 'better' answer, and therefore provide what is perceived as the socially desirable response.

# Frequently Asked Questions

## Do we need to administer the entire tool, or can we use only portions of it?

Depending on the services offered, programs may choose to omit one or more subscales. However, individual survey items within the subscales should not be omitted. Removing items from a subscale invalidates the results.

## Is it necessary to use the Demographic Survey with the PFS-MF?

No. The demographic survey items are not required for the reliability of the scale; they are optional. Based on your program's needs, you may use as few or as many of the demographic items you consider important for your program.

We strongly recommend that, when possible, PFS-MF data be analyzed in reference to demographic data (e.g. race/ethnicity, income levels, etc.). If you are not using the Demographic Survey that accompanies the PFS-MF, consider collecting important demographic data that will allow you to cross tabulate survey outcomes with variables that may influence them.

## Should the PFS-MF be used to make decisions about placing a child in out-of-home-care or returning a child home from care?

No. The tool was not designed for that purpose. It would be incorrect to use it for making decisions related to foster care placements. In the same respect, the PFS-MF should not be used as part of a psychological evaluation.

## Can the PFS-MF be used as a needs-assessment tool?

Yes. For example, some programs, such as those offering family resource centers, self-sufficiency classes, or resource and referral services, may find it useful to use the Concrete Supports subscale as a needs assessment, to help inform appropriate service provision.

When using the tool as a needs assessment at intake, please use the pre/posttest version provided.

## Are there cutoff scores identified in the technical material?

No. At this time, we do not have the data to support identification of cutoff scores for the PFS-MF. In the future, we hope to be able to collect data using a representative sample of the intended population, with which we could establish the normal distribution of scores and what would qualify as “high” or “low.” In the meantime, we recommend interpreting scores based on change from pre- to posttest.

# Frequently Asked Questions

## Is the PFS-MF available in other languages?

Currently, the PFS-MF is only available in English.

## May we translate the PFS-MF into other languages spoken by the parents and caregivers we serve?

Yes. Keeping in mind that the tool loses its validity and reliability once it deviates from the original, you still can make in-house translations. Here are some caveats:

- We strongly recommend that the translation you make has been developed and vetted by fluent English speakers AND fluent speakers of the language into which you are translating the PFS-MF.
- Once you are satisfied that your translation accurately reflects the content of the PFS-MF, and is understood by the families you serve, use the exact wording each time you administer the tool. If you find your translation needs tweaking, make the necessary edits, but identify the version used for each record. Consistency in administration is as important as the tool you are using.
- When you report results, state clearly that you adapted the PFS-MF by translating it. Greentrike cannot vouch for the reliability or validity of your tool once it deviates from the original.

If you do make a translation, we ask you to consider sharing it with Greentrike. We would like to have a bank of translations to share with others.

## How long after a parent begins a program should they be given the survey?

We are an open-ended parent support program; parents sometimes participate in our program for many years.

Providers should take theoretical considerations (e.g. estimated time for program impact) as well as logistical details (e.g. accessibility of clients) to determine the optimal time for survey administration. Additionally, programs should bear in mind the likelihood of participant drop-off, particularly towards the end of service delivery, in determining when to administer the survey posttest. For example, a program that is delivering a 12-week-long parent education curriculum may choose to administer a posttest in Week 10 or 11.

Programs should also be aware that participants' abilities to recall their feelings or experiences prior to receiving services may be influenced by the length of services; longer-term or ongoing program services may benefit from administering the survey after a period of time that they believe a measurable change should occur for families receiving their services.

We recommend administering the retrospective survey only after participants have received the minimum **hours of service to reach** the impact threshold for your program; it is unlikely you will see significant changes in pre/post scores if fewer than 12 hours of service delivery have been received.

# Frequently Asked Questions

## How do we guarantee participants' privacy?

If administering the PFS-MF using a retrospective format, you can ensure anonymity—and therefore, privacy—because no personal data (e.g. names, birthdates, Social Security numbers) need to be collected on the retrospective survey form.

If parts or all of the PFS-MF are administered prospectively (at intake, for example) and need to be matched with a posttest, you can still offer confidentiality, although not anonymity. To be able to match a pretest survey with a posttest survey, staff need to assign a participant ID code. You can guarantee privacy and confidentiality by adhering to a few simple rules:

1. Create a participant code (i.e. client/case ID number) that is kept separate from the personally identifiable data collected (e.g. names, birthdates, social security numbers).
2. Create a list of participant ID codes matched with participant names and keep the list in a secure location and not with the completed surveys. Only the staff administering the survey will know who provided the data, and data are linked using the participant ID number.

We strongly recommend that you never ask participants to put their names or other identifying information, such as Social Security numbers, on the forms.

## How should we manage our PFS-MF data?

Before you begin to collect data, have a data management plan in place. The plan should include:

1. Creating or identifying a spreadsheet for entering data.
2. Setting a timeline for entering data after surveys have been completed.
3. Assigning staff for data entry. (You will make fewer data entry errors if at least two staff work together to enter data—one person reads the responses while the other enters them into the spreadsheet. Another tip for reducing data entry errors is to review every 10th record to double check that the data were entered correctly.)
4. Once data are entered into a spreadsheet, store raw data (the completed paper forms) in a secure location—but not with the list of participant codes and names (if applicable).
5. Identify a timeline for disposing raw data. Some organizations will have policies in place for how long they need to keep raw data. Check to see if your organization has relevant policies.
6. Identify the staff who will tabulate and present the data in ways that are easy to understand. This could be in the form of tables or charts.
7. If data are entered on a computer, make sure to back-up the file. If the computer or the spreadsheet is password protected, ensure more than one person on staff knows the passwords.
8. Plan a time for getting together with staff and program stakeholders to review and

# Frequently Asked Questions

discuss results. You collect data for a reason: To learn if your services are getting positive results for children and families. The PFS-MF provides one snapshot of how your services affect families. It is important that staff plan in advance a time to reflect on what the data may be revealing.

## Where can I go for more information about using data?

The FRIENDS National Center for Community-Based Child Abuse Prevention offers a free online learning center with courses related to managing and analyzing data. The courses are titled Data 101 and Data Management. The Online Learning Center also offers courses on Continuous Quality Improvement, The Protective Factors, and Logic models. Visit the Online Learning Center here: <https://friendsnrcelearning.remote-learner.net/index.php>

## Some items refer to “family” – is there a rule about the definition of family?

Programs are encouraged to instruct participants to construct their own definition of family based on their personal circumstances. For example, participants may include children in the household who may not be directly related to the participant, or close relatives who may or may not live with the participant.

## Why is there no subscale to measure Knowledge of Parenting and Child Development on the PFS-MF?

Knowledge of parenting and child development is a complex construct with many different components. There is reason to believe that respondents’ self-reported level of parenting and child development knowledge is not an accurate reflection of true parenting knowledge, but rather captures confidence or tendency toward self-reflection – neither of which are understood to be true protective factors. Therefore, we believe that parents’ knowledge and competence can be reflected in the attitudes and behaviors addressed in the other subscales. We recommend programs that deliver parent education services evaluate this component of their services using a tool specific to their curriculum and content.

# Frequently Asked Questions

## What are the psychometric properties of the PFS-MF?

Reliability of PFS-MF subscales using Cronbach's coefficient alpha

For further information about the psychometric properties of the PFS-MF, please contact the University of Kansas Center for Public Partnerships and Research (cppr@ku.edu).

Subscale	Reliability
Military Family Life / Resilience	0.64
Social Support	0.74
Concrete Support	0.72
Nurturing and Attachment	0.78
Program Evaluation	0.75

## What were the demographics of the populations used in the PFS-MF field tests?

The PFS-MF was tested with a convenience sample of respondents who self-identified as being members of a military family and non-military respondents. Demographics for both groups are listed in the table below.

*Table X. Military and Non-Military Participant Demographics*

	Military (N = 230)	Non-Military (N = 145)
Sex (Female)	93%	91%
<b>Race/ Ethnicity</b>		
White (non-Hispanic/ European American)	16%	5%
Asian	14%	12%
Multi-racial	12%	13%
African American	5%	3%
Native American or Alaskan Native	2%	1%
Native Hawaiian/ Pacific Islander	2%	1%
Other	2%	3%

# Frequently Asked Questions

	<b>Military</b> (N = 230)	<b>Non-Military</b> (N = 145)
<b>Relationship Status</b>		
Married	95%	83%
Partnered	2%	5%
Single	1%	10%
Divorced	1%	1%
Widowed	0%	0%
Separated	< 1%	1%
<b>Housing</b>		
Own (off-base for military)	40%	~
Rent (off-base for military)	17%	~
Military housing, off-base	4%	~
Military housing, on-base	37%	~
Shared housing with relatives/friends	<1%	~
Temporary (shelter, temporary with friends/ relatives)	1%	~
Homeless	0%	~
<b>Education</b>		
Elementary or junior high school	0%	0%
Some high school	<1%	1%
High school diploma or GED	7%	4%
Trade/ Vocational training	4%	3%
Some college	18%	15%
2-year college degree (Associate's)	13%	10%
4-year college degree (Bachelor's)	35%	33%
Advanced degree	23%	34%



# 15. Glossary

<b>Anonymous</b>	No personal data (e.g. names, birthdates, social security numbers) are collected that could link a participant to the information; staff are unable to identify a participant.
<b>Child</b>	Any individual under 18 years old for whom a program participant provides care, including children not living at home. Examples include but are not limited to biological/birth children, step-children, foster or adopted children, grandchildren, nieces/nephews, brothers/sisters, etc.
<b>Confidential</b>	Staff are able to identify a participant by using a code (i.e. client/case ID number) that is kept separate from the personally identifiable data collected (e.g. names, birthdates, social security numbers). Participant responses to the PFS-MF are confidential since staff administering the survey in-person will know who provided the data, and data are linked using a participant ID number.
<b>Family</b>	Programs are encouraged to instruct participants to define family in whatever way makes the most sense for them. For example, including children in the household who may not be directly related to the participant, or close relatives who may or may not live with the participant.
<b>Pre/Posttest</b>	A way to evaluate the effectiveness of program services by administering the survey at two times: once at the beginning of service delivery (pretest), and once at the end of service delivery (posttest).
<b>Program</b>	Refers to the program providing services to participants that is expected to increase family protective factors. This term can be interchanged with curriculum, group, class, etc. as appropriate.
<b>Protective factors</b>	<p>Prevention program efforts typically work towards building family and environmental strengths by increasing protective factors.</p> <p>The PFS-MF measures protective factors in five areas: social supports, nurturing and attachment, family functioning/resilience, concrete supports, and caregiver/practitioner relationship. See the Purpose and use of the Protective Factors Survey - Military Families and Choosing Survey Forms sections to determine if the PFS-MF is appropriate for your program's service delivery needs.</p>
<b>Retrospective</b>	A retrospective survey design is administered only once, at the end of service delivery. Participants are asked to respond to how they feel/what they experience now that they have completed services, and then to think back and respond to how they felt/what they experienced before they began receiving services.

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# Protective Factors Survey

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## Military Families

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# 16. Survey Forms



**Class Location:** \_\_\_\_\_

**Participant ID#:** \_\_\_\_\_

Your answers to the questions below can help staff improve services for you and others like you, so it's important you answer honestly. For each section, please mark the responses that most closely match how you felt before attending this program (BEFORE PROGRAM) and how you feel today (RIGHT NOW).

For each of the items below, consider each statement in relation to how you felt BEFORE attending the program and how you feel RIGHT NOW.		Just like my life	Quite a lot like my life	Some-what like my life	Not much like my life	Not at all like my life
1. <i>My child misbehaves just to upset me.</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
2. <i>I feel like I'm always telling my kids "no" or "stop."</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
3. <i>I have frequent power struggles with my kids.</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
4. <i>How I respond to my child depends on how I'm feeling.</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
5. <i>I have someone in my life who gives me advice, even when it's hard to hear.</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
6. <i>When I am trying to work on achieving a goal, I have friends who will support me.</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
7. <i>When I need someone to look after my kids on short notice, I can find someone I trust.</i>	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E



8. I have people I trust to ask for advice about (check all that apply):	<b>Before</b>	<ul style="list-style-type: none"> <li>• A. Stress, Anxiety, and/or Depression</li> <li>• B. Relationships and/or My Love Life</li> <li>• C. Military Life/Housing/Moving</li> <li>• D. Money /Bills/Budgeting</li> <li>• E. Food/Nutrition</li> <li>• F. Parenting/My Kids</li> <li>• G. None of the Above</li> </ul>
	<b>Now</b>	<ul style="list-style-type: none"> <li>• A. Stress, Anxiety, and/or Depression</li> <li>• B. Relationships and/or My Love Life</li> <li>• C. Military Life/Housing/Moving</li> <li>• D. Money /Bills/Budgeting</li> <li>• E. Food/Nutrition</li> <li>• F. Parenting/My Kids</li> <li>• G. None of the Above</li> </ul>

For the item below, consider how often it applied BEFORE the program and RIGHT NOW.		<b>Almost Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Often</b>
9. I feel isolated.	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E

For each of the items below, consider each statement in relation to how you felt BEFORE attending the program and how you feel RIGHT NOW.		<b>Just like my life</b>	<b>Quite a lot like my life</b>	<b>Somewhat like my life</b>	<b>Not much like my life</b>	<b>Not at all like my life</b>
10. Daily military life is challenging for me.  <input type="radio"/> F. If N/A, check here and move to the next item.	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
11. Military life is a good fit for my family.  <input type="radio"/> F. If N/A, check here and move to the next item.	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
12. I feel prepared to respond to a family emergency.	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
13. I feel prepared to help my children cope with prolonged separations.	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E
14. My children adjust well to change.	<b>Before</b>	A	B	C	D	E
	<b>Now</b>	A	B	C	D	E



For each of the items below, consider how much you agree or disagree with the statements in relation to how you felt BEFORE the program and RIGHT NOW.		Strongly Agree	Agree	Not Sure	Disagree	Strongly Agree
15. <i>The staff understands military life.</i>  <input type="radio"/> F. If N/A, check here and move to next item.	Before	A	B	C	D	E
	Now	A	B	C	D	E
16. <i>I enjoy meeting other parents through this program.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E
17. <i>Staff seem knowledgeable about resources in the community</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E
18. <i>I would feel comfortable asking staff where I could get help meeting my family's basic needs such as housing, food, clothing, and health.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E

For the items below, consider how often each applied BEFORE the program and RIGHT NOW.		Almost Never	Rarely	Sometimes	Frequently	Often
19. <i>I worry about family finances.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E
20. <i>I have trouble affording what I need each month.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E
21. <i>I am able to afford the food I want to feed my family.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E
22. <i>I feel safe in the community where I live.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E
23. <i>My family's current housing situation fits our needs.</i>	Before	A	B	C	D	E
	Now	A	B	C	D	E





**Class Location:** \_\_\_\_\_

**Participant ID#:** \_\_\_\_\_

The items below are about you and your household. They will help program staff understand the needs of the families they serve and improve service provision. Your responses to this survey are confidential.

1. Gender:	2. Age:	3. Total Years in Service:	4. Current Employment Status:
<input type="radio"/> A. Female <input type="radio"/> B. Male <input type="radio"/> C. Nonbinary <input type="radio"/> D. Prefer not to answer <input type="radio"/> E. Other: _____	(in years)  _____	(or as a dependent):  _____	<input type="radio"/> A. Employed <input type="radio"/> B. Unemployed <input type="radio"/> C. Unemployed & Seeking Work
5. Military Status:			
<input type="radio"/> A. Civilian <input type="radio"/> B. Service Member <input type="radio"/> C. Veteran	<input type="radio"/> D. Service Member Spouse <input type="radio"/> E. Veteran Spouse <input type="radio"/> F. Reserves Spouse	<input type="radio"/> G. Reserves <input type="radio"/> H. Dual-Military	
6. Service Branch (including Reserves):			
<input type="radio"/> A. Air Force <input type="radio"/> B. Army	<input type="radio"/> C. Coast Guard <input type="radio"/> D. Marine Corps	<input type="radio"/> E. National Guard <input type="radio"/> F. Navy	
7. Total Time at Current Assignment:			
<input type="radio"/> A. Fewer than 6 months <input type="radio"/> B. 6 - 12 months		<input type="radio"/> C. 1 - 3 years <input type="radio"/> D. More than 3 years	
8. Pay Grade:			
<input type="radio"/> A. Enlisted member (E-1, E-2, E-3, or E-4) <input type="radio"/> B. Senior Enlisted member (E-5, E-6, E-7, E-8, or E-9)	<input type="radio"/> C. Company Grade Officer (O-1, O-2, O-3, or O-4) <input type="radio"/> D. Field Grade Officer (O-4, O-5, or O-6)	<input type="radio"/> E. General Grade Officer (O-7 or above)	
9. Relationship Status:			
<input type="radio"/> A. Divorced <input type="radio"/> B. Married	<input type="radio"/> C. Partnered <input type="radio"/> D. Separated	<input type="radio"/> E. Single <input type="radio"/> F. Widowed	



**10. Current Family Housing:**

- |   |   |   |
|---|---|---|
| <input type="radio"/> A. Military housing, on-base<br><input type="radio"/> B. Military housing, off-base<br><input type="radio"/> C. Own | <input type="radio"/> D. Rent, off-base<br><input type="radio"/> E. Shared housing with relatives/<br>friends | <input type="radio"/> F. Temporary (shelter, hotel,<br>temporarily with friends/<br>relatives)<br><input type="radio"/> G. Homeless |
|---|---|---|

**11. Highest Level of Education:**

- |   |  |   |
|---|--|---|
| <input type="radio"/> A. Elementary<br><input type="radio"/> B. Junior high school<br><input type="radio"/> C. Some high school | <input type="radio"/> D. High school diploma or GED<br><input type="radio"/> E. Trade/Vocational training<br><input type="radio"/> F. Some college | <input type="radio"/> G. 2-year college degree<br>(Associate's)<br><input type="radio"/> H. 4-year college degree<br>(Bachelor's)<br><input type="radio"/> I. Advanced degree |
|---|--|---|

**12. Race/Ethnicity (please choose as many as apply):**

- |  |   |  |
|--|---|--|
| <input type="radio"/> A. Asian<br><input type="radio"/> B. African American<br><input type="radio"/> C. African National/ Caribbean<br>Islander<br><input type="radio"/> D. Hispanic or Latino | <input type="radio"/> E. Middle Eastern<br><input type="radio"/> F. Native American or Alaskan<br>Native<br><input type="radio"/> G. Native Hawaiian/Pacific<br>Islander<br><input type="radio"/> H. White (Non-hispanic) | <input type="radio"/> I. Multi-racial<br><input type="radio"/> J. Other:<br>_____<br>_____ |
|--|---|--|

**13. Primary Language Spoken at Home:**

- |   |  |   |
|---|--|---|
| <input type="radio"/> A. Chinese (including<br>Mandarin/ Cantonese)<br><input type="radio"/> B. English<br><input type="radio"/> C. French (including Patois,<br>Cajun) | <input type="radio"/> D. German<br><input type="radio"/> E. Korean<br><input type="radio"/> F. Spanish | <input type="radio"/> G. Tagalog<br><input type="radio"/> H. Vietnamese<br><input type="radio"/> I. Other:<br>_____ |
|---|--|---|

**14. Which, if any, of the following are you currently enrolled in, or do you currently receive?****Check all that apply.**

- |  |   |
|--|---|
| <input type="radio"/> A. Supplemental Nutrition Assistance Program<br>(SNAP/food stamps, including WIC)<br><input type="radio"/> B. Temporary Assistance for Needy Families<br>(TANF)<br><input type="radio"/> C. Social Security Disability Income (SSDI)<br><input type="radio"/> D. Supplemental Security Income (SSI)<br><input type="radio"/> E. Earned Income Tax Credit (EITC)<br><input type="radio"/> F. Head Start/Early Head Start Services | <input type="radio"/> G. Medicaid<br><input type="radio"/> H. State Health Insurance (including children's health<br>insurance)<br><input type="radio"/> I. Unemployment benefits<br><input type="radio"/> J. Exceptional Family Member Program (EFMP)<br><input type="radio"/> K. None of the above<br><input type="radio"/> L. Other (please specify):<br>_____ |
|--|---|



**15. In the past month, were you unable to pay for (check all that apply):**

- |  |  |   |
|--|--|---|
| <input type="radio"/> A. Rent or mortgage  | <input type="radio"/> D. Child care/daycare                        | <input type="radio"/> G. Transportation (including gas, bus passes, shared rides) |
| <input type="radio"/> B. Utilities or bills (electricity/ gas/ heat, cell phone, etc.) | <input type="radio"/> E. Medicine, medical expenses, or co-pays    | <input type="radio"/> H. Student debt   |
| <input type="radio"/> C. Groceries/food (including baby formula, diapers)              | <input type="radio"/> F. Basic household or personal hygiene items | <input type="radio"/> I. I was able to pay for all of these                       |

**16. In the past year, I have (check all that apply):**

- |   |   |   |
|---|---|---|
| <input type="radio"/> A. Delayed or not gotten medical or dental care                                     | <input type="radio"/> D. Lived at a shelter, in a hotel/ motel, in an abandoned building, or in a vehicle | <input type="radio"/> F. Moved in with other people, even temporarily, because you could not afford to pay rent, mortgage, or bills |
| <input type="radio"/> B. Been evicted from our home or apartment  | <input type="radio"/> E. Been unemployed when you really needed and wanted a job                          | <input type="radio"/> G. None of these apply to me  |
| <input type="radio"/> C. Lost access to your regular transportation (e.g. vehicle totaled or repossessed) |   |   |





## Protective Factors Survey - Military Families Pre/Posttest Version

Class Location: \_\_\_\_\_

Date: \_\_\_\_\_

Participant ID#: \_\_\_\_\_

Your answers to the questions below can help staff improve services for you and others like you, so it's important you answer honestly. For each section, please mark the responses that mostly closely match how you feel today.

For each item below, please mark the response that mostly closely matches how you feel today.	Just like my life	Quite a lot like my life	Some-what like my life	Not much like my life	Not at all like my life
1. <i>My child misbehaves just to upset me.</i>	A	B	C	D	E
2. <i>I feel like I'm always telling my kids "no" or "stop."</i>	A	B	C	D	E
3. <i>I have frequent power struggles with my kids.</i>	A	B	C	D	E
4. <i>How I respond to my child depends on how I'm feeling.</i>	A	B	C	D	E
5. <i>I have someone in my life who gives me advice, even when it's hard to hear.</i>	A	B	C	D	E
6. <i>When I am trying to work on achieving a goal, I have friends who will support me.</i>	A	B	C	D	E
7. <i>When I need someone to look after my kids on short notice, I can find someone I trust.</i>	A	B	C	D	E

### 8. I have people I trust to ask for advice about (check all that apply):

- |   |   |
|---|---|
| <input type="radio"/> A. Stress, Anxiety, and/or Depression<br><input type="radio"/> B. Relationships and/or My Love Life<br><input type="radio"/> C. Military Life/Housing/Moving<br><input type="radio"/> D. Money /Bills/Budgeting | <input type="radio"/> E. Food/Nutrition<br><input type="radio"/> F. Parenting/My Kids<br><input type="radio"/> G. None of the Above |
|---|---|





For the item below, consider how often it applies to you.	Almost Never	Rarely	Some- times	Frequently	Often
9. <i>I feel isolated.</i>	A	B	C	D	E

For each item below, please mark the response that mostly closely matches how you feel today.	Just like my life	Quite a lot like my life	Some- what like my life	Not much like my life	Not at all like my life
10. <i>Daily military life is challenging for me.</i>  <input type="radio"/> F. If N/A, check here and move to the next item.	A	B	C	D	E
11. <i>Military life is a good fit for my family.</i>  <input type="radio"/> F. If N/A, check here and move to the next item.	A	B	C	D	E
12. <i>I feel prepared to respond to a family emergency.</i>	A	B	C	D	E
13. <i>I feel prepared to help my children cope with prolonged separations.</i>	A	B	C	D	E
14. <i>My children adjust well to change.</i>	A	B	C	D	E

For each item below, please mark the response that mostly closely matches how much you agree or disagree with the statements.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Agree
15. <i>The staff understands military life.</i>  <input type="radio"/> F. If N/A, check here and move to next item.	A	B	C	D	E
16. <i>I enjoy meeting other parents through this program.</i>	A	B	C	D	E
17. <i>Staff seem knowledgeable about resources in the community</i>	A	B	C	D	E
18. <i>I would feel comfortable asking staff where I could get help meeting my family's basic needs such as housing, food, clothing, and health.</i>	A	B	C	D	E



For the item below, consider how often it applies to you.	Almost Never	Rarely	Some- times	Frequently	Often
19. <i>I worry about family finances.</i>	A	B	C	D	E
	A	B	C	D	E
20. <i>I have trouble affording what I need each month.</i>	A	B	C	D	E
	A	B	C	D	E
21. <i>I am able to afford the food I want to feed my family.</i>	A	B	C	D	E
	A	B	C	D	E
22. <i>I feel safe in the community where I live.</i>	A	B	C	D	E
	A	B	C	D	E
23. <i>My family's current housing situation fits our needs.</i>	A	B	C	D	E
	A	B	C	D	E

