The Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (SFSA) Team's
Findings and Recommendations/Action Items Associated with Supporting Families by
Providing Concrete Support in Times of Need

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Introduction

This report summarizes findings from, and recommendations developed by, the Library Partnership Resource Center Strengthening Families Self-Assessment (SFSA) Team utilizing a standardized process developed by the Center for the Study of Social Policy. This report focuses specifically upon findings generated from the utilization of the Strengthening Families Self-Assessment Tool for Community-Based Programs (and associated processes) by the LP SFSA Team with a specific focus on items/measures associated with supporting families by providing concrete support in times of need. Provided Concrete Support in Times of Need is one of five protective factors that serve as an organizing framework for the structure and delivery of supports and services to the neighborhood/community served by the LP Resource Center. Specific strengths associated with providing concrete support have been identified along with recommended action items for enhancing/strengthening responsiveness to address this protective factor.

The Library Partnership Resource Center—Brief History

Partnership for Strong Families (PSF), the lead community-based care agency under contract with the Florida Department of Children and Families (since 2003) to provide comprehensive child welfare services in 13 North Central Florida counties, has been leading innovative approaches to strengthen families and increase the presence of protective factors for more than a decade in North Central Florida (Alachua, Dixie, Gilchrist, Lake, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening families approach while utilizing a Protective Factors Framework to provide prevention services and supports to families.

The PSF Resource Center model is built upon a multi-system collaborative focusing on primary prevention that works toward strengthening families with the goal of preventing child maltreatment and reducing entries into foster care. One of the major strengths of the Resource Center Model utilized at the four existing sites (which includes the LP Resource Center) is its strong focus on community collaborations as a means of addressing identified needs in at-risk neighborhoods. There is a strong history of collaboration with each of the existing three Resource Centers in Gainesville. Over time, a network of over 75 community partners (across all sites) has been developed. These collaborative efforts have been well documented in select Resource Center reports (for each RC and PSF), website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. The services provided are free and are intended to be responsive to the needs of the surrounding community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. It is this multi-system collaborative, with representation from across the five sectors (public, business, philanthropy, community, and nonprofit), that has allowed a blending of funding, expansion of services to meet the needs of patrons and enhancement of the community's ability to leverage resources to benefit some of Gainesville's most at-risk populations.

The first Family Resource Center developed by Partnership for Strong Families was the Library Partnership Resource Center (developed in collaboration with the Alachua County Library District) which opened its doors to the community in July 2009. This initiative started in 2007 with a collaboration between the Partnership for Strong Families (PSF), the Department of Children and Families (DCF) and Casey Family Programs, all focused and interested in reducing the number of children entering the foster care system by targeting vulnerable communities. Two zip code areas of most concern (identified as "hotspots") included 32601 and 32609, which had some of the disproportionately highest levels of child maltreatment and shelter stays in Alachua County (and Florida), especially among the African

American and Black population (Casey Family Programs, 2016). In June 2008, PSF partnered with Alachua County Library District (ACLD) to identify a place to open a Resource Center with a goal to reduce the stigma people may feel about going into a social services center and encourage community members to seek out resources before a crisis occurs, subsequently preventing risks to child safety. The initial Resource Center was located at a local shopping center close to an existing community center and within walking distance of area schools (elementary, middle, and high schools). With support and input of a variety of community partners, a list of potential services was developed to (initially) support job readiness, mental health, physical health, and early learning. The Library Partnership Resource Center opened its doors to the community in July 2009. The array of services expanded and changed from one year to the next (given patron feedback), although all have been consistently linked to the five protective factors identified in the Center for the Study of Social Policy's Strengthening Families Protective Factors Framework (Center for the Study of Social Policy, 2015; FRIENDS National Resource Center for Community Based Child Abuse Prevention, 2011). By 2015, the number of visits to this resource center reportedly exceeded 11,000.

The impact upon child welfare outcomes appeared promising. Casey Family Programs (2016) reported a 76 percent decrease in the number of verified child maltreatment reports in the communities surrounding the Library Partnership (p.5). In 2018, construction was completed on a brand-new facility to permanently house the Library Partnership Resource Center. The 10,000 sq. ft. building features a large community meeting room, study rooms, a quiet reading room, a vibrant teen space, new children's area with a Snuggle Up Center and other spaces to provide innovative programming, classes, and essential social services.

All Gainesville Resource Centers are frequently described as "one-stop-shops" for local resources. Patrons may walk into the RCs for immediate access to available services or meet with professional RC staff to help determine needs and connect with local resources. Services provided through the RCs are voluntary and are free of charge to all community members as the result of community partnerships, various funding opportunities, and both monetary and in-kind donations.

The basis of PSF's RC Model is the Strengthening Families Approach and Protective Factors Framework (Center for the Study of Social Policy [CSSP], 2014). The model is a collection of services and supports (stratified by protective factor classification) that may be utilized (at different levels) by patrons at each RC. Although there may be some common services and supports across RCs, there can be variation in the service array based on variation in the target population needs within the geo spatial target area for each RC. The five protective factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

This report focuses specifically upon services, supports, and efforts of the LP Resource Center at providing concrete support in times of need. This report represents one small element of a comprehensive process evaluation meant to advance knowledge regarding the functioning, responsiveness, and impact of PSF Family Resource Centers upon the communities they serve. Since

supports and services at the LP Resource Center are structured in accordance with the CSSP Protective Factors framework, the Strengthening Families Self-Assessment Tool for Community-Based Programs, and associated processes (see below) are being used to help determine the fidelity of specific implementation strategies (in accordance with the above noted framework) at providing concrete support and strengthening families. This process will help identify existing strengths of select supports and services and help identify areas for potential improvements.

The Strengthening Families Self-Assessment Tool and Process for Community-Based Programs

The *Strengthening Families Self-Assessment Tool for Community-Based Programs* and associated protocols were developed by the Center for the Study of Social Policy (CSSP). This is a comprehensive, research- informed approach (based on national studies) that will aid in assessing the extent to which each of the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors[1]. The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each Resource Center has implemented services/activities in alignment with core strategies for building each of the following protective factors (see above).

There are five main sections of the Strengthening Families Self-Assessment process (one for each Protective Factor). See **Appendix A** for a copy of the assessment tool and protocol. Protocols require the establishment and utilization of a Self-Assessment Team that includes at a minimum: Administrative Staff and/or Program Director, Direct Service Staff, and Parents who participated in the program/received services (or whose children participated in service activities). For this project, it was deemed important to also include collaborative partners and other stakeholders in the process (as informed parties/members). There is one team per project Resource Center. Planned membership was to include a minimum of eight representatives from each site including (but not limited to) two administrative and direct service staff, three community collaborators, and three parents who have been active participants in the program (or whose children participate in the program). The four parents/patrons initially selected to be members of each assessment team were chosen from a list of patrons that consented to be part of the broader study and who, following a review of data obtained from the Community Module Data System (which tracks service requests and utilization trends for individual patrons), received services or participated in activities linked to protective factors. These processes were followed in the establishment of the LP SFSA Team. Composition (see below) includes two administrators and direct service staff (Cherie Kelly and Sarah Livingstone), five community collaborators (John Barli, Denise Fanning, LaToya Jennings Lopez, Tina Bushnell, and Staci White) and four Community Ambassadors (Kenydra Donalson, Nipapat McDow, Sharon Walters, and Rebecca "Jazmen" Hightower). The term "Community Ambassador" was decided by the team to better represent the status and role of patrons participating in this process given their potential knowledge (content and experiential) contributions to this process. Profiles of team members are denoted below.

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[1] For more information regarding CSSP's Strengthening Families and Protective Factors Framework, please see: https://cssp.org/our-work/project/strengthening-families/ Additional information regarding the self-assessment model and associated methodology, tools, and recommended processes, see: https://cssp.org/our-work/projects/self-assessments-for-programs/ and Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

As highlighted in **Appendix A**, there are a series of indicators and associated items linked with each Protective Factor. These indicators and items represent a series of actions/activities, program elements, protocols, and policies associated with implementation of services meant to enhance each Protective Factor according to best-practice/evidence-based standards. For services and supports focused on Concrete Support there are 8 indicators with 39 associated items for which each team member is asked to individually rate their level of item statement agreement on a five-point Likert-type scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) with an option for Not Applicable. This same scale is used for an assessment of all Protective Factor items/indicators. Collectively (for Concrete Support services/activities), responses to these assessment items are meant to respond to the following questions:

How Does Library Partnership Cone Park Library Resource Center Respond Immediately When Families are in Crisis? (Items 4.1.1 through 4.3.6)

How Does Library Partnership Resource Center Provide Information and Connections to Services in the Community? (Items 4.4.1 through 4.6.5)

How Does Library Partnership Resource Center Help Families to Develop Skills They Need to Identify Their Needs and Connect to Supports? (Items 4.7.1 through 4.8.6)

Team members received an orientation to the CSSP Protective Factors framework, its relationship to the LP Resource Center service model, and the *Strengthening Families Self-Assessment Tool for Community-Based Programs* and its associated protocol. Individual members had the choice of completing paper or electronic versions of the Strengthening Families Self-Assessment Tool. Since the completion of the tool requires an investment of time (60-90 minutes) and reflection, individual members could decide if they wanted to complete the tool at one time or in sections. To accommodate these preferences, electronic versions of the tool were stratified by section/protective factor. See **Appendix B** for a copy of the electronic version of the tool associated with Concrete Support questions/items (the focus of this report). For the electronic versions, each team member was provided a unique (and secure) web link and a Q-R code, providing them with two electronic link options for responding to the survey (a preference/option desired by team members) but informed to respond only once. Although the names of members/respondents were known to all team members and the evaluation team, only their role on the team was requested as identifying information and recorded in the database. If a team member completed a paper version of the Tool, that tool was submitted to the Community Research Coordinator for data entry into a system that would combine that respondent's scores with any electronically submitted responses from other members. The Community Research Coordinator was available on site and via e-mail and the Lead Evaluator was available via phone and e-mail to field any questions related to the tool and associated processes and address any technical issues associated with tool/survey completion.

After individual team members complete their scores, these data were shared via a written summary report (see **Appendix C** for the *SFSA Tool for Community-Based Programs— Concrete Support Results*) highlighting the distribution of responses by team members for each item. Efforts were made through critical discussion and dialog to arrive at a consensus assessment for each item and indicator (if such was possible) so that a collective assessment could lead to a structured action plan to address any fidelity

concerns and program needs. Although the specific process for moving toward consensus is not itemized in the tool protocols (it is left to the team), the Lead Evaluator suggested some processes and the team made initial decisions regarding how to proceed. Each question and associated items were reviewed as a collective and then as individual items. For many items established consensus and agreement was evident, especially for select items and questions identified as observed strengths of the LP Resource Center. These strengths were noted with expanded discussion (at times) highlighting examples of how strengths were manifested. Given the robustness of discussion and shared ideas, concentrated focus addressed those items where there was variation in the level and type of statement/item agreement (including by role of the respondent as a stratum) and /or the weighted mean score for a select item was below 4.0 (the threshold of agreement). If an item was identified as an area(s) of difference/variation of assessment, open discussion ensued to clarify the source and reasons of these differences and a collective decision was made regarding whether an action item was needed or should be considered. The team engaged in facilitated brainstorming to identify potential recommendations for action items. Although action items were identified (some more immediate than others) for select items/questions, any structured plan for action item implementation will follow the completion of all discussions related to self-assessment findings linked to each protective factor. However, if modifications to select supports and services (i.e., recommended action items) were feasible and could be made concurrent with the SFSA process, such would happen and be reported on in subsequent meetings.

The initial meeting of the LP SFSA Team took place on July 21, 2021. Following a review of the SFSA, associated process, and expected deliverables, the team decided to meet monthly over an extended timeframe through the fall months instead of other options, including multiple times over a more concentrated time frame. Communication with, between, and among individual team members could take place in-between meetings but all discussion and brainstorming activities would take place during in-person, web-based, or hybrid meetings. Due to variations in community spread of COVID-19 during this timeframe, the meeting format changed/varied in accordance with safety concerns and Partnership for Strong Families service and administrative pandemic protocols. Subsequent meetings that involved the discussion of Concrete Support in Times of Need items took place on November 15, 2021. The dates and times of meeting were in accordance with preferred times and schedules of all team members and attendees.

The Library Partnership Strengthening Families Self-Assessment Team

As denoted earlier, a team of dedicated community ambassadors, LP RC staff, and collaborative partners worked together to engage in a comprehensive assessment of the supports and services provided by the LP RC in accordance with the CSSP's protective factors framework. The names and/or biographies of these team members are detailed below.

John Barli – Catholic Charities

John Barli came to Gainesville in 1974 to attend the University of Florida, after 38 years in the for-profit world, John made the jump to non- profits after serving on The Catholic Charities Gainesville Advisory Board. He is motivated every day by the opportunity to transform lives.

Tina Bushnell – Alachua County Library District, Library Partnership Branch

Tina Bushnell is originally from St. Petersburg, Florida and has been a Gainesville resident since 1985. She attended Santa Fe College and went on to receive a Bachelor of Arts in History and a Master of Arts in Mass Communication from University of Florida. She also holds a Master of Library and Information Science from Florida State University. Ms. Bushnell began working at the Alachua County Library District in 2011 and became the manager of the Library Partnership Branch in 2016. She is dedicated to collaborating with the resource center by providing complimentary services and programs to make the Library Partnership a "one stop shop" for the community. She enjoys spending time with her son and his family, who also live in Gainesville, but spends most of her time outside of work relaxing with her cats.

Kenydra Donalson – Community Ambassador

Denise Fanning – Catholic Charities

Denise Fanning is originally from Texas and has been in Gainesville since 2008. She is a Gator Grad, and Marine Veteran, with a bachelor's in psychology, and has been working in the nonprofit community since 2011. She joined the Catholic Charities family in November of 2020 and feels fortunate to be a part of an organization that truly embodies an ethos of providing compassionate services to the community.

Rebecca "Jazmen" Hightower – Community Ambassador and Community Advisory Council Member

Rebecca "Jazmen" Hightower was born in Philadelphia and has been a Florida resident since 2008 after moving here from South Carolina. She is the proud mother of three adult sons and one adult daughter who graduated from Santa Fe College. Ms. Jazmen is also a graduate of the Catholic Charities Bridges to Prosperity Class of 2012. This is where she learned the importance of being involved in her community. She has since served as an active member of the Gainesville Housing Authority Board from 2014 – 2018 and the Catholic Charities Board from 2018 – present. Ms. Jazmen has also been a key member of the Library Partnership Resource Center Community Advisory Council since 2019 and now brings her experience and enthusiasm to the Strengthening Families Self-Assessment Team. She believes strongly in taking an active role with community organizations and encourages others to do the same so they can help steer. She thanks God that she is able to be a help to her community.

LaToya Jennings-Lopez – Community Partnership School at Howard Bishop Middle School

Cherie Kelly – LP RC Staff (Resource Center Manager)

Cherie holds a Master's in Clinical Psychology and Bachelor's in Psychology from the University of Louisville. She is certified in the Standards of Quality for Family Strengthening and Support and the WhyTry Youth Resiliency Program. In 2009, Cherie joined Partnership for Strong Families (PSF) as part of their Family Team Conferencing program. Since 2013, Cherie has worked with PSF's Resource Centers, and has served as the Library Partnership Resource Center Manager for 5 years. Cherie has helped create programs designed to build family protective factors, including homework help, enrichment programs, a re-entry conference and job fair, and a Parent and Community Advisory Council. Cherie builds community collaborations by connecting with other non-profits, faith-based organizations, businesses, government, and schools, while also building a system of case management and supports for families. Cherie most enjoys grant writing, developing equitable, community-based programs and services by connecting with families to understand their needs and building meaningful relationships with children who participate in programs. Cherie serves on the Race Equity Workgroup at PSF, University of Florida's Workforce Development Committee, and the Community Partnership School Leadership Council.

Sarah Livingstone – LP RC Staff (Family Support Facilitator)

Ms. Sarah Livingstone grew up in Montclair, New Jersey, a diverse, arts focused town. She attended and graduated from Santa Fe College, with an associate degree in Early Education, and then obtained a bachelor's degree in Family, Youth, and Community Sciences from the University of Florida. After this schooling, Sarah moved back to New Jersey and continued her education, graduating from Rutgers University, with a master's in social work. She holds a licensure of social work in the state of New Jersey. Sarah is currently employed with Partnership for Strong Families. There, in her role as Family Support Facilitator, for the Library Partnership Resource Center, she works in tandem with all levels of stakeholders on behalf of families in the Northeast side of Gainesville, Florida. Sarah is an author and an owner of ARE U Motivated LLC. She coordinates and facilitates mental health discussions in the community. Sarah is a member of the Child Protection Task Force, based in Gainesville, FL. She is the middle child and very close to her family members. Her mother and father attended the University of Florida, as well, her mother graduating from the nursing program, and her father, the chemical engineering program. Sarah involves herself in activity groups in the community and prioritizes self-care. Sarah appreciates that the Library Partnership Resource Center (LPRC) is available to the public, without regard to a person's demographics, income, and/or plight in life. It is a non-discriminatory environment and reparative in nature. With a strengths-based approach, LPRC focuses on infusing and enhancing protective factors in the lives of the patrons served. Sarah finds joy in being a part of the Strengthening Families Self-Assessment Team. She believes that the existence of the team not only encourages communication between the community members, researchers, and the

resource centers, but the functioning of the team creates cohesion within the resource centers; awareness of gaps in services; room for adjustment and solutions, and responsiveness to all families, family members, and community members.

Nipapat McDow – Community Ambassador

Sharon Walters – Community Ambassador

Staci White – Community Partnership School at Howard Bishop Middle School

Staci White is from Gainesville, Florida. She holds a bachelor's degree in English with a minor in African American Studies and earned her master's degree in Educational Leadership and Administration. After teaching with Alachua County Public Schools, Ms. White joined the Children's Home Society of Florida in her current role at Howard Bishop Middle School in 2020. She is passionate about providing resources for all families and communities.

Although not formally members of the LP SFSA Team, Robin Perry (Lead Evaluator), Elizabeth Snow (Community Research Coordinator for the LP Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the LP SFSA Team meetings and served as key supports for team processes. Robin Perry provided initial training and overview of the Center for the Study of Social Policy's SFSA Tool for Community-Based Programs and associated processes for review of findings and development of an action plan and recommendations by the team. Robin Perry was the lead facilitator of select group meetings; summarizing findings generated from the self-assessment tool/survey, asking questions, and clarifying team members' views as they discussed survey results with the goal of moving toward a consensus of perspective related to select survey questions and recommended action items for the LP Resource Center. Elizabeth Snow is the Community Research Coordinator for the LP Resource Center and a principal on-site contact for Team members. Ms. Snow maintained regular contact with team members and distributed meeting materials; aided with facilitation of group processes, and (along with Robin Perry) took detailed notes of comments and discussion items. Ms. Spoliansky served as an information support and assisted in answering any questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the LP Resource Center. It is important to note that the role of the above three individuals was seen as supportive in nature. An empowerment perspective was adopted, as a team they would decide the meeting schedule and facilitation process with all members assuming equal status as knowledge experts with respect to community needs and the role, value, functioning, and responsiveness of the LP Resource Center to community need related to supporting families through the promotion of parental resilience. There was no effort by those in supportive roles to censure conversation and discussion points; efforts were made as feedback was regularly sought regarding facilitation processes and preferences of group members for these processes. All notes were converted into minutes that were distributed to team members for their review, edits, and approval. Feedback and recommended edits to documented discussion items and

decisions could be provided within scheduled meetings (the team decided on monthly two-hour meetings) or in dialog/e-mails to Robin Perry and/or Elizabeth Snow in-between meetings (which would then be discussed with all team members at the next in-person or virtual meeting).

Strengthening Families Self-Assessment (SFSA) Findings and Recommendations/Action Items Associated with Supporting Families by Providing Concrete Support in Times of Need

The following represents a summary of key findings and recommendations by the team for questions and items associated with providing concrete supports. For a more detailed itemization/descriptive profile of all responses, please see **Appendix C** for the *SFSA Tool for Community-Based Programs— Concrete Support;* distributed to all team members as a starting point for discussion and brainstorming activities. For the purposes of this summary, findings are presented in accordance with select items and the broader questions the tool was structured to answer. Each summary is followed by an itemization of related discussion points and any identified action items for which there was consensus among team members.

How Does Library Partnership Resource Center Respond Immediately When Families are in Crisis?

Table 1 (see below) provides a detailed summary of the individual items/questions associated with a measure of how the LP Resource Center (LPRC) responds immediately when families are in crisis, and the average team score (weighted) associated with each. The following scores were associated with each rating of each item response, where Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly Disagree=1. The weighted average score for each item reflects the average score across all team members, excluding any Not Applicable responses. There were no SFSA tool items that the majority of team members thought were not applicable. At most, there were two team members who found select items (Item 4.3.1 and 4.3.6) represented in Table 1 to be not applicable (see Appendix C). The Team Scores (weighted average) cells are color coded by where green represents team consensus of Strongly Agree and Agree, yellow represents scores in the Neither Agree nor Disagree range, and red represents a level of Disagreement (either Disagree or Strongly Disagree). Findings in Table 1 highlight a team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with 14 of the 15 items/indicators of how (LPRC) responds immediately when families are in crisis; with only 1 (Item 4.3.4) within the Disagreement range. There were no items/indicators for which there was a consensus of neither agree nor disagree.

> *Overwhelmingly, most concrete support items were identified as strengths of the LPRC by SFSA team members. Staff at LPRC were perceived as involved, approachable, and responsive to parents and families in times of distress and crisis… LPRC has a well-established identity and reputation as a valued resource within the community that provides supports in a non-stigmatized and helpful manner by staff that are informed and empathetic.*

Overwhelmingly, most concrete support items were identified as strengths of the LPRC by SFSA team members. Staff at LPRC were perceived as involved, approachable, and responsive to parents and families in times of distress and crisis. Historically, concrete supports and services have been the most requested services and highest identified need (classified by protective factor) amongst patrons and families within the neighborhoods served by LPRC. Reportedly, LPRC has a well-established identity and reputation as a valued resource within the community that provides supports in a non-stigmatized and helpful manner by staff that are informed and empathetic. As one community ambassador noted: "most people turn to the resource center…you can get everything here." Another team member (community partner) highlighted "…the first place I go to [is the] Library Partnership" when she is seeking resources for a family because she knows that "…there is no judgement and stigma when people seek and receive…supports from LP." The LPRC's reputation as a respected resource is shared by other community stakeholders, including local schools that refer parents and families to LPRC. Parents served by the Community Partnership School (CPS) at Howard Bishop who were referred to LPRC have reported being helpfully impacted, expressing to CPS Howard Bishop staff that when going to LPRC they "got their needs met" especially "in distressed moments" and that it was "…always a positive experience." The quality of established relationships with collaborative partners and referrals to outside services are viewed as a strength. One community ambassador noted that the LPRC staff "make things happen for [her]" and that "word is spreading [in the community]" about these supports. For some parents/patrons, the receipt of select concrete supports becomes an opportunity for exposure to other services responsive to additional protective factors that are subsequently utilized.

> *The LPRC's reputation as a respected resource is shared by other community stakeholders, including local schools that refer parents and families to LPRC. Parents served by the Community Partnership School (CPS) at Howard Bishop who were referred to LPRC have reported being helpfully impacted, expressing to CPS Howard Bishop staff that when going to LPRC they "got their needs met" especially "in distressed moments" and that it was "…always a positive experience."*

Findings from Table 1 suggest that supports and activities are implemented with clear fidelity to the CSSP model, which relates to how parents are encouraged to turn to staff in the event of a crisis, how staff proactively respond to signs of parent or family distress, and how staff and the program supports families experiencing extreme difficulties or crises. There was consensus among the team that the following activities, supports, and actions are implemented with fidelity at LPRC:

    4.1 Parents are encouraged to turn to staff in the event of a crisis through:
        4.1.1 The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.
        4.1.2 Materials regularly provided to participating families.
        4.1.3 Information on which staff members can help families with particular issues.

4.2 Staff proactively respond to signs of parent or family distress by:
      4.2.1 Expressing concern and offering help in line with the program's philosophy and resources.
      4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.
      4.2.3 Making space available for staff to meet with parents privately.
      4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.
      4.2.5 Being sensitive and responsive to the impact of family stress on children.
      4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).

4.3 When a family is experiencing extreme difficulties or crisis:
      4.3.1 At least one staff member with a close relationship with the family reaches out to the family proactively.
      4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.
      4.3.3 The program has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.
      4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.

There was one item for which there was consensus disagreement. This was 4.3.4: *The program has flexible hours of operation to accommodate families outside of regular business hours*. This finding reflects the fact that scheduled services are typically aligned (with some variation on select days) with regular business hours. LPRC is open Monday, Tuesday, and Friday from 9am to 5pm, and Wednesday and Thursday from 11am to 6pm. LPRC used to be open on Saturdays but the number of visits on Saturdays were very low, and those who did visit could often not make connections to other partner resources (e.g., rent and utility assistance) because the other relevant organizations were closed. All scheduled services and supports are available during all open hours; however sometimes accommodations are made for emergency needs. Although there is no person "on call" if there is an emergency need, any voicemails received after hours from patrons or partners are immediately addressed the next morning, when the center opens. Staff noted, "we always follow-up…[there] is never a lag time" in responding to any received message and there is a formal policy at LPRC to return calls within 24-48 hours. Team members (staff, community partners, and community ambassadors) report that they have not heard patrons express that the hours of operation are a barrier to receipt of support and services at LPRC. Given such, at this time, SFSA team members do not see any issues with LPRC's hours as they are, and no action item is recommended.

Table 1: How Does Library Partnership Resource Center Respond Immediately When Families are in Crisis?	Team Score (Weighted Average)
4.1 Parents are encouraged to turn to staff in the event of a crisis through:	
4.1.1 The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.	4.25
4.1.2 Materials regularly provided to participating families.	4.38
4.1.3 Information on which staff members can help families with particular issues.	4.25
4.2 Staff proactively respond to signs of parent or family distress by:	
4.2.1 Expressing concern and offering help in line with the program's philosophy and resources.	4.50
4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.	4.50
4.2.3 Making space available for staff to meet with parents privately.	4.57
4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.	4.25
4.2.5 Being sensitive and responsive to the impact of family stress on children.	4.38
4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).	4.50
4.3 When a family is experiencing extreme difficulties or crisis:	
4.3.1 At least one staff member with a close relationship with the family reaches out to the family proactively.	4.00
4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.	4.38
4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.	4.14
4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.	2.71
4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.	4.63
4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.	4.00

How Does Library Partnership Resource Center Provide Information and Connections to Services in the Community?

Table 2 highlights a series of items associated with LPRC efforts at disseminating information and providing connections to services and supports within the community related to the provision of concrete supports, with a team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with 13 of the 13 items/indicators (100%).

Among the six items affiliated with 4.4, there was consensus agreement for all items (no member disagreed with any statement), suggesting that staff proactively respond to signs of parent or family distress by:

4.4.1 Expressing concern and offering help.
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.

4.4.4 Being sensitive and responsive to the impact of family stress on children.

4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).

4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.

These ratings reinforce assessments highlighted in other reports regarding the quality of the working relationship, and the care and concern shown by LPRC staff in their interactions with all patrons, parents, and children:

> "…mutual respect and support are defining features of the relationship between LP RC staff and patrons. Team members noted LP RC staff are welcoming, respectful, patient, supportive, and strength-based in their interactions with patrons. Community ambassadors highlighted that staff "…almost always say something positive…" and are "…gentle and listen, patient and try to help and support…" all patrons (adults, parents, and children). These efforts help build connections, meaningful relationships, and build trust. Select team members commented to LP RC staff that "…the Resource center is always reliable…", your "…reputation precedes you…" adding that there is a "…full circle of reliability and trust." (Perry et al., 2021, p. 10)[2]

> *One of the clearly identified strengths at LPRC is the quality of staff and the collaborative relationship with staff from the library, especially in efforts to proactively engage with and help parents and families…Library staff note that calls forwarded to LPRC are "always addressed in an efficient and timely manner" adding that there is "…never a call that is not responded to." … Staff share resources and actively coordinate efforts to collectively assist a parent/patron that may seem in distress or in need of assistance.*

One of the clearly identified strengths at LPRC is the quality of staff and the collaborative relationship with staff from the library, especially in efforts to proactively engage with and help parents and families. Front desk staff at both the Library and LPRC are educated on all resources provided by each organization as well as collaborative partners. Library staff note that calls forwarded to LPRC are "always

[2] Perry, R., Snow, E. Barli, J., Bushnell, T., Donalson, K., Fanning, D., Hightower, R., Jennings-Lopez, L., Kelly, C., Livingstone, S., McDow, N., Spoliansky, T., Walters, S., & White, S. (2021). *The Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (SFSA) Team's Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Parental Resilience.* Tallahassee: Institute for Child and Family Services Research.

addressed in an efficient and timely manner" adding that there is "…never a call that is not responded to." Team members discussed how LPRC works "across the hall" with the library to address patron needs. Staff share resources and actively coordinate efforts to collectively assist a parent/patron that may seem in distress or in need of assistance. An example was highlighted regarding a mother whose son had COVID-19. She had no money, transportation, or food. Library and LPRC staff could not find an agency available to help, so they figured out an "out of the box" solution. They were able to use Instacart, community donations, and funding from United Way for COVID-related needs to get food delivered to the family. LPRC and Library staff worked together and "followed through until there was a solution." These efforts to assist distressed parents and families are commendable and in line with the core principles of a strengthening families framework for help. The quality of the collaborative relationship between LPRC and the Library and their shared dedication to providing supports and services in a proactive, non-stigmatized, and meaningful way enhances their status as a trustworthy community resource legitimately interested in the well-being of parents and families.

The quality of the collaborative relationship between LPRC and the Library and their shared dedication to providing supports and services in a proactive, non-stigmatized, and meaningful way enhances their status as a trustworthy community resource legitimately interested in the well-being of parents and families.

Efforts at disseminating information about, and linking patrons to, existing resources and concrete supports within the community (in addition to supports offered at LPRC) were praised by the team and reflected (see Table 2) in the consensus agreement with the remaining items denoted in Table 2, including:

4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are:
- Food pantries
- Health providers
- Domestic violence services
- Shelters
- Respite care for children
- Alcohol and substance abuse services
- Mental health services (for adults and children)
- Economic supports
- Legal assistance
- Quality early care and education

4.6 The program actively builds collaborative links with other service providers by:
    4.6.1 Bringing services on site, when possible.

4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.

4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.

4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.

4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.

Table 2: How Does Library Partnership Resource Center Provide Information and Connections to Services in the Community?	Team Score (Weighted Average)
4.4 Staff proactively respond to signs of parent or family distress by:	
4.4.1 Expressing concern and offering help.	4.38
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.	4.63
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.	4.00
4.4.4 Being sensitive and responsive to the impact of family stress on children.	4.57
4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).	4.63
4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.	4.38
4.4b Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.	4.00
4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: •Food pantries •Health providers •Domestic violence services •Shelters •Respite care for children •Alcohol and substance abuse services •Mental health services (for adults and children) •Economic supports •Legal assistance •Quality early care and education	4.67
4.6 The program actively builds collaborative links with other service providers by:	
4.6.1 Bringing services on site, when possible.	4.63
4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.	4.63
4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.	4.29
4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.	4.50
4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.	4.38

SFSA Team members report that the most utilized/requested concrete supports available on site at LPRC are food and clothing. The library's most utilized concrete support is computer access. All these supports are low barrier services (no ID or income requirements, means/needs tests, etc.) and are available to everyone. Much of LPRC's funding is from grants rather than direct county, state, or federal funding. This allows more flexibility, fewer barriers, and fewer limiting eligibility requirements regarding who can

receive services. Library computers are secure for patrons to print, scan, email, and fill out online applications that contain personal and/or sensitive information at no cost to the patron.

Patrons also make use of the fax machine at LPRC. Faxing is a valued service as there are still many agencies (i.e., DCF, SSA, Unemployment) that utilize faxing as their preferred method for formal document (e.g., applications, etc.) delivery/transfer. Other frequently requested concrete supports and resources include household items and assistance with bills.

> *The LPRC does not just disseminate information regarding other community resources, they are effective in linking patrons to these resources, advocating for patrons, coordinating, and working with partner agencies, and following-up with patrons to see that their needs have been met.*

The SFSA Team highlighted, as an asset of LPRC, the quality and comprehensiveness of their community partnerships and connections with other organizations that can be resources for concrete supports for parents and families. The LPRC does not just disseminate information regarding other community resources, they are effective in linking patrons to these resources, advocating for patrons, coordinating, and working with partner agencies, and following-up with patrons to see that their needs have been met. It was noted that LPRC staff make a point to "reach out to the community and know the community organizations." LPRC staff also advocate for (and guide) patrons when connecting them to other organizations for resources helping them navigate different service systems. This reduces stress for patrons as they are not left "alone" when navigating processes with other systems of care. Parents and families are seen as partners in the process where collective "brainstorming" takes place to identify the best resources to address need and mitigate familial crisis and stress. When brainstorming with families, LPRC staff (it was reported) always have "A, B, and C in mind" not just one agency; multiple options are identified for service and resource provision. External to LPRC supports, housing and utilities are additional common concrete supports for which assistance is sought. For these services and needs, staff are informed of community resources, have paperwork from select agencies, help guide patrons through application processes, and focus on ensuring there is a "warm handoff" to the relevant community support/partner. Some connections with agencies/partners (depending on the need, demand, and agency/partner resources and protocols) require more time and present more challenges than others.

> *LPRC staff…advocate for (and guide) patrons when connecting them to other organizations for resources helping them navigate different service systems. This reduces stress for patrons as they are not left "alone" when navigating processes with other systems of care.*

Parents and families are seen as partners in the process where collective "brainstorming" takes place to identify the best resources to address need and mitigate familial crisis and stress.

How Does Library Partnership Resource Center Help Families to Develop Skills They Need to Identify Their Needs and Connect to Supports?

Table 3 highlights findings associated with assessment items gauging the extent to which LPRC helps families to develop skills they need to identify their needs and connect to supports. Consensus agreement existed for 9 of 11 indicators, suggesting that staff do a good job helping parents to identify and mobilize their own resources to address their families' needs (4.7) and support family leadership when they make referrals to outside services (4.8). The consensus neither agree nor disagree rating for 4.7.5 (connecting parents to peer-to-peer navigation support) reflects select members' perspectives and comments denoted in other reports that highlight some hesitancy in the formal development of select peer-to-peer initiatives to accommodate patron confidentiality and privacy matters. The consensus neither agree nor disagree rating for 4.8.5 was impacted by a two individual scores (disagreement and neither agree nor disagree ratings) that were not expanded upon within the meeting. Regardless, no action items were recommended given any ratings denoted in Table 3. There seems to be general agreement that LPRC does a very good job in providing concrete supports to its patrons and helping families in crisis. These assessments were based on first-hand knowledge (especially among the Community Ambassadors) where supports were provided in a non-stigmatized manner with helpful and meaningful links to service providers for concrete supports and services related to all other protective factors. Collectively (see Table 3), consensus agreement was demonstrated with respect to the following:

> 4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:
> > 4.7.1 Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.
> > 4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.
> > 4.7.3 Encouraging parents to advocate for themselves and their child.
> > 4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.
>
> 4.8 When staff make referrals to outside services, they support family leadership by:
> > 4.8.1 Brainstorming with families about what resources would be helpful.
> > 4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.

4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).

4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).

4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).

Table 3: How Does Library Partnership Resource Center Help Families to Develop Skills They Need to Identify their Needs and Connect to Supports?	Team Score (Weighted Average)
4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:	
4.7.1 Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.	4.13
4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.	4.75
4.7.3 Encouraging parents to advocate for themselves and their child.	4.43
4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navi- gate through service systems.	4.25
4.7.5 Connecting parents to peer-to-peer navigation support.	3.25
4.8 When staff make referrals to outside services, they support family leadership by:	
4.8.1 Brainstorming with families about what resources would be helpful.	4.50
4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.	4.13
4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).	4.25
4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).	4.38
4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.	3.75
4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).	4.25

Fidelity of Concrete Supports and Supports to CSSP Protective Factor

As denoted earlier, the SFSA Team identified the weighted average team score as the consensus measure for each item associated with the Concrete Support in Times of Need assessment questions. Following the development of a consensus rating, individual item scores were converted —in keeping with Harnar and Tarr, (n.d.) and Tarr, Harnar, & Ahsan (2014)[3] method recommendations—to

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[3] Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

binary/dichotomous scores where 1=Agree and Strongly Agree, and 0=Disagree, Strongly Disagree, Neither Agree or Disagree, and Not Applicable. Within the Tables denoted in this report, any green shaded cells (Agree and Strongly Agree) reflect a score of 1 and any yellow (Neither Agree or Disagree), red (Disagree and Strongly Disagree), or no shade (Not Applicable) reflects a score of 0 (zero). These scores were summed for the Concrete Support in Times of Need Protective Factor where scores <50% of the total score possible represent low fidelity, 50-74% represent moderate fidelity, and >75% possible scores represent high fidelity. The aggregate fidelity score from all tabled findings is 36 (of a possible score of 39) or 92%, suggesting that the services and supports associated with the promoting Social Connections were implemented with high fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

> *The aggregate fidelity score from all tabled findings is 36 (of a possible score of 39) or 92%, suggesting that the services and supports associated with the promoting Social Connections were implemented with high fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.*

Tarr, J., Harnar, M. A., & Ahsan, N. (2014). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Unpublished whitepaper presented at the National Association for the Education of Young Children's annual conference in Dallas, TX.

Appendix A

STRENGTHENING FAMILIES SELF-ASSESSMENT TOOL FOR COMMUNITY-BASED PROGRAMS

STRENGTHENING FAMILIES™ SELF-ASSESSMENT TOOL FOR **COMMUNITY-BASED** PROGRAMS

ABOUT THE SELF-ASSESSMENT

The Program Self-Assessment helps programs determine how well they are implementing strategies to strengthen families. The Self-Assessment is based on findings from a national study that identified exemplary programs across the country. It allows all programs to compare their practices with those of the exemplary programs and identify areas for improvement. The Self-Assessment outlines how the protective factors can be supported through small but significant changes in program practice. It is written for programs committed to working with and supporting the families they serve. Versions of the Self-Assessment are available for:

- Center-based early care and education programs
- Family child care settings
- Home visiting programs
- Community-based programs such as family resource centers

While there is significant overlap across these different versions, each also contains unique strategies specific to each setting.

The Program Self-Assessment materials in this document are applicable to community-based programs serving children and families. The concrete actions described in the self-assessment can be carried out in a variety of settings such as family support and parenting education programs, health care settings, community centers and others. The strategies described can be implemented without creating new staff positions, making significant changes to existing facilities or raising additional financial resources.

ORGANIZATION

The Self-Assessment outlines practices used by exemplary programs to support families, organized around five protective factors:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

Each section starts with a brief description of the protective factor and core strategies for building that protective factor. Self-Assessment items are organized under each of these core strategies. In this version of the Self-Assessment there

is also a special section about Responding to Possible Child Abuse or Neglect.

COMPLETING THE SELF-ASSESSMENT

While the Self-Assessment forms may appear long at first glance, most sections have fewer than ten items. To make the process easier, the forms address specific practices; thus, multiple practice examples often appear under a single strategy. While the time it takes to complete the Self-Assessment will vary from program to program and from form to form, on average, each form can be completed in approximately 90 minutes.

CSSP strongly recommends that programs create a Self-Assessment team that represents a number of different perspectives at your program, including:

- Administrative staff and/or program director
- Direct service staff
- Parents who participate in the program (or whose children participate in the program)

Including a diverse group of participants in the Self-Assessment evaluation process allows programs to benefit from a large variety of viewpoints and perspectives. Once a team has been identified, the process begins by following the steps outlined below.

First, each member of the team should fill out the Self-Assessment forms individually.

Next, the team should convene to share and compare assessments. Teams should use this time to discuss rating results that differ among various team members, giving each person an opportunity to describe why they rated the practice the way they did and—if appropriate—to provide an example. Once everyone has had a chance to speak, all team members should be given an opportunity to re-rate the practice. It is not necessary for the entire team to come to consensus on every practice, but it is important that all team members come to understand each other's perspectives and that a final decision is made on how to rate the item based on broad input.

The consensus version of the Self-Assessment can be entered online at www.mosaic-network.com/gemslive/cssp/. Completing the Self-Assessment online allows the program to print reports showing strengths and areas to focus on improvement, as well as to link to parent and staff surveys.

CREATING AN ACTION PLAN

Once all team members have re-rated the practices, the team should identify areas where the program scored highly. Next, the team should create a sustainability plan to keep these areas strong. In developing a sustainability plan for each successful area, teams should be sure to specify:

- Key reasons for success in the area
- What needs to be done to ensure continued strength in the area
- Who will be responsible for maintaining successful outcomes in the area

Next, the team should highlight practice areas that a majority of the team rated poorly. While we encourage programs to work on each of these areas eventually, the team can begin by deciding whether each poorly rated practice should be addressed (1) immediately, (2) over time, or (3) not at all. Again, teams should allow time for discussion and

reevaluation if/when team members disagree on practice ratings. When a majority of team members identify items that should be addressed immediately, teams should brainstorm plans to improve associated area outcomes. Teams should be sure to specify:

- The expected results
- All required resources (including staff hour costs)
- A timeline for achieving the desired results
- Who is responsible for each action step
- Check-in points for monitoring implementation progress
- How and when longer term action steps will be addressed/implemented

PARENTAL RESILIENCE

Being a parent can be a very rewarding and joyful experience. But being a parent can also come with its share of stress. Parental resilience is the process of calling forth one's inner strength to proactively manage stress, meet personal/family challenges and be able to function well. Parental resilience includes the ability to provide nurturing and supportive care to one's child, even when faced with challenges, adversity or trauma. Programs can provide a variety of resources for families to help build and support parental resilience—all with low or no-cost to the program. For example, programs can:

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, ethnicity, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build parents' decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

When supported by program policies, staff can employ these concrete Everyday Actions to help families reduce personal/parental stress and gain confidence in their ability to overcome challenges.

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.							
1.2 The program has multiple avenues for regular communication with families.	**1.2.1** The program provides an orientation for families about the program philosophy, goals and objectives.						
	1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.						
	1.2.3 Staff regularly ask parents about their observations of their child.						
1.3 All family members are made to feel welcome:	**1.3.1** Someone is available to greet families when they come in.						
	1.3.2 Staff are respectful even when family visits are unexpected.						

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.4 Staff develop mutually respectful relationships with all family members by:	**1.4.1** Taking time to get to know family members individually, by name.							
	1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.							
	1.4.3 Regularly inquiring about what is happening in their lives.							
	1.4.4 Providing emotional support and encouragement.							
	1.4.5 Sharing appropriate information about themselves.							
	1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.							
	1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.							
	1.4.8 Using intake forms, applications and surveys that are gender-neutral.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.5 Staff show that they value fathers and are sensitive to their unique needs by:	**1.5.1** Taking part in periodic training on understanding and appreciating fathers' needs and parenting.							
	1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.							
	1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.							
	1.5.4 Providing peer activities or services that are man-to-man, father-to-father.							
	1.5.5 Engaging male participants to greet other men at program activities.							
	1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.							
	1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.							
	1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.							
	1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs honor each family's race, language, culture, history and approach to parenting?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.6 Program staff ensure that all families, regardless of family structure; socio-economic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.	**1.6.1** Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.							
	1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.							
	1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.							
	1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.							
	1.6.5 The program displays diverse families and family structures in books, posters and program materials.							
1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:	**1.7.1** Translated, whenever possible, into the language(s) spoken by all families in the community served.							
	1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.							
	1.7.3 Designed or selected to reflect the culture(s) of the community served.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:	**1.8.1** Inviting partner organizations to provide workshops for staff on working with diverse families.							
	1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.							
	1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.							
1.9 The program seeks to reflect the community and families it serves by:	**1.9.1** Building a staff that reflects the community and families served.							
	1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.							
	1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.							
	1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society—even if the program's community is mono-lingual, mono-ethnic or mono-cultural.							
1.10 The program supports participating immigrant and refugee families by:	**1.10.1** Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.							
	1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness or missed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior							
1.12 The program provides regular opportunities for parents to relieve stress through: **1.12.1** Linking parents to organized support groups.							
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.							
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.							
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.							
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:	**1.13.1** Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately.							
	1.13.2 Supporting families' immediate and long-term plans.							
	1.13.3 Talking to families about difficult issues and helping them access additional help.							
	1.13.4 Maintaining confidentiality.							
	1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.							
	1.13.6 Understanding trauma and its impact on children and how staff can help.							
	1.13.7 Other community agencies providing specialized services to families and children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.14 Staff receive program support when working with families under stress through:	**1.14.1** Acknowledgement and support for their efforts from supervisors and administrators.							
	1.14.2 Opportunities to process their own emotional reactions with appropriate support.							
	1.14.3 Access to a mental health consultant.							
	1.14.4 Time off if needed.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.15 Staff reinforce parental authority by:	**1.15.1** Respecting parents' directions and/or decisions about their children.							
	1.15.2 Learning about parents' expectations and limits for their children.							
	1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.							
	1.15.4 Understanding the parenting and child behavior norms of the parent's culture.							
	1.15.5 Being careful not to contradict a parent in front of his or her child or other children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.16 Parents are engaged as partners in developmental screenings or assessments of their child:	**1.16.1** All staff are trained in the program's confidentiality policy regarding screening and results.							
	1.16.2 Parents are informed about the confidentiality policy and what it means to them.							
	1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.							
	1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.							
	1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.							
	1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.							
	1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.							
1.17 Parents and staff develop family plans together that:	**1.17.1** Identify the family's assets, interests, skills, needs and goals for themselves and their children.							
	1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.							
	1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.							
	1.17.4 Are updated regularly.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.18 The program supports a parent's personal education and career goals by:	**1.18.1** Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).							
	1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.							
	1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.							
	1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.							
	1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.							
1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:	**1.19.1** Providing opportunities for families to volunteer and contribute to the program.							
	1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles.							
	1.19.3 Asking families for regular input on programmatic decisions.							
	1.19.4 Asking families for input into staff hiring and training.							
	1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.20 The program promotes participation in activities by:	**1.20.1** Addressing topics, issues and skills that families identify as important to them.							
	1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).							
	1.20.3 Providing child care during trainings or workshops.							
	1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.							
1.21 The program helps to support the continued development of parent leaders by supporting:	**1.21.1** Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents.							
	1.21.2 Leadership development trainings and mentoring activities.							
	1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).							
1.22 The program helps to support parents' opportunities for leadership in community change by:	**1.22.1** Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.							
	1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.							
	1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.							
	1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs help parents understand how to buffer their child during stressful times?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.23 Staff receive training on talking with parents about helping children in times of family crisis.							
1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times							
1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.							

SOCIAL CONNECTIONS

People need people. Parents need people who care about them and their children; who can be good listeners; who they can turn to for well-informed advice, hope and encouragement; and who they can call on for help in solving problems. Parents' supportive social connections—that is, high quality relationships with family members, friends, neighbors, co-workers, community members and service providers—help buffer parents from stressors. Good social connections also support nurturing parenting behaviors that promote secure attachments in young children. Programs can provide opportunities for parents to create and strengthen positive social connections. Programs should:

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.1 Families have access to a comfortable space where they can meet informally							
2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another: **2.2.1** Formally, through parent support groups (including those with both broad and narrow focuses).							
2.2.2 Through parent mentoring and matching for one-on-one support.							
2.2.3 Informally, by introducing parents to one another.							

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/ hosting:	**2.3.1** Regularly scheduled parent-child activities such as Play and Learn groups.							
	2.3.2 Periodic events like coffee breaks and breakfasts.							
	2.3.3 Celebrations, graduations and holidays.							
	2.3.4 Field trips and community events.							
	2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.							
	2.3.6 Affordable family activities.							
	2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.							
	2.3.8 Social media groups or web pages where parents can get program information and interact with one another.							
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.								
2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.6 Program staff encourage newcomers and isolated or marginalized families to partic-ipate in program activities by:	**2.6.1** Calling, sending notes or making home visits inviting them to program activities.							
	2.6.2 Connecting with them on social media platforms through program pages or groups.							
	2.6.3 Offering support with transportation, child care or other barriers to participation.							
	2.6.4 Making special efforts to connect them with other families who share similar interests.							
	2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.							
	2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.							
2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs create an inclusive environment?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.8 The program and its staff model positive social skills and community building by:	**2.8.1** Welcoming all families.							
	2.8.2 Inviting all families to program parties or social events.							
	2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.							
	2.8.4 Helping to resolve conflicts among participants.							
	2.8.5 Promoting families' understandings of different cultures and backgrounds.							
	2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.							
2.9 The program helps staff learn how to reduce stereotyping and bias by:	**2.9.1** Modeling inclusive behavior among the staff.							
	2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).							
	2.9.3 Providing training and support for helping families and children resolve conflicts effectively.							
	2.9.4 Intervening appropriately to counteract prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).							
	2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.							
	2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.							
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs facilitate mutual support?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).							
2.12 There is time built in to program activities for parents to network and share with each other.							
2.13 Parent-organized social/educational events and activities are encouraged and supported by:	**2.13.1** Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).						
	2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.						
2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).							
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.							
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.							
2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).							
2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Mounting scientific evidence points to the critical importance of early childhood as the period in which children's foundations for cognitive, language, social, emotional and moral development are established. While no parent knows everything about children, all parents can benefit from increasing their knowledge of parenting best practices. Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase. Programs can help parents increase their knowledge of parenting and child development. Programs should:

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

Program staff can help parents gain a high level of expertise about child development and parenting. It is crucial that staff provide information in multiple ways and at times that parents really need it and will put it into practice.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.1 Staff demonstrate a strong understanding of child development:	**3.1.1** Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.							
	3.1.2 Staff understand and can explain the development arc for young children.							
	3.1.3 Staff can explain to parents how various activities and interactions support their child's development.							
	3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.							
3.2 Staff work collaboratively with parents to coordinate support for children's development:	**3.2.1** Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.							
	3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.							
3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.4 When staff talk with parents about discipline, they:	**3.4.1** Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.							
	3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.							
	3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.							
	3.4.4 Encourage parents to discuss behavior challenges they may have at home.							
	3.4.5 Connect parents to other parents who can share or model positive parenting approaches.							
	3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.							
	3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.							

**KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS**

**How do programs provide information and resources on
parenting and child development?**

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.								
3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:	**3.6.1** Parents go through a series of classes as a group – with other forms of contact between classes to maintain their engagement.							
	3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.							
	3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.							
	3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).							
	3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.							
	3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.							
	3.6.7 Child care is offered while parents are in classes.							
	3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.							
	3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.							
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:	**3.8.1** Are available in the language spoken by program families.							
	3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.							
	3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.							
3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:	**3.9.1** Books and videos in a resource library.							
	3.9.2 Parenting classes.							
	3.9.3 Support groups.							
	3.9.4 Regular postings on bulletin boards in public spaces.							
	3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.							
	3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.							
3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:	**3.10.1** Parent education groups (including fatherhood groups).							
	3.10.2 Counseling.							
	3.10.3 Support groups.							
	3.10.4 Mentors/coaches.							
	3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented the community.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: • Different parenting styles of mothers and fathers and the strengths of each • Needs and concerns of first time parents • Needs of parents who are parenting a child with a disability • Noncustodial parents • Nontraditional caregivers (e.g., grandparents, foster parents)							
3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when: — **3.12.1** Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).							
3.12.2 A parent appears to be frustrated or stressed and in need of support.							
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.							
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: • Prenatal and infant health and development • The birth process and what to expect • The needs of postnatal women and their families • The developing role of first time parents (including adolescent parents, if appropriate) • Planning for the child's needs after birth (e.g, car seats, cribs).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:	**3.14.1** Cultural/ethnic expectations and practices about parenting.							
	3.14.2 Different parenting practices.							
	3.14.3 Parent/child relationships.							
	3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).							
	3.14.5 Being especially supportive at the time that special needs are initially identified.							
	3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

**KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS**

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:	**3.15.1** Regularly checking in with parents about parenting issues.							
	3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.							
	3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.							
	3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.							
	3.15.5 Being especially supportive at the time that special needs are initially identified.							
	3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs address parenting issues from a strength-based perspective?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.16 Home visitors share their observations of children with parents to help the parents recognize:	**3.16.1** Their children's unique assets, temperament, personality, communication styles and behavioral cues.							
	3.16.2 Their children's growth and development patterns.							
	3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.							
	3.16.4 Their children's independence and abilities.							
	3.16.5 Activities families can use to enhance their children's skills and development.							
	3.16.6 Signals that development may not be on track.							
3.17 Staff reinforce positive parent-child interactions by:	**3.17.1** Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.							
	3.17.2 Sharing something positive with parents about their children's behavior and development.							
3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:	**3.18.1** Asking open-ended questions to understand the behavior from the parent's perspective.							
	3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.							
	3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.							
	3.18.4 Connecting parents to resources and supports that may help to address parenting issues.							

CONCRETE SUPPORT IN TIMES OF NEED

All parents need help sometimes. When parents are faced with very challenging situations, such as losing a job or not being able to feed their family, they need access to resources and services that address their needs and minimize their stress. This type of support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational or legal services they may need.

Programs can help parents to identify, find and receive concrete support in times of need. Programs should:

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

Even though community-based programs are not always equipped to provide all the services and supports families may need, they can still play a vital role in helping families access concrete supports in times of crisis. Programs can also play a critical role in helping families develop their own proactive strategies for meeting needs in the future.

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.1 Parents are encouraged to turn to staff in the event of a crisis through:	**4.1.1** The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.							
	4.1.2 Materials regularly provided to participating families.							
	4.1.3 Information on which staff members can help families with particular issues.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.2 Staff proactively respond to signs of parent or family distress by:	**4.2.1** Expressing concern and offering help in line with the program's philosophy and resources.							
	4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.2.3 Making space available for staff to meet with parents privately.							
	4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.							
	4.2.5 Being sensitive and responsive to the impact of family stress on children.							
	4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).							
4.3 When a family is experiencing extreme difficulties or crisis:	**4.3.1** At least one staff member with a close relationship with the family reaches out to the family proactively.							
	4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.							
	4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.							
	4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.							
	4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.							
	4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.4 Staff proactively respond to signs of parent or family distress by:	**4.4.1** Expressing concern and offering help.							
	4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.							
	4.4.4 Being sensitive and responsive to the impact of family stress on children.							
	4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).							
	4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.							
4.4 Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.								
4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: • Food pantries • Health providers • Domestic violence services • Shelters • Respite care for children • Alcohol and substance abuse services • Mental health services (for adults and children) • Economic supports • Legal assistance • Quality early care and education								

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.6 The program actively builds collaborative links with other service providers by:	**4.6.1** Bringing services on site, when possible.							
	4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.							
	4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.							
	4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.							
	4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs help families to develop skills they need to identify their needs and connect to supports?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:	**4.7.1** Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.							
	4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.							
	4.7.3 Encouraging parents to advocate for themselves and their child.							
	4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.							
	4.7.5 Connecting parents to peer-to-peer navigation support.							
4.8 When staff make referrals to outside services, they support family leadership by.	**4.8.1** Brainstorming with families about what resources would be helpful.							
	4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.							
	4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).							
	4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).							
	4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.							
	4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Early childhood experiences set the stage for later health, well-being and learning. A growing body of research has shown the relationship between young children's social and emotional competence and their cognitive development, language skills, mental health and school success. The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

Whether working primarily with parents or with young children themselves, program staff should receive training on the importance of social and emotional development – and can play a significant role in helping parents to both enjoy and facilitate children's growing competencies in this area.

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help parents foster their child's social emotional development?

		5: Strongly agree	4. Agree	3. Neither agree nor disagree	2. Disagree	1: Strongly disagree	Not Applicable	Comments
5.1 The program introduces family members to social and emotional development by:	**5.1.1** Providing parents with information on the importance of supporting children's healthy social and emotional development—and its connection to success in school and life.							
	5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.							
	5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.							
	5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.							
	5.1.5 Asking about parents' observations of their child's social and emotional development.							
5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).								
5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.4 Staff nurture children and model nurturing for parents by:	**5.4.1** Responding consistently to children in a warm, supportive manner.							
	5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.							
	5.4.3 Showing warmth through appropriate physical contact.							
	5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).							
	5.4.5 Responding sympathetically to help children who are upset, hurt or angry.							
	5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.							
	5.4.7 Modeling empathy and appropriate emotional responsiveness.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:	**5.5.1** Fostering children's social and emotional development in the context of their culture and language.							
	5.5.2 Recognizing behavioral/emotional problems or developmental delays.							
	5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.							
	5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.							
	5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.							
	5.5.6 Promoting positive relationships among children living in the same household.							
	5.5.7 Promoting positive relationships among children living in the same household.							
	5.5.8 Understanding how mental health and wellness affects family relationships and the developmental process of young children.							
	5.5.9 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.							
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs include children's social and emotional development activities in programming?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.7 The program supports children's social and emotional development with intentional practices that include:	**5.7.1** Encouraging children to express their feelings in ways that are the most comfortable for them.							
	5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.							
	5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).							
	5.7.4 Setting clear expectations and limits for behavior.							
	5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).							
5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:	**5.8.1** Providing coaching on how to support social and emotional learning for all children.							
	5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:
SELF-ASSESSMENT ITEMS

How do programs help children develop a positive cultural identity and learn to interact in a diverse society?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.9 The program welcomes and affirms the cultures of families it serves by:	**5.9.1** Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.							
	5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.							
	5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.							
5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:	**5.10.1** How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.							
	5.10.2 The extent to which nonverbal communication is predominant across cultures.							
	5.10.3 Diverse cultural views success and appropriate child development.							
5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:	**5.11.1** Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.							
	5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.							
	5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.							
5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.								
5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.								
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:
SELF-ASSESSMENT ITEMS

How do programs respond proactively when social or emotional development needs extra support?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.15 When staff are concerned about a child's social and emotional development, they respond by:	**5.15.1** Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.							
	5.15.2 Arranging for appropriate screenings and assessments.							
	5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).							
	5.15.4 Helping parents develop strategies for addressing the issue at home.							
5.16 Staff have access to a mental health consultant to help them:	**5.16.1** Identify and receive additional resources and/or training to work effectively with individual children and parents.							
	5.16.2 Talk respectfully with parents about the child's development, needs or challenges.							

STRENGTHENING FAMILIES IN SPECIAL CIRCUMSTANCES

One responsibility of all child- and family-serving programs is to respond to possible child abuse and neglect when it is observed. Staff are mandatory reporters of child abuse and neglect in most states and should receive training every year on the state requirements on reporting. However, long before a report needs to be made, staff can also respond positively and supportively to early signs that have the potential to lead to maltreatment. The following items reflect best practices for programs in working effectively with child welfare officials.

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.1 When children enter the program, staff discuss child abuse and neglect prevention with all parents and caretakers. This discussion includes explanations of:	**6.1.1** The program's policies and practices that are designed to keep children safe from harm.							
	6.1.2 Staff members' responsibility as mandatory child abuse and neglect reporters.							
	6.1.3 How the state defines child abuse and neglect.							
	6.1.4 The program's protocols regarding child abuse and neglect reports.							
6.2 All staff members are trained according to their state's mandatory child abuse reporting laws.								
6.3 Staff receive additional training on child abuse and neglect including:	**6.3.1** Recognizing and responding to early signs of possible child abuse and neglect, including physical and behavioral indicators.							
	6.3.2 Following the program's protocols for reporting child abuse and neglect.							
	6.3.3 Understanding how cases are generally handled by the child protective services agency once a report is made.							
	6.3.4 The relationship between domestic violence and reporting of child abuse and neglect, and clear protocols to follow when domestic violence is suspected or disclosed.							
	6.3.5 Recognizing cultural practices that can trigger reporting of child abuse and neglect (e.g., the practice of coining to treat fevers, the use of corporal punishment for toilet training, leaving a young sibling in the care of an older sibling under the age of ten) and respectfully discussing ways that parents can prevent the likelihood of mandatory reporting.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.4 The program's protocols for reporting possible child abuse and neglect:	**6.4.1** Are consistent with state child welfare reporting guidelines.							
	6.4.2 Are reviewed annually or anytime changes are made to state guidelines.							
6.5 Staff members are trained that when a child abuse or neglect report needs to be filed, they have specific responsibilities to both the child welfare agency and to families that include:	**6.5.1** Coordinating with investigative authorities to ensure that staff actions and interactions with the family do not hinder the investigation.							
	6.5.2 Providing objective and accurate information on the concerns that led to the report, as well as information on family strengths.							
	6.5.3 Explaining their status as mandated reporters to families and their commitment to the goal of keeping children safe.							
	6.5.4 Striving to be calm, caring and supportive of the family during the reporting process.							
	6.5.5 Answering questions that the family may have regarding the reporting process and how the Child Protective Services system typically responds.							
	6.5.6 Offering support for families by answering questions, connecting them to resources they may need listening attentively and providing and friendly advice.							
6.6 If a child is placed into child welfare custody, staff are trained to continue to support the child and the family by:	**6.6.1** Maintaining contact with the child and family, if possible.							
	6.6.2 Advocating for the family with the Child Protective Services system, when possible.							
	6.6.3 Helping parents connect with resources to help reunite them with their child.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.7 Program staff seek to collaborate with child welfare caseworkers and Child Protective Services staff to promote the child's ongoing healthy development by:	**6.7.1** Helping to maintain stability for children involved in the system.							
	6.7.2 Engaging in co-case management practices, if possible.							
	6.7.3 Conducting joint home visits.							
	6.7.4 Attending Child Protective Services meetings to share information.							

Appendix B

Electronic Version of Concrete Support in Times of Need Questions of SFSA Tool

Concrete Support in Times of Need-Self Assessment Items

All parents need help sometimes. When parents are faced with very challenging situations, such as losing a job or not being able to feed their family, they need access to resources and services that address their needs and minimize their stress. This type of support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational or legal services they may need.

Programs can help parents to identify, find and receive concrete support in times of need. Programs should:

• **Respond immediately when families are in crisis**

• **Provide information and connections to services in the community**

• **Help families to develop skills and tools they need to identify their needs and connect to supports**

Even though community-based programs are not always equipped to provide all the services and supports families may need, they can still play a vital role in helping families access concrete supports in times of crisis. Programs can also play a critical role in helping families develop their own proactive strategies for meeting needs in the future.

Given your knowledge and experiences, please respond to the series of questions about the Resource Center as such relate to select core strategies for building the protective factor associated with Concrete Support in Times of Need. You will be asked to identify (on a 5-point scale) your level of agreement with a series of statements associated with questions related to promoting concrete support in times of need. A Not Applicable (N/A) option is also provided. If desired, a comments text box is provided for each question should you wish to provide additional thoughts, reflections, and/or clarifications regarding your response.

This tool/survey was developed by the Center for the Study of Social Policy as part of their Strengthening Families Protective Factors Framework initiative.

Thank you for participating in this process. Your feedback and participation as a Team member is important.

What best describes your role/perspective as a Team Member?

◯ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community

◯ Administrative Staff and/or Program Director

◯ Direct Service Staff and/or Volunteer

◯ Community Collaborator/Partner that Works with Resource Center

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How do programs respond immediately when families are in crisis?

4.1 Parents are encouraged to turn to staff in the event of a crisis through:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.1.1 The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.	◯	◯	◯	◯	◯	◯
Comments						
4.1.2 Materials regularly provided to participating families.	◯	◯	◯	◯	◯	◯
Comments						
4.1.3 Information on which staff members can help families with particular issues.	◯	◯	◯	◯	◯	◯
Comments						

4.2 Staff proactively respond to signs of parent or family distress by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.2.1 Expressing concern and offering help in line with the program's philosophy and resources.	○	○	○	○	○	○

Comments

[   ]

4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.	○	○	○	○	○	○

Comments

[   ]

4.2.3 Making space available for staff to meet with parents privately.	○	○	○	○	○	○

Comments

[   ]

4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.	○	○	○	○	○	○

Comments

[   ]

4.2.5 Being sensitive and responsive to the impact of family stress on children.	○	○	○	○	○	○

Comments

[   ]

4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).	○	○	○	○	○	○

Comments

[   ]

4.3 When a family is experiencing extreme difficulties or crisis:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.3.1 At least one staff member with a close relationship with the family reaches out to the family proactively.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.	○	○	○	○	○	○

Comments

[ ]

4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.	○	○	○	○	○	○

Comments

[ ]

4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.	○	○	○	○	○	○

Comments

[ ]

4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.	○	○	○	○	○	○

Comments

[ ]

4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.	○	○	○	○	○	○

Comments

[ ]

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How do programs provide information and connections to services in the community?

4.4a Staff proactively respond to signs of parent or family distress by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.4.1 Expressing concern and offering help.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.4.4 Being sensitive and responsive to the impact of family stress on children.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.	○	○	○	○	○	○

Comments

[   ]

4.4b Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

[   ]

4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are:

- Food pantries
- Health providers
- Domestic violence services
- Shelters
- Respite care for children
- Alcohol and substance abuse services
- Mental health services (for adults and children)
- Economic supports
- Legal assistance
- Quality early care and education

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

4.6 The program actively builds collaborative links with other service providers by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.6.1 Bringing services on site, when possible.	○	○	○	○	○	○

Comments

[   ]

4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.	○	○	○	○	○	○

Comments

[   ]

4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.	○	○	○	○	○	○

Comments

[   ]

4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.	○	○	○	○	○	○

Comments

[   ]

4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.	○	○	○	○	○	○

Comments

[   ]

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How do programs help families to develop skills they need to identify their needs and connect to supports?

4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.7.1 Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.	○	○	○	○	○	○

Comments

| 4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| 4.7.3 Encouraging parents to advocate for themselves and their child. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| 4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| 4.7.5 Connecting parents to peer-to-peer navigation support. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

4.8 When staff make referrals to outside services, they support family leadership by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.8.1 Brainstorming with families about what resources would be helpful.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).	○	○	○	○	○	○

Comments

[ ]

Appendix C

Library Partnership Resource Center
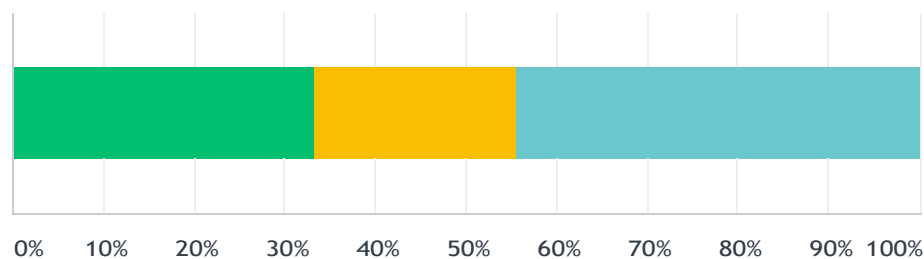Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—**Concrete Supports** Results

Library Partnership Family Resource Center Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—**Concrete Supports** Results

Q1 What best describes your role/perspective as a Team Member?

Answered: 9   Skipped: 0

■ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center
■ Administrative Staff and/or Program Director
■ Direct Service Staff and/or Volunteer
■ Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	33.33%	3
Administrative Staff and/or Program Director	0.00%	0
Direct Service Staff and/or Volunteer	22.22%	2
Community Collaborator/Partner that Works with Resource Center	44.44%	4
TOTAL		9

Q 4.1 Parents are encouraged to turn to staff in the event of a crisis through:
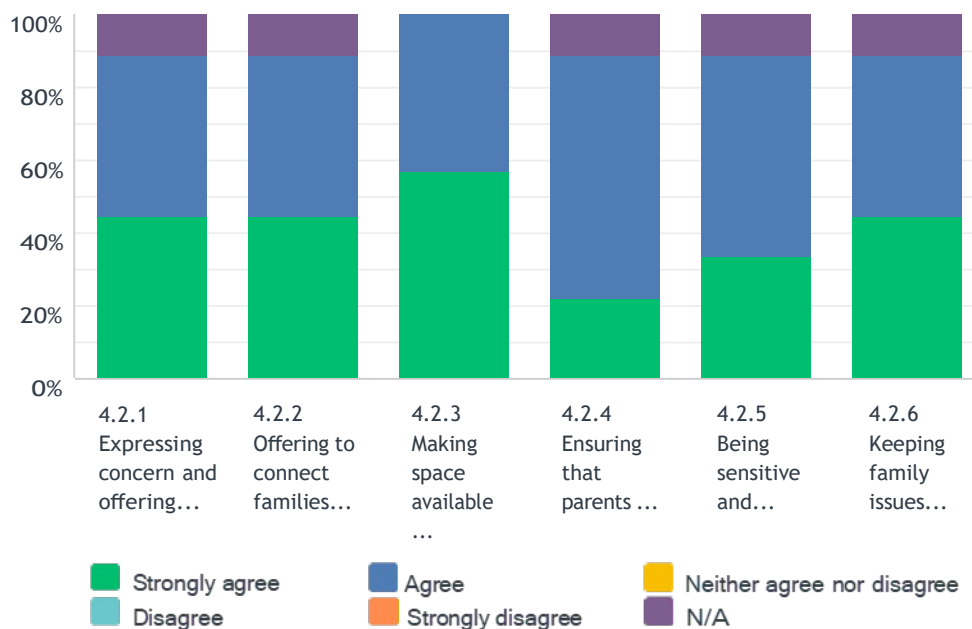
Answered: 9   Skipped: 0
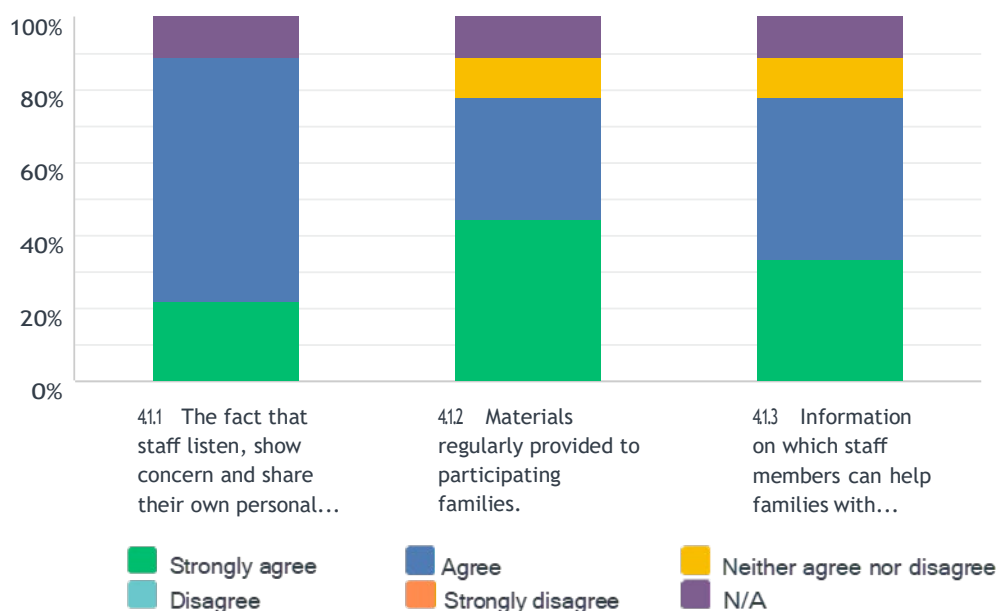
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.1.1 The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.	22.22% 2	66.67% 6	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.25
4.1.2 Materials regularly provided to participating families.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
4.1.3 Information on which staff members can help families with particular issues.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25

#	COMMENTS FOR "4.1.1 THE FACT THAT STAFF LISTEN, SHOW CONCERN AND SHARETHEIR OWN PERSONAL CHALLENGES AS APPROPRIATE IN INFORMAL CONVERSATIONS AND REGULAR INTERACTIONS."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.1.2 MATERIALS REGULARLY PROVIDED TO PARTICIPATING FAMILIES."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.1.3 INFORMATION ON WHICH STAFF MEMBERS CAN HELP FAMILIES WITH PARTICULAR ISSUES."	DATE
1	N/A	7/29/2021 6:21 PM

Q 4.2 Staff proactively respond to signs of parent or family distress by:
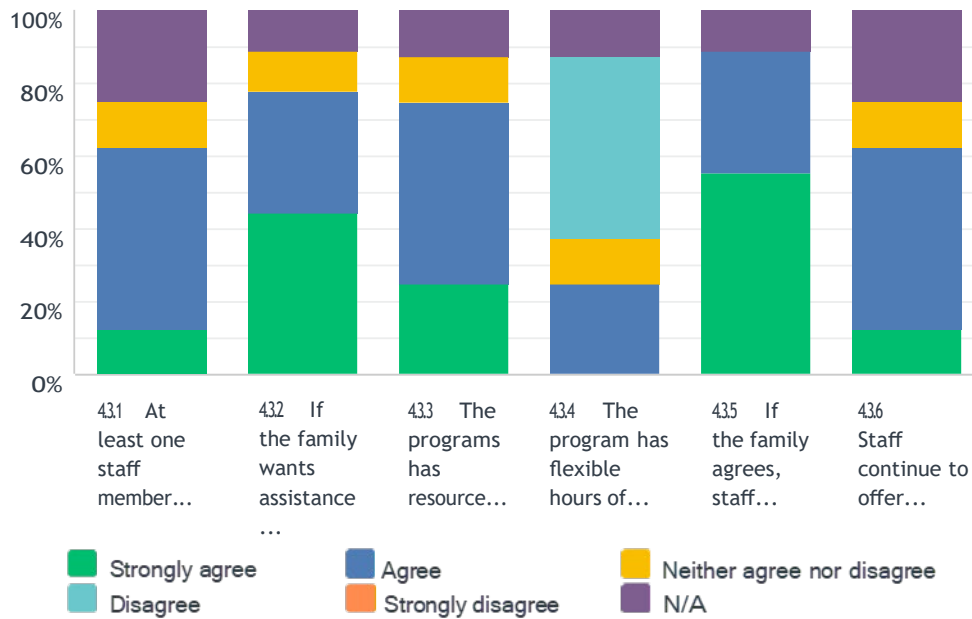
Answered: 9   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.2.1 Expressing concern and offering help in line with the program's philosophy and resources.	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50
4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50
4.2.3 Making space available for staff to meet with parents privately.	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7	4.57
4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.	22.22% 2	66.67% 6	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.25
4.2.5 Being sensitive and responsive to the impact of family stress on children.	33.33% 3	55.56% 5	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.38
4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50

#	COMMENTS FOR "4.2.1 EXPRESSING CONCERN AND OFFERING HELP IN LINE WITH THE PROGRAM'S PHILOSOPHY AND RESOURCES."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.2.2 OFFERING TO CONNECT FAMILIES TO RESOURCES, INCLUDING HELP LINES, COMMUNITY RESOURCES OR PUBLIC AGENCIES."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.2.3 MAKING SPACE AVAILABLE FOR STAFF TO MEET WITH PARENTS PRIVATELY."	DATE
1	not sure	8/11/2021 5:33 PM
2	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.2.4 ENSURING THAT PARENTS CAN TALK WITH STAFF MEMBERS WITH WHOM THEY ARE THE MOST COMFORTABLE."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.2.5 BEING SENSITIVE AND RESPONSIVE TO THE IMPACT OF FAMILY STRESS ON CHILDREN."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.2.6 KEEPING FAMILY ISSUES CONFIDENTIAL UNLESS GIVEN EXPLICIT PERMISSION TO SHARE INFORMATION (EXCEPT WHEN POTENTIAL ABUSE OR NEGLECT IS AT ISSUE AND A REPORT IS MADE)."	DATE
1	N/A	7/29/2021 6:21 PM

Q 4.3 When a family is experiencing extreme difficulties or crisis:

Answered: 9   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.3.1 At least one staff member with a close relationship with the family reaches out to the family proactively.	12.50% 1	50.00% 4	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.00
4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.	25.00% 2	50.00% 4	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8	4.14
4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.	0.00% 0	25.00% 2	12.50% 1	50.00% 4	0.00% 0	12.50% 1	8	2.71
4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.	12.50% 1	50.00% 4	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.00

#	COMMENTS FOR "4.3.1 AT LEAST ONE STAFF MEMBER WITH A CLOSE RELATIONSHIP WITH THE FAMILY REACHES OUT TO THE FAMILY PROACTIVELY."	DATE
1	not sure	8/11/2021 5:33 PM
2	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.3.2 IF THE FAMILY WANTS ASSISTANCE, STAFF MEMBERS, INCLUDING SUPERVISORS OR A STAFF TEAM, WORK WITH THE FAMILY TO HELP THEM MANAGE THE CRISIS."	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.3.3 THE PROGRAMS HAS RESOURCES FOR FAMILY ASSISTANCE, SUCH AS DIAPERS, TRANSPORTATION, A SAFE SLEEPING ENVIRONMENT OR EVEN EMERGENCY FUNDS."	DATE
1	not sure	8/11/2021 5:33 PM
2	Unsure on this one. Some stuff may apply (diapers).	8/9/2021 11:24 AM
3	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.3.4 THE PROGRAM HAS FLEXIBLE HOURS OF OPERATION TO ACCOMMODATE FAMILIES OUTSIDE OF REGULAR BUSINESS HOURS."	DATE
1	not sure	8/11/2021 5:33 PM
2	Just regular business hours.	8/9/2021 11:24 AM
3	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.3.5 IF THE FAMILY AGREES, STAFF CONNECT THE FAMILY TO RESOURCES OUTSIDE THE PROGRAM THAT CAN HELP THEM, SUCH AS MEDICAL OR MENTAL HEALTH SPECIALISTS, OR SERVICES SUCH AS RESPITE CARE OR EMERGENCY CRISIS SERVICES. "	DATE
1	N/A	7/29/2021 6:21 PM

#	COMMENTS FOR "4.3.6 STAFF CONTINUE TO OFFER SUPPORT TO THE FAMILY AND MONITOR THE SITUATION DAILY UNTIL THE SITUATION IS MANAGEABLE."	DATE
1	not sure	8/11/2021 5:33 PM
2	N/A	7/29/2021 6:21 PM

## Q 4.4a Staff proactively respond to signs of parent or family distress by:
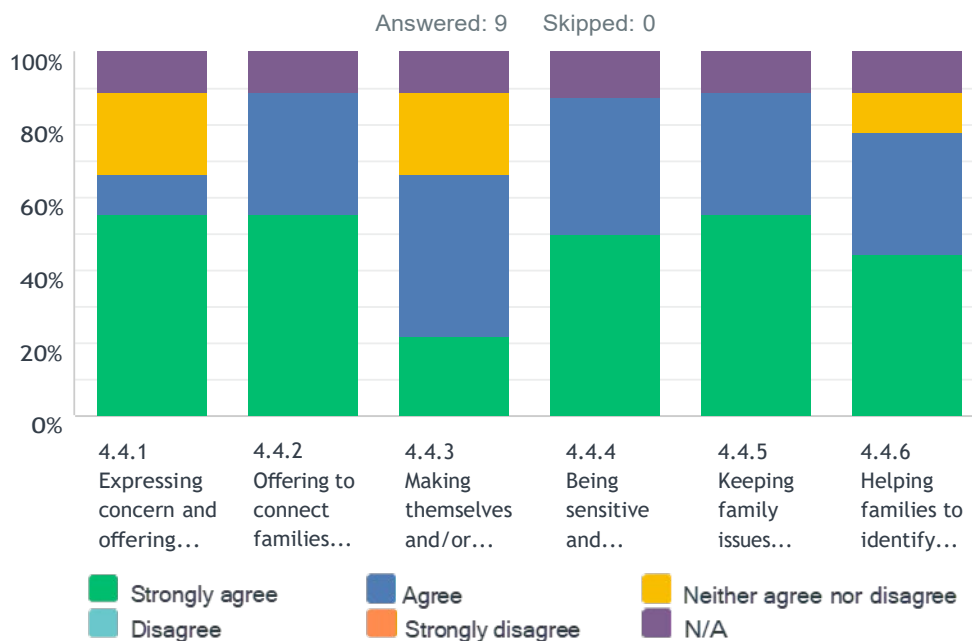
Answered: 9   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.4.1 Expressing concern and offering help.	55.56% 5	11.11% 1	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.38
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.	22.22% 2	44.44% 4	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.00
4.4.4 Being sensitive and responsive to the impact of family stress on children.	50.00% 4	37.50% 3	0.00% 0	0.00% 0	0.00% 0	12.50% 1	8	4.57
4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38

#	COMMENTS FOR "4.4.1 EXPRESSING CONCERN AND OFFERING HELP."	DATE
1	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.4.2 OFFERING TO CONNECT FAMILIES TO RESOURCES, INCLUDING HELP LINES, COMMUNITY RESOURCES OR PUBLIC AGENCIES."	DATE
1	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.4.3 MAKING THEMSELVES AND/OR OTHER DESIGNATED HOME VISITORS AVAILABLE TO PARENTS IF PARENTS NEED TO TALK."	DATE
1	I have never heard of this service. Maybe a referral for home counseling, etc.	8/9/2021 11:33 AM
2	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.4.4 BEING SENSITIVE AND RESPONSIVE TO THE IMPACT OF FAMILY STRESS ON CHILDREN."	DATE
1	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.4.5 KEEPING FAMILY ISSUES CONFIDENTIAL UNLESS GIVEN EXPLICIT PERMISSION TO SHARE INFORMATION (EXCEPT WHEN POTENTIAL ABUSE OR NEGLECT IS AT ISSUE AND A REPORT IS MANDATED)."	DATE
1	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.4.6 HELPING FAMILIES TO IDENTIFY SHORT-TERM SUPPORTS AND PREPARE LONG-TERM STRATEGIES SO THEY ARE BETTER ABLE TO SUSTAIN THEMSELVES AND ENDURE HARDSHIPS."	DATE
1	N/A	7/29/2021 6:25 PM

Q 4.4b Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities),as well as more formal services.
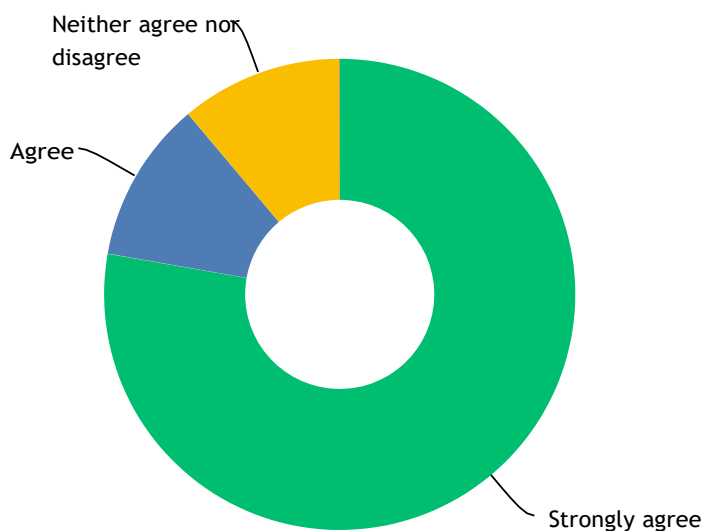
Answered: 7   Skipped: 2
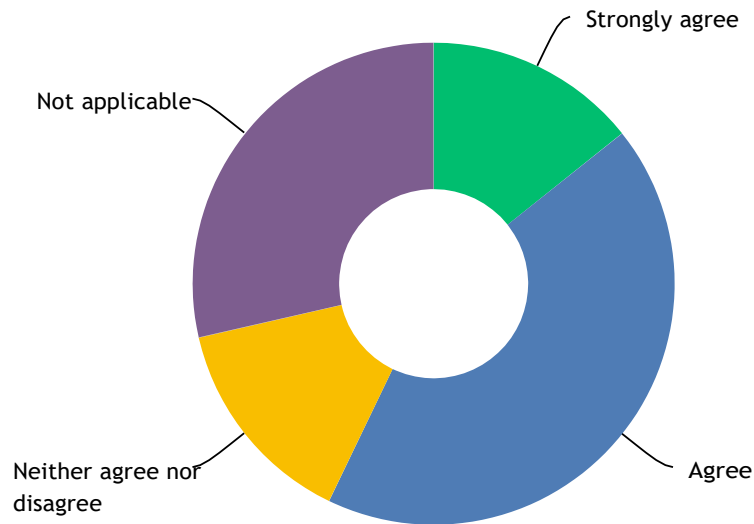
ANSWER CHOICES	RESPONSES	
Strongly agree	14.29%	1
Agree	42.86%	3
Neither agree nor disagree	14.29%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	28.57%	2
TOTAL		7

#	COMMENT	DATE
1	N/A	7/29/2021 6:25 PM

Q 4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: • Food pantries • Health providers • Domestic violence services • Shelters • Respite care for children • Alcohol and substance abuse services • Mental health services (for adults and children) • Economic supports • Legal assistance • Quality early care and education
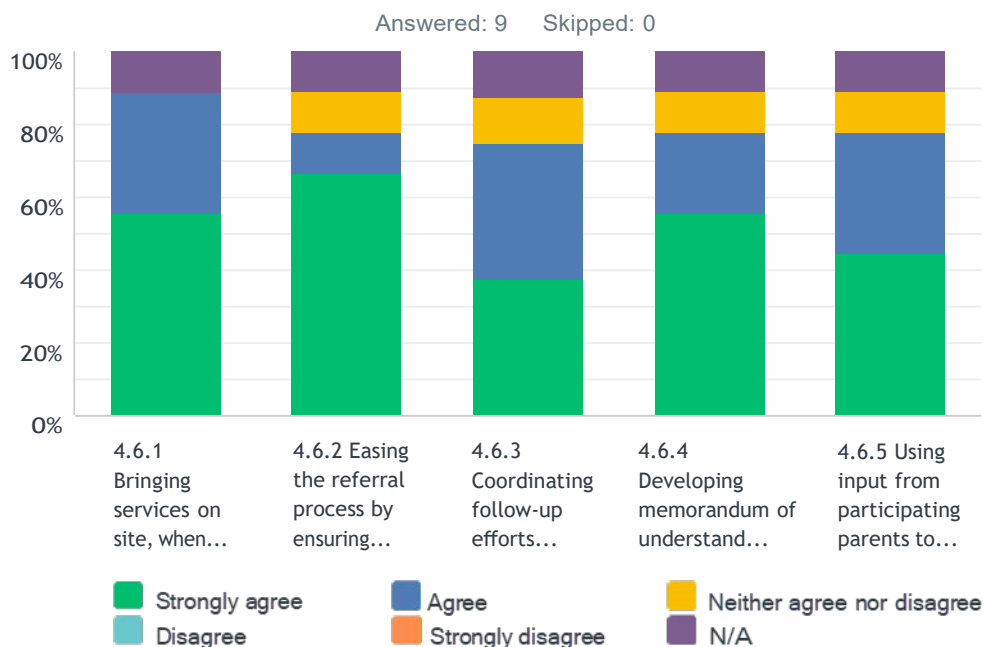
Answered: 9   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	77.78%	7
Agree	11.11%	1
Neither agree nor disagree	11.11%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		9

#	COMMENT	DATE
1	N/A	7/29/2021 6:25 PM

Q 4.6 The program actively builds collaborative links with other service providers by:

Answered: 9   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.6.1 Bringing services on site, when possible.	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.	66.67% 6	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.	37.50% 3	37.50% 3	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8	4.29
4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.50
4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38

#	COMMENTS FOR "4.6.1 BRINGING SERVICES ON SITE, WHEN POSSIBLE."	DATE
1	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.6.2 EASING THE REFERRAL PROCESS BY ENSURING THE WORKERS IN DIFFERENT PROGRAMS KNOW EACH OTHER AND WORK TOGETHER."	DATE
1	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.6.3 COORDINATING FOLLOW-UP EFFORTS ACROSS SERVICE PROVIDERS, ENSURING THAT THE FAMILY IS INVOLVED IN SERVICE COORDINATION AND INFORMED ABOUT ALL COMMUNICATION."	DATE
1	dk	8/2/2021 12:25 PM
2	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.6.4 DEVELOPING MEMORANDUM OF UNDERSTANDING OR ESTABLISHED PROCESSES WITH PARTNERS TO COORDINATE SERVICES FOR FAMILIES IN CRISIS."	DATE
1	not sure on MOU's	8/11/2021 5:35 PM
2	N/A	7/29/2021 6:25 PM
#	COMMENTS FOR "4.6.5 USING INPUT FROM PARTICIPATING PARENTS TO IDENTIFY AND ADVOCATE TO FILL GAPS IN THE SERVICES AVAILABLE TO FAMILIES."	DATE
1	N/A	7/29/2021 6:25 PM

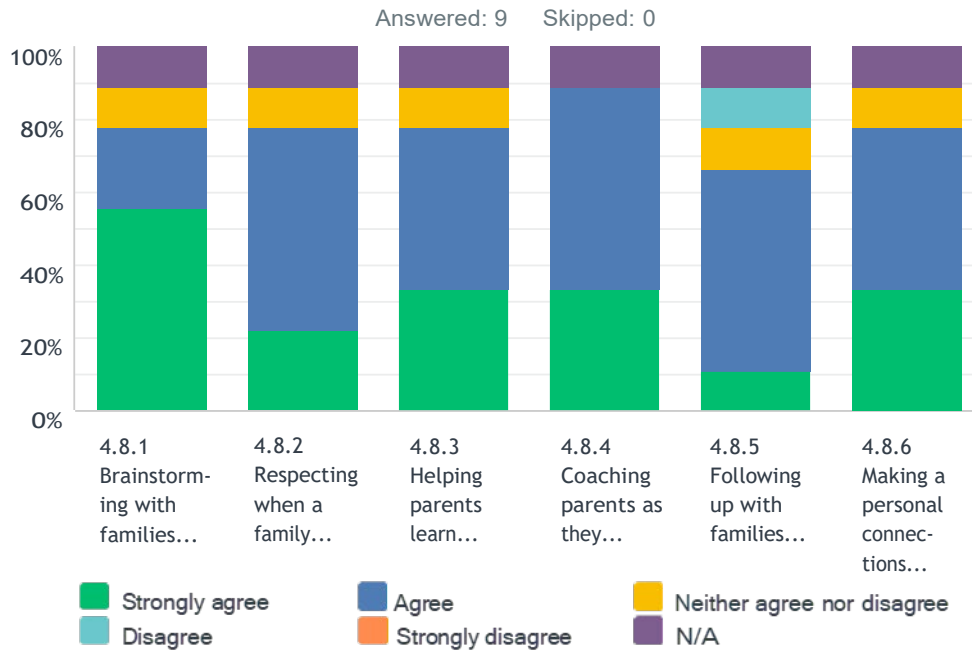## Q 4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:

Answered: 9   Skipped: 0
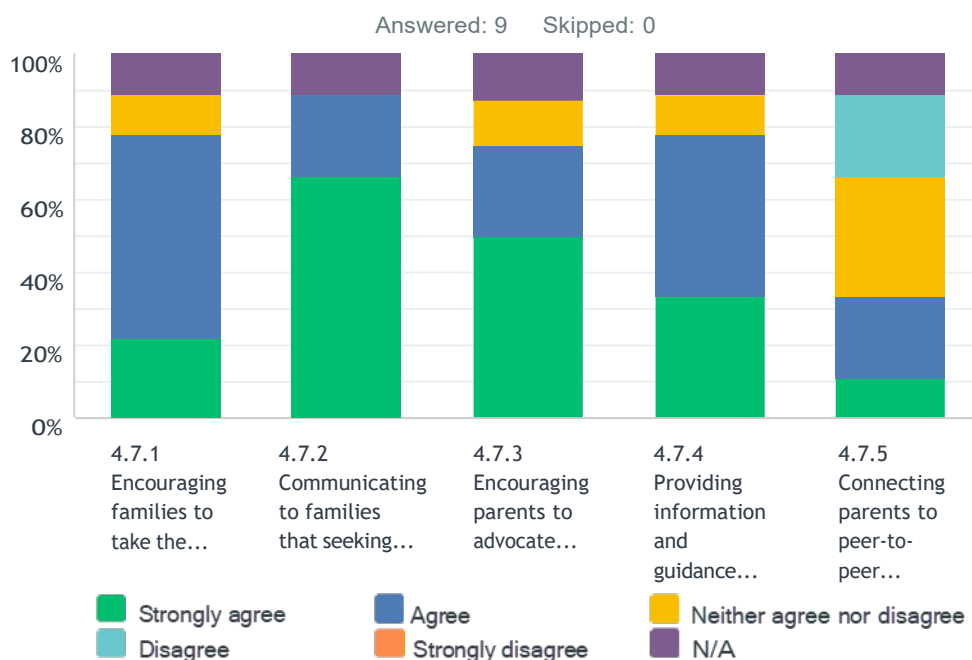
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.7.1 Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.	22.22% 2	55.56% 5	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.13
4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.7.3 Encouraging parents to advocate for themselves and their child.	50.00% 4	25.00% 2	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8	4.43
4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25
4.7.5 Connecting parents to peer-to-peer navigation support.	11.11% 1	22.22% 2	33.33% 3	22.22% 2	0.00% 0	11.11% 1	9	3.25

#	COMMENTS FOR "4.7.1 ENCOURAGING FAMILIES TO TAKE THE LEAD WHEN CREATING A PLAN TO ADDRESS FAMILY NEEDS, INCLUDING ADDRESSING BARRIERS AND ANTICIPATED OUTCOMES."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.7.2 COMMUNICATING TO FAMILIES THAT SEEKING HELP IS NOT AN INDICATOR OF WEAKNESS OR FAILURE AS A PARENT, BUT RATHER IS A STEP TOWARD BUILDING RESILIENCE."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.7.3 ENCOURAGING PARENTS TO ADVOCATE FOR THEMSELVES AND THEIR CHILD."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.7.4 PROVIDING INFORMATION AND GUIDANCE TO FAMILIES SO THAT THEY UNDERSTAND THEIR RIGHTS IN ACCESSING SERVICES, GAIN KNOWLEDGE OF RELEVANT SERVICES AND LEARN HOW TO NAVIGATE THROUGH SERVICE SYSTEMS."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.7.5 CONNECTING PARENTS TO PEER-TO-PEER NAVIGATION SUPPORT."	DATE
1	Unsure	8/9/2021 11:36 AM
2	N/A	7/29/2021 6:30 PM

Q 4.8 When staff make referrals to outside services, they support family leadership by:

Answered: 9   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.8.1 Brainstorming with families about what resources would be helpful.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.50
4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.	22.22% 2	55.56% 5	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.13
4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25
4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).	33.33% 3	55.56% 5	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.38
4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.	11.11% 1	55.56% 5	11.11% 1	11.11% 1	0.00% 0	11.11% 1	9	3.75
4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25

#	COMMENTS FOR "4.8.1 BRAINSTORMING WITH FAMILIES ABOUT WHAT RESOURCES WOULD BE HELPFUL."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.8.2 RESPECTING WHEN A FAMILY IS NOT COMFORTABLE WITH A SPECIFIC PROVIDER BY HELPING THEM TO EITHER ADDRESS AND RESOLVE THE ISSUE OR IDENTIFY OTHER RESOURCES."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.8.3 HELPING PARENTS LEARN HOW TO ADDRESS BARRIERS TO UTILIZING SERVICES (E.G., LACK OF TRANSPORTATION OR CHILDCARE, FEES, LANGUAGE BARRIERS, LACK OF TRANSLATION SERVICES, LACK OF CULTURAL SENSITIVITY AND INCLUSIVENESS)."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.8.4 COACHING PARENTS AS THEY FILL OUT INITIAL PAPERWORK REQUIRED TO ACCESS THESE SERVICES, (E.G., INSURANCE AND ELIGIBILITY FORMS)."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR "4.8.5 FOLLOWING UP WITH FAMILIES ON REFERRALS TO ENSURE THAT THEY WERE SATISFIED WITH THE SERVICES THEY RECEIVED, AND PROVIDING HELP IN ADVOCATING FOR THEMSELVES IF THEY WERE NOT SATISFIED."	DATE
1	N/A	7/29/2021 6:30 PM

#	COMMENTS FOR " 4.8.6 MAKING A PERSONAL CONNECTION BETWEEN FAMILIES AND SERVICE PROVIDERS (IF FAMILIES HAVE AGREED TO SHARE INFORMATION THROUGH WRITTEN CONSENT)."	DATE
1	N/A	7/29/2021 6:30 PM

The Library Partnership (LP) Resource Center Strengthening
Families Self-Assessment (SFSA) Team's
Findings and Recommendations/Action Items Associated with
Supporting Families by Promoting
Knowledge of Parenting and Child Development

Elizabeth Snow (Library Partnership Resource Center Community Research Coordinator),
Robin Perry (Lead Evaluator), John Barli, Tina Bushnell, Kenydra Donalson, Denise
Fanning, Rebecca "Jazmen" Hightower, LaToya Jennings Lopez, Cherie Kelly, Sarah
Livingstone, Nipapat McDow, Toni Spoliansky, Sharon Walters, Staci White (LP SFSA
Team)

Institute for Child and Family Services Research

Table of Contents

Introduction

This report summarizes the findings and recommendations of the Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (LP SFSA) Team. The team utilized the Strengthening Families Self-Assessment Tool for Community-Based Programs and the associated standardized processes developed by the Center for the Study of Social Policy. This report focuses specifically on the findings generated by the LP SFSA team's responses to the items/measures associated with supporting families by promoting knowledge of parenting and child development. Knowledge of parenting and child development is one of five protective factors that serve as an organizing framework for the structure and delivery of supports and services to the community served by the LP Resource Center (LPRC). Specific strengths associated with promoting knowledge of parenting and child development have been identified along with recommended action items for enhancing responsiveness to address this protective factor.

The Library Partnership Resource Center—Brief History

Partnership for Strong Families (PSF), the lead community-based care agency under contract with the Florida Department of Children and Families (since 2003) to provide comprehensive child welfare services in 13 North Central Florida counties, has been leading innovative approaches to strengthen families and increase the presence of protective factors for more than a decade in North Central Florida (Alachua, Dixie, Gilchrist, Lake, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening families approach while utilizing a Protective Factors Framework to provide prevention services and supports to families.

The PSF Resource Center (RC) model is built upon a multi-system collaborative focusing on primary prevention that works toward strengthening families with the goal of preventing child maltreatment and reducing entries into foster care. One of the major strengths of the Resource Center Model utilized at the four existing sites (which includes the LP Resource Center) is its strong focus on community collaborations as a means of addressing identified needs in at-risk neighborhoods. There is a strong history of collaboration with each of the existing three Resource Centers in Gainesville. Over time, a network of over 75 community partners (across all sites) has been developed. These collaborative efforts have been well documented in select Resource Center reports (for each RC and PSF), website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. The services provided are free and are intended to be responsive to the needs of the surrounding community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. It is this multi-system collaborative, with representation from across the five sectors (public, business, philanthropy, community, and nonprofit), that has allowed a blending of funding, expansion of services to meet the needs of patrons and enhancement of the community's ability to leverage resources to benefit some of Gainesville's most at-risk populations.

The first Family Resource Center developed by Partnership for Strong Families was the Library Partnership Resource Center (developed in collaboration with the Alachua County Library District) which opened its doors to the community in July 2009. This initiative started in 2007 with a collaboration between the Partnership for Strong Families (PSF), the Department of Children and Families (DCF) and Casey Family Programs, all focused and interested in reducing the number of children entering the foster care system by targeting vulnerable communities. Two zip code areas of most concern (identified as "hotspots") included 32601 and 32609, which had some of the disproportionately highest levels of child maltreatment and shelter stays in Alachua County (and Florida), especially among the African

American and Black population (Casey Family Programs, 2016). In June 2008, PSF partnered with Alachua County Library District (ACLD) to identify a place to open a Resource Center with a goal to reduce the stigma people may feel about going into a social services center and encourage community members to seek out resources before a crisis occurs, subsequently preventing risks to child safety. The initial Resource Center was located at a local shopping center close to an existing community center and within walking distance of area schools (elementary, middle, and high schools). With support and input of a variety of community partners, a list of potential services was developed to (initially) support job readiness, mental health, physical health, and early learning. The Library Partnership Resource Center opened its doors to the community in July 2009. The array of services expanded and changed from one year to the next (given patron feedback), although all have been consistently linked to the five protective factors identified in the Center for the Study of Social Policy's Strengthening Families Protective Factors Framework (Center for the Study of Social Policy, 2015; FRIENDS National Resource Center for Community Based Child Abuse Prevention, 2011). By 2015, the number of visits to this resource center reportedly exceeded 11,000.

The impact upon child welfare outcomes appeared promising. Casey Family Programs (2016) reported a 76 percent decrease in the number of verified child maltreatment reports in the communities surrounding the Library Partnership (p.5). In 2018, construction was completed on a brand-new facility to permanently house the Library Partnership Resource Center. The 10,000 sq. ft. building features a large community meeting room, study rooms, a quiet reading room, a vibrant teen space, new children's area with a Snuggle Up Center and other spaces to provide innovative programming, classes, and essential social services.

All Gainesville Resource Centers are frequently described as "one-stop-shops" for local resources. Patrons may walk into the RCs for immediate access to available services or meet with professional RC staff to help determine needs and connect with local resources. Services provided through the RCs are voluntary and are free of charge to all community members as the result of community partnerships, various funding opportunities, and both monetary and in-kind donations.

The basis of PSF's RC Model is the Strengthening Families Approach and Protective Factors Framework (Center for the Study of Social Policy [CSSP], 2014). The model is a collection of services and supports (stratified by protective factor classification) that may be utilized (at different levels) by patrons at each RC. Although there may be some common services and supports across RCs, there can be variation in the service array based on variation in the target population needs within the geo spatial target area for each RC. The five protective factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

This report focuses specifically upon services, supports, and efforts of the LP Resource Center at promoting knowledge of parenting and child development. This report represents one small element of a comprehensive process evaluation meant to advance knowledge regarding the functioning, responsiveness, and impact of PSF Family Resource Centers upon the communities they serve. Since

supports and services at the LP Resource Center are structured in accordance with the CSSP Protective Factors framework, the Strengthening Families Self-Assessment Tool for Community-Based Programs and associated processes are being used to help determine the fidelity of specific implementation strategies at promoting knowledge of parenting and child development and strengthening families. This process will help identify existing strengths of select supports and services and help identify areas for potential improvements.

The Strengthening Families Self-Assessment Tool and Process for Community-Based Programs

The *Strengthening Families Self-Assessment Tool for Community-Based Programs* and associated protocols were developed by the Center for the Study of Social Policy (CSSP). This is a comprehensive, research-informed approach (based on national studies) that will aid in assessing the extent to which each of the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors[1] The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each Resource Center has implemented services/activities in alignment with core strategies for building each of the protective factors (see above).

There are five main sections of the Strengthening Families Self-Assessment process (one for each Protective Factor). See **Appendix A** for a copy of the assessment tool and protocol. Protocols require the establishment and utilization of a Self-Assessment Team that includes at a minimum: Administrative Staff and/or Program Director, Direct Service Staff, and Parents who participated in the program/received services (or whose children participated in service activities). For this project, it was deemed important to also include collaborative partners and other stakeholders in the process (as informed parties/members). There is one team per project Resource Center. Planned membership was to include a minimum of eight representatives from each site including (but not limited to) two administrative and direct service staff, three community collaborators, and three parents who have been active participants in the program (or whose children participate in the program). The four parents/patrons initially selected to be members of each assessment team were chosen from a list of patrons that consented to be part of the broader study and who, following a review of data obtained from the Community Module Data System (which tracks service requests and utilization trends for individual patrons), received services or participated in activities linked to protective factors. These processes were followed in the establishment of the LP SFSA Team. Composition (see below) includes two administrators and direct service staff (Cherie Kelly and Sarah Livingstone), five community collaborators (John Barli, Denise Fanning, LaToya Jennings Lopez, Tina Bushnell, and Staci White) and four Community Ambassadors (Kenydra Donalson, Nipapat McDow, Sharon Walters, and Rebecca Hightower). The term "Community Ambassador" was decided by the team to better represent the status and role of patrons participating in this process given their potential knowledge (content and experiential) contributions to this process. Profiles of team members

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[1] For more information regarding CSSP's Strengthening Families and Protective Factors Framework, please see: https://cssp.org/our-work/project/strengthening-families/ Additional information regarding the self-assessment model and associated methodology, tools, and recommended processes, see: https://cssp.org/our-work/projects/self-assessments-for-programs/ and Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

are denoted below.

As highlighted in **Appendix A**, there are a series of indicators and associated items linked with each Protective Factor. These indicators and items represent a series of actions/activities, program elements, protocols, and policies associated with implementation of services meant to enhance each Protective Factor according to best-practice/evidence-based standards. For services and supports focused on Knowledge of Parenting and Child Development there are 18 indicators with 70 associated items for which each team member is asked to individually rate their level of item statement agreement on a five-point Likert-type scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) with an option for Not Applicable. This same scale is used for an assessment of all Protective Factor items/indicators. Collectively (for Knowledge of Parenting and Child Development), responses to these assessment items are meant to respond to the following questions:

> How Does Library Partnership Resource Center Model Developmentally Appropriate Interactions with Children? (Items 3.1.1 through 3.4.7)

> How Does Library Partnership Resource Center Provide Information and Resources on Parenting and Child Development? (Items 3.5 through 3.13)

> How Does Library Partnership Resource Center Encourage Parents to Observe, Ask Questions, Explore Parenting Issues and Try Out New Strategies? (Items 3.14.1 through 3.15.7)

> How Does Library Partnership Resource Center Address Parenting Issues from a Strength-Based Perspective? (Items 3.16.1 through 3.18.4)

Team members received an orientation to the CSSP Protective Factors framework, its relationship to the LP Resource Center service model, and the *Strengthening Families Self-Assessment Tool for Community-Based Programs* and its associated protocol. Individual members had the choice of completing paper or electronic versions of the Strengthening Families Self-Assessment Tool. Since the completion of the tool requires an investment of time (60-90 minutes) and reflection, individual members could decide if they wanted to complete the tool at one time or in sections. To accommodate these preferences, electronic versions of the tool were stratified by section/protective factor. See **Appendix B** for a copy of the electronic version of the tool associated with Knowledge of Parenting and Child Development questions/items (the focus of this report). For the electronic versions, each team member was provided a unique (and secure) web link and a QR code, providing them with two electronic link options for responding to the survey (a preference/option desired by team members) but informed to respond only once. Although the names of members/respondents were known to all team members and the evaluation team, only their role on the team was requested as identifying information and recorded in the database. If a team member completed a paper version of the tool, that tool was submitted to the Community Research Coordinator for data entry into a system that would combine that respondent's scores with any electronically submitted responses from other members. The Community Research Coordinator was available on site and via e-mail and the Lead Evaluator was available via phone and e-mail to field any questions related to the tool and associated processes and address any technical issues associated with tool/survey completion.

After individual team members completed their scores, these data were shared via a written summary

report (see **Appendix C** for the *SFSA Tool for Community-Based Programs— Knowledge of Parenting and Child Development Results*) highlighting the distribution of responses by team members for each item. Efforts were made through critical discussion and dialog to arrive at a consensus assessment for each item and indicator (if such was possible) so that a collective assessment could lead to a structured action plan to address any fidelity concerns and program needs. Although the specific process for moving toward consensus is not itemized in the tool protocols (it is left to the team), the lead evaluator suggested some processes and the team made initial decisions regarding how to proceed. Each question and associated items were reviewed as a collective and then as individual items. For many items established consensus and agreement was evident, especially for select items and questions identified as observed strengths of the LP Resource Center. These strengths were noted with expanded discussion (at times) highlighting examples of how strengths were manifested. Given the robustness of discussion and shared ideas, concentrated focus addressed those items where there was variation in the level and type of statement/item agreement (including by role of the respondent as a stratum) and /or the weighted mean score for a select item was below 4.0 (the threshold of agreement). If an item was identified as an area(s) of difference/variation of assessment, open discussion ensued to clarify the source and reasons of these differences and a collective decision was made regarding whether an action item was needed or should be considered. The team engaged in facilitated brainstorming to identify potential recommendations for action items. Although action items were identified (some more immediate than others) for select items/questions, any structured plan for action item implementation will follow the completion of all discussions related to self-assessment findings linked to each protective factor. However, if modifications to select supports and services (i.e., recommended action items) were feasible and could be made concurrent with the SFSA process, such would happen and be reported on in subsequent meetings.

The initial meeting of the LP SFSA Team took place on July 21, 2021. Following a review of the SFSA, associated process, and expected deliverables, the team decided to meet monthly over an extended timeframe through the fall months instead of other options, including multiple times over a more concentrated time frame. Communication with, between, and among individual team members could take place in-between meetings but all discussion and brainstorming activities would take place during in-person, web-based, or hybrid meetings. Due to variations in community spread of COVID-19 during this timeframe, the meeting format changed/varied in accordance with safety concerns and Partnership for Strong Families service and administrative pandemic protocols. Subsequent meetings that involved the discussion of Knowledge of Parenting and Child Development items took place on November 15, 2021. The dates and times of meeting were in accordance with preferred times and schedules of all team members and attendees.

The Library Partnership Strengthening Families Self-Assessment Team

As denoted earlier, a team of dedicated community ambassadors, LP RC staff, and collaborative partners worked together to engage in a comprehensive assessment of the supports and services provided by the LP RC in accordance with the CSSP's protective factors framework. The names and/or biographies of these team members are detailed below.

John Barli – Catholic Charities

John Barli came to Gainesville in 1974 to attend the University of Florida, after 38 years in the for-profit world, John made the jump to non- profits after serving on The Catholic Charities Gainesville Advisory Board. He is motivated every day by the opportunity to transform lives.

Tina Bushnell – Alachua County Library District, Library Partnership Branch

Tina Bushnell is originally from St. Petersburg, Florida and has been a Gainesville resident since 1985. She attended Santa Fe College and went on to receive a Bachelor of Arts in History and a Master of Arts in Mass Communication from University of Florida. She also holds a Master of Library and Information Science from Florida State University. Ms. Bushnell began working at the Alachua County Library District in 2011 and became the manager of the Library Partnership Branch in 2016. She is dedicated to collaborating with the resource center by providing complimentary services and programs to make the Library Partnership a "one stop shop" for the community. She enjoys spending time with her son and his family, who also live in Gainesville, but spends most of her time outside of work relaxing with her cats.

Kenydra Donalson – Community Ambassador

Denise Fanning – Catholic Charities

Denise Fanning is originally from Texas and has been in Gainesville since 2008. She is a Gator Grad, and Marine Veteran, with a bachelor's in psychology, and has been working in the nonprofit community since 2011. She joined the Catholic Charities family in November of 2020 and feels fortunate to be a part of an organization that truly embodies an ethos of providing compassionate services to the community.

Rebecca "Jazmen" Hightower – Community Ambassador and Community Advisory Council Member

Rebecca "Jazmen" Hightower was born in Philadelphia and has been a Florida resident since 2008 after moving here from South Carolina. She is the proud mother of three adult sons and one adult daughter who graduated from Santa Fe College. Ms. Jazmen is also a graduate of the Catholic Charities Bridges to Prosperity Class of 2012. This is where she learned the importance of being involved in her community. She has since served as an active member of the Gainesville Housing Authority Board from 2014 – 2018 and the Catholic Charities Board from 2018 – present. Ms. Jazmen has also been a key member of the Library Partnership Resource Center Community Advisory Council since 2019 and now brings her experience and enthusiasm to the Strengthening Families Self-Assessment Team. She believes strongly

in taking an active role with community organizations and encourages others to do the same so they can help steer. She thanks God that she is able to be a help to her community.

LaToya Jennings-Lopez – Community Partnership School at Howard Bishop Middle School

Cherie Kelly – LP RC Staff (Resource Center Manager)

Cherie holds a Master's in Clinical Psychology and Bachelor's in Psychology from the University of Louisville. She is certified in the Standards of Quality for Family Strengthening and Support and the WhyTry Youth Resiliency Program. In 2009, Cherie joined Partnership for Strong Families (PSF) as part of their Family Team Conferencing program. Since 2013, Cherie has worked with PSF's Resource Centers, and has served as the Library Partnership Resource Center Manager for 5 years. Cherie has helped create programs designed to build family protective factors, including homework help, enrichment programs, a re-entry conference and job fair, and a Parent and Community Advisory Council. Cherie builds community collaborations by connecting with other non-profits, faith-based organizations, businesses, government, and schools, while also building a system of case management and supports for families. Cherie most enjoys grant writing, developing equitable, community-based programs and services by connecting with families to understand their needs and building meaningful relationships with children who participate in programs. Cherie serves on the Race Equity Workgroup at PSF, University of Florida's Workforce Development Committee, and the Community Partnership School Leadership Council.

Sarah Livingstone – LP RC Staff (Family Support Facilitator)

Ms. Sarah Livingstone grew up in Montclair, New Jersey, a diverse, arts focused town. She attended and graduated from Santa Fe College, with an associate degree in Early Education, and then obtained a bachelor's degree in Family, Youth, and Community Sciences from the University of Florida. After this schooling, Sarah moved back to New Jersey and continued her education, graduating from Rutgers University, with a master's in social work. She holds a licensure of social work in the state of New Jersey. Sarah is currently employed with Partnership for Strong Families. There, in her role as Family Support Facilitator, for the Library Partnership Resource Center, she works in tandem with all levels of stakeholders on behalf of families in the Northeast side of Gainesville, Florida. Sarah is an author and an owner of ARE U Motivated LLC. She coordinates and facilitates mental health discussions in the community. Sarah is a member of the Child Protection Task Force, based in Gainesville, FL. She is the middle child and very close to her family members. Her mother and father attended the University of Florida, as well, her mother graduating from the nursing program, and her father, the chemical engineering program. Sarah involves herself in activity groups in the community and prioritizes self-care. Sarah appreciates that the Library Partnership Resource Center (LPRC) is available to the public, without regard to a person's demographics, income, and/or plight in life. It is a non-discriminatory environment and reparative in nature. With a strengths-based approach, LPRC

focuses on infusing and enhancing protective factors in the lives of the patrons served. Sarah finds joy in being a part of the Strengthening Families Self-Assessment Team. She believes that the existence of the team not only encourages communication between the community members, researchers, and the resource centers, but the functioning of the team creates cohesion within the resource centers; awareness of gaps in services; room for adjustment and solutions, and responsiveness to all families, family members, and community members.

Nipapat McDow – Community Ambassador

Sharon Walters – Community Ambassador

Staci White – Community Partnership School at Howard Bishop Middle School

Staci White is from Gainesville, Florida. She holds a bachelor's degree in English with a minor in African American Studies and earned her master's degree in Educational Leadership and Administration. After teaching with Alachua County Public Schools, Ms. White joined the Children's Home Society of Florida in her current role at Howard Bishop Middle School in 2020. She is passionate about providing resources for all families and communities.

Although not formally members of the LP SFSA Team, Robin Perry (Lead Evaluator), Elizabeth Snow (Community Research Coordinator for the LP Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the LP SFSA Team meetings and served as key supports for team processes. Robin Perry provided initial training and overview of the Center for the Study of Social Policy's SFSA Tool for Community-Based Programs and associated processes for review of findings and development of an action plan and recommendations by the team. Robin Perry was the lead facilitator of select group meetings; summarizing findings generated from the self-assessment tool/survey, asking questions, and clarifying team members' views as they discussed survey results with the goal of moving toward a consensus of perspective related to select survey questions and recommended action items for the LP Resource Center. Elizabeth Snow is the Community Research Coordinator for the LP Resource Center and a principal on-site contact for Team members. Ms. Snow maintained regular contact with team members and distributed meeting materials; aided with facilitation of group processes, and (along with Robin Perry) took detailed notes of comments and discussion items. Ms. Spoliansky served as an information support and assisted in answering any questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the LP Resource Center. It is important to note that the role of the above three individuals was seen as supportive in nature. An empowerment perspective was adopted, as a team they would decide the meeting schedule and facilitation process with all members assuming equal status as knowledge experts with respect to community needs and the role, value, functioning, and responsiveness of the LP Resource Center to community need related to supporting families through the promotion of parental resilience. There was no effort by those in supportive roles to censure conversation and discussion points; efforts were made

as feedback was regularly sought regarding facilitation processes and preferences of group members for these processes. All notes were converted into minutes that were distributed to team members for their review, edits, and approval. Feedback and recommended edits to documented discussion items and decisions could be provided within scheduled meetings (the team decided on monthly two-hour meetings) or in dialog/e-mails to Robin Perry and/or Elizabeth Snow in-between meetings (which would then be discussed with all team members at the next in-person or virtual meeting).

Strengthening Families Self-Assessment (SFSA) Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Knowledge of Parenting and Child Development

The following is a summary of key findings and recommendations by the SFSA Team for items associated with promoting knowledge of parenting and child development. For a more detailed profile of all responses, please see **Appendix C** for the *SFSA Tool for Community-Based Programs—Knowledge of Parenting and Child Development Results;* distributed to all Team members as a starting point for discussion and brainstorming activities. For the purposes of this summary, findings are presented in accordance with the broader questions and sets of items the tool was structured to answer. Each summary is followed by an itemization of key discussion points and any identified action items for which there was consensus among team members.

> **How Does Library Partnership Resource Center Model Developmentally Appropriate Interactions with Children?** (Items 3.1.1 through 3.4.7)

Table 1 (see below) provides a detailed summary of the individual items associated with measuring how the staff at the LP Resource Center (LPRC) model developmentally appropriate interactions with children and the average team score (weighted) for each item. Ratings for each item were scored as follows: Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, and Strongly Disagree=1. The weighted average score for each item reflects the average score across all team members, excluding any Not Applicable responses. There were no SFSA tool items in this section that a majority of team members found to be not applicable. At most, there were three team members who found 1 item (Item 3.2.2) to be not applicable (see Appendix C). The Team Scores are color coded by where green represents a team consensus of Strongly Agree and Agree, yellow represents scores in the Neither Agree nor Disagree range, and red represents a level of Disagreement (either Disagree or Strongly Disagree). Findings in Table 1 demonstrate team consensus of agreement (reaching an average threshold score of 4.0 or higher) for 11 of the 14 items (78.6%) measuring how LPRC models developmentally appropriate interactions with children. There was a team score representing consensus of neither agree nor disagree for 3 items (Items 3.1.4, 3.4.5, and 3.4.7) and no items for which there was a consensus of disagreement.

There was general agreement among SFSA team members that supporting parents with parenting and child development is a focus and priority of the LPRC. LPRC staff primarily address this protective factor by modeling appropriate interactions, creating a comfortable environment for parents and their children, and making referrals for parenting support based on individual family needs. Average team scores reflected consensus agreement for the following items:

3.1 Staff demonstrate a strong understanding of child development:

3.1.1 Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.

3.1.2 Staff understand and can explain the development arc for young children.

3.1.3 Staff can explain to parents how various activities and interactions support their child's development.

3.2 Staff work collaboratively with parents to coordinate support for children's development:

3.2.1 Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.

3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.

3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.

3.4 When staff talk with parents about discipline, they:

3.4.1 Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.

3.4.2 Provide information on age- appropriate positive discipline techniques and reasonable expectations.

3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.

3.4.4 Encourage parents to discuss behavior challenges they may have at home.

3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.

There was general agreement among SFSA team members that supporting parents with parenting and child development is a focus and priority of the LPRC. LPRC staff primarily address this protective factor by modeling appropriate interactions, creating a comfortable environment for parents and their children, and making referrals for parenting support based on individual family needs.

The three items with average team scores within the neither agree nor disagree range were:

3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.

3.4.5 Connect parents to other parents who can share or model positive parenting approaches

3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.

Collectively the above findings suggest that LPRC staff demonstrate a strong understanding of child development as manifested in their actions and communications with parents and their children. Further, interactions with parents are of a collaborative nature in order to coordinate support needed for their children. The lack of consensus agreement with item 3.1.4 may have been a by-product of limited knowledge some members reported they had regarding the types of training received by staff.. Those team members who are staff shared that LPRC staff participate in child development trainings as necessary and learn best practices from skilled community partners (including the Child Advocacy Center and Village Counseling Center on topics such as trauma-informed care and social and emotional development and competence of children). It was also noted that many trainings provided internally by Partnership for Strong Families cover topics more relevant to formal child welfare workers such as legal updates and case planning.

> *…findings suggest that LPRC staff demonstrate a strong understanding of child development as manifested in their actions and communications with parents and their children…interactions with parents are of a collaborative nature in order to coordinate support needed for their children.*

As denoted above and in Table 1, physical discipline is not allowed at LPRC. The means and mechanisms by which staff interact with parents regarding age-appropriate discipline techniques and alternative ways of managing children's behaviors are favorable and supportive while recognizing different parental and cultural approaches (see Items 3.4.2 through 3.4.4, and 3.4.6). The team did not specifically discuss items 3.4.5 or 3.4.7, however related topics were discussed when reviewing results related to the Parental Resilience protective factor, including the development of action items to "continue involvement of peer mentors in future LPRC programs and events" (p. 23) and to "continue with current efforts to expand LP RC's ability to provide services and information in other languages" (Perry et al., 2021, p. 17).[2]

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[2] Perry, R., Snow, E. Barli, J., Bushnell, T., Donalson, K., Fanning, D., Hightower, R., Jennings-Lopez, L., Kelly, C., Livingstone, S., McDow, N., Spoliansky, T., Walters, S., & White, S. (2021). *The Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (SFSA) Team's Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Parental Resilience.* Tallahassee: Institute for Child and Family Services Research.

Table 1: How Does Library Partnership Resource Center Model Developmentally Appropriate Interactions with Children?	Team Score (Weighted Average)
3.1 Staff demonstrate a strong understanding of child development:	
3.1.1 Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.	4.71
3.1.2 Staff understand and can explain the development arc for young children.	4.00
3.1.3 Staff can explain to parents how various activities and interactions support their child's d	4.25
3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.	3.63
3.2 Staff work collaboratively with parents to coordinate support for children's development:	
3.2.1 Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.	4.57
3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.	4.20
3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.	4.57
3.4 When staff talk with parents about discipline, they:	
3.4.1 Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.	4.00
3.4.2 Provide information on age- appropriate positive discipline techniques and reasonable expectations.	4.29
3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.	4.29
3.4.4 Encourage parents to discuss behavior challenges they may have at home.	4.29
3.4.5 Connect parents to other parents who can share or model positive parenting approaches.	3.29
3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.	4.29
3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.	3.17

How Does Library Partnership Resource Center Provide Information and Resources on Parenting and Child Development? (Items 3.5 through 3.13)

Table 2 provides a summary of the items associated with measuring how the LPRC provides families with information and resources on parenting and child development and the average team score for each. The weighted average score for each item reflects the average score across all team members, excluding any Not Applicable responses. There were no SFSA tool items in this section that a majority of team members found to be not applicable, although there were 3 team members who found 1 item (Item 3.9.5) to be not applicable (see Appendix C). The team scores shown in Table 2 demonstrate a consensus of agreement for 23 of the 30 items (76.7%) relating to how LPRC provides information and resources on parenting and child development. For the remaining 7 items, there was a team score representing consensus of neither agree nor disagree and no items for which there was a consensus of disagreement.

For items 3.6 through 3.6.9, team scores for 8 of the 9 items reflected consensus agreement. However, 2 team members rated each item as not applicable and 1-3 team members responded with neither agree nor disagree, which prompted discussion among the SFSA team. Those items for which there was consensus agreement (for 3.6) included the following:

3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:

    3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.

    3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.

    3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).

    3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.

    3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.

    3.6.7 Child care is offered while parents are in classes.

    3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.

    3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.

Some team members expressed that the above items were not applicable as parenting classes and parenting groups are not currently being offered at LPRC. Team members who expressed agreement with these items noted that parenting classes were offered onsite in the past and that LPRC staff frequently refer patrons to partner organizations that do currently offer formal parenting education. These organizations include Catholic Charities, Meridian Behavioral Health, Healthy Families, Healthy Start, the HIPPY program (Home Instruction for Parents of Preschool Youngsters), the SNAP program (Stop Now and Plan) through CDS Family and Behavioral Health Services, and the Alachua County School Board mentoring program for parents.

Staff team members highlighted that many of the referral partners listed above have more capacity than the LPRC for providing home visits and individualized services related to parenting and child development; thus, reliance on "outsourcing" to these supports is done "quite often." The SFSA team felt that providing parenting education services through direct referrals to appropriate community partners currently works well. Here, the strong collaborative partnerships that LPRC maintains are a valuable resource for providing meaningful information on parenting and child development for patrons/parents in the community. This observation is corroborated by other findings (see Table 2) and consensus agreements that the following happens:

3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:

    3.10.1 Parent education groups (including fatherhood groups).

    3.10.2 Counseling.

    3.10.3 Support groups.

    3.10.4 Mentors/coaches.

3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example:

- Different parenting styles of mothers and fathers and the strengths of each
- Needs and concerns of first-time parents
- Needs of parents who are parenting a child with a disability
- Noncustodial parents
- Nontraditional caregivers (e.g., grandparents, foster parents)"

In sum, findings suggest that the specific parenting classes offered/facilitated onsite in the past, and/or those classes and supports parents are currently referred to by LPRC, provide content in a variety of formats that reflects best practices in a manner that is targeted (to specific issues, child characteristics/issues, and parenting needs), friendly, supportive, and engaging. In addition to the favorable review of past provision and current facilitation or referral for the receipt of formal supports and resources to enhance parenting and child development knowledge, the team acknowledged the timely and proactive efforts of LPRC staff to engage with parents on parenting and child development issues as opportunities are presented onsite. Here, there was consensus agreement on the following items:

3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when:

3.12.1 Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).

3.12.2 A parent appears to be frustrated or stressed and in need of support.

3.12.3 A parent appears to be having difficulty relating to or communicating with their child.

No action item was recommended for items represented in Table 2, and the team noted that if parents begin to express interest in onsite classes, LPRC could revisit providing parenting classes internally.

Item 3.13, regarding serving expecting families and new mothers and fathers, was viewed as a strength of the LPRC by team members. LPRC serves expecting and new parents by providing concrete supports such as diapers, infant care products, and furniture/carriers/strollers (when available). The center also prominently displays brochures and pamphlets with information about prenatal health, safe sleep, and community resources for expecting families. For additional prenatal, birth, and newborn education, LPRC staff often refer expectant and new parents to Alachua County where staff at their coordinated intake can direct people to the most appropriate program (such as Healthy Start or Healthy Families). LPRC maintains a collaborative relationship with a specific contact person within these programs which allows them to make a more direct referral or "warm hand-off" when needed.

Table 2: How Does Library Partnership Resource Center Provide Information and Resources on Parenting and Child Development?	Team Score (Weighted Average)
3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.	4.00
3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:	
3.6.1 Parents go through a series of classes as a group – with other forms of contact between classes to maintain their engagement.	3.83
3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.	4.00
3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.	4.17
3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).	4.33
3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.	4.33
3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.	4.57
3.6.7 Child care is offered while parents are in classes.	4.17
3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.	4.14
3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.	4.14
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.	3.63
3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:	
3.8.1 Are available in the language spoken by program families.	3.88
3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.	4.13
3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.	4.00
3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:	
3.9.1 Books and videos in a resource library.	4.22
3.9.2 Parenting classes.	4.43
3.9.3 Support groups.	3.67
3.9.4 Regular postings on bulletin boards in public spaces.	4.50
3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.	3.80
3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.	4.38
3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:	
3.10.1 Parent education groups (including fatherhood groups).	4.00
3.10.2 Counseling.	4.38
3.10.3 Support groups.	4.25
3.10.4 Mentors/coaches.	4.25
3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented the community.	3.88
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: •Different parenting styles of mothers and fathers and the strengths of each •Needs and concerns of first time parents　　　　　　　•Noncustodial parents •Needs of parents who are parenting a child with a disability　　•Nontraditional caregivers (e.g., grandparents, foster parents)	4.17
3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when:	
3.12.1 Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).	4.50
3.12.2 A parent appears to be frustrated or stressed and in need of support.	4.25
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.	4.29
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: •Prenatal and infant health and development　　　• The developing role of first time parents (including adolescent parents, if appropriate) •The birth process and what to expect　　　　　• Planning for the child's needs after birth (e.g, car seats, cribs). •The needs of postnatal women and their families	4.50

How Does Library Partnership Resource Center Encourage Parents to Observe, Ask Questions, Explore Parenting Issues and Try Out New Strategies? (Items 3.14.1 through 3.15.7)

Table 3 highlights items associated with measuring how the LPRC encourages parents to observe, ask questions, explore parenting issues, and try out new strategies. For items 3.14 through 3.14.7, related to opportunities for parent led discussions, the average weighted team scores for 6 of 7 items fell within the neither agree nor disagree range. These items were as follows:

3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:
> 3.14.1 Cultural/ethnic expectations and practices about parenting.
> 3.14.2 Different parenting practices.
> 3.14.3 Parent/child relationships.
> 3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).
> 3.14.5 Being especially supportive at the time that special needs are initially identified.
> 3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.

Items 3.14.5 and 3.14.7 are replicated (as 3.15.5 and 3.15.7, respectively)—with similar consensus neither agree nor disagree ratings—as items affiliated with "3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:" (see below and Table 3).

Team members discussed how efforts to develop parent-led groups have been challenging in the past due to lack of engagement and attendance. A community partner team member noted a monthly mutual support program called Circle of Parents (an initiative of the Ounce of Prevention Fund of Florida) that meets at the Millhopper Library Branch. This program has similarly struggled with low attendance. One community ambassador team member expressed it would be nice to get more parents involved in parent-led groups to discuss parenting and children, but that this would only be effective with a larger group of parents, "not just one or two." Team members agreed that an assessment of interest would be necessary before trying to implement future parent-led groups and recommended the following action item:

> **Action Item #1: Future Parent and Community Advisory Council could poll parents to assess if there is an interest in parent-led discussion and support groups, and if not, assess what the barriers or reasons for a lack of interest may be.**

For items 3.15 through 3.15.7, the following 4 items had team scores demonstrating a consensus of agreement:

3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:

   3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.

   3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.

   3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.

   3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.

The remaining 3 items scored within the neither agree nor disagree range:

   3.15.1 Regularly checking in with parents about parenting issues.

   3.15.5 Being especially supportive at the time that special needs are initially identified.

   3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.

Team discussion centered around how LPRC addresses child and parent needs either onsite or by referral depending on the individual situation. Families with children with special needs are sometimes supported fully onsite and sometimes are referred to other agencies as appropriate. One staff team member provided the following example: If a child needs an IEP or 504 for accommodations at school, LPRC staff will work directly with parents to call the school and will coach parents on how to advocate for their child; whereas if a child with a developmental difference needed a specific therapy or service, staff would connect the family with a provider.

One community partner utilized by LPRC is the Early Steps program, an early intervention system offered through the Florida Dept. of Health. Early Steps supports families with children ages 0-5 with developmental disabilities or delays (including speech and language delays)[3]. Like other types of parenting support previously discussed, SFSA team members felt that LPRC's individualized approach to supporting families with children with special needs, both internally and through community partnerships, currently works well and no action items were recommended at this time.

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[3] For more information regarding the Florida Early Steps program, see: https://www.floridahealth.gov/programs-and-services/childrens-health/early-steps/index.html

Table 3: How Does Library Partnership Resource Center Encourage Parents to Observe, Ask Questions, Explore Parenting Issues and Try Out New Strategies?	Team Score (Weighted Average)
3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:	
3.14.1 Cultural/ethnic expectations and practices about parenting.	3.43
3.14.2 Different parenting practices.	3.43
3.14.3 Parent/child relationships.	3.71
3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).	3.71
3.14.5 Being especially supportive at the time that special needs are initially identified.	3.71
3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	4.00
3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	3.86
3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:	
3.15.1 Regularly checking in with parents about parenting issues.	3.50
3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.	4.50
3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.	4.25
3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.	4.00
3.15.5 Being especially supportive at the time that special needs are initially identified.	3.88
3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	4.38
3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	3.88

How Does Library Partnership Resource Center Address Parenting Issues from a Strength-Based Perspective? (Items 3.16.1 through 3.18.4)

Table 4 highlights the team's level of agreement with items measuring how the LPRC addresses parenting issues from a strength-based perspective. The team scores shown in Table 4 demonstrate a consensus of agreement for 11 of the 12 items (91.7%), with 1 item scoring in the neither agree nor disagree range. There were no items for which there was a consensus of disagreement.

As with other parenting services, LPRC aims to avoid duplicating efforts and primarily leans on strong community partnerships for home visiting services. Some of these partners that provide home visits include Healthy Start, Healthy Families, and the HIPPY program (Home Instruction for Parents of Preschool Youngsters). Community ambassador and community partner SFSA team members highlighted those intentional collaborative partnerships as a strength of the LPRC. There was also agreement among community ambassadors that part of why referrals to partner organizations work is because parents in the community view LPRC staff as a trusted, non-judgmental, and reliable source of getting connected to other resources. Particular note is made of the consensus agreement among team members with respect to the following items:

3.17 Staff reinforce positive parent-child interactions by:

3.17.1 Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.

3.17.2 Sharing something positive with parents about their children's behavior and development.

3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:

3.18.1 Asking open-ended questions to understand the behavior from the parent's perspective.

3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.

3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.

3.18.4 Connecting parents to resources and supports that may help to address parenting issues.

Findings related to 3.17 and 3.18 reinforce positive attributes associated with LPRC staff as such relates to their ability to engage in a professionally supportive manner with parents and their children. Here, interactions with parents (related to parent-child interactions and child development matters) are reinforcing and strength-based. There are proactive efforts to engage in a respective manner with parents regarding shared concerns regarding their child's behavior and needs, while recognizing parent's efforts along with their need for supports and resources in select contexts/situations.

Table 4: How Does Library Partnership Resource Center Address Parenting Issues From a Strength-Based Perspective?	Team Score (Weighted Average)
3.16 Home visitors share their observations of children with parents to help the parents recognize:	
3.16.1 Their children's unique assets, temperament, personality, communication styles and behavioral cues.	4.17
3.16.2 Their children's growth and development patterns.	3.67
3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.	4.17
3.16.4 Their children's independence and abilities.	4.00
3.16.5 Activities families can use to enhance their children's skills and development.	4.00
3.16.6 Signals that development may not be on track.	4.00
3.17 Staff reinforce positive parent-child interactions by:	
3.17.1 Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.	4.25
3.17.2 Sharing something positive with parents about their children's behavior and development.	4.38
3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:	
3.18.1 Asking open-ended questions to understand the behavior from the parent's perspective.	4.57
3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.	4.14
3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.	4.13
3.18.4 Connecting parents to resources and supports that may help to address parenting issues.	4.38

Fidelity of Knowledge of Parenting and Child Development Services and Supports to CSSP Protective Factor

As denoted earlier, the SFSA Team identified the weighted average team score as the consensus measure for each item associated with the Knowledge of Parenting and Child Development assessment questions. Following the development of a consensus rating, individual item scores were converted —in keeping with Harnar and Tarr, (n.d.) and Tarr, Harnar, & Ahsan (2014)[4] method recommendations—to binary/dichotomous scores where 1=Agree and Strongly Agree, and 0=Disagree, Strongly Disagree, Neither Agree or Disagree, and Not Applicable. Within the Tables denoted in this report, any green shaded cells (Agree and Strongly Agree) reflect a score of 1 and any yellow (Neither Agree or Disagree), red (Disagree and Strongly Disagree), or no shade (Not Applicable) reflects a score of 0 (zero). These scores were summed for the Knowledge of Parenting and Child Development Protective Factor where scores <50% of the total score possible represent low fidelity, 50-74% represent moderate fidelity, and >75% possible scores represent high fidelity. The aggregate fidelity score from all tabled findings is 40 (of a possible score of 70) or 57%, suggesting that the services and supports associated with the Knowledge of Parenting and Child Development were implemented with <u>moderate fidelity</u> to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

The aggregate fidelity score from all tabled findings is 40 (of a possible score of 70) or 57%, suggesting that the services and supports associated with the Knowledge of Parenting and Child Development were implemented with <u>moderate fidelity</u> to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

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[4] Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

Tarr, J., Harnar, M. A., & Ahsan, N. (2014). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Unpublished whitepaper presented at the National Association for the Education of Young Children's annual conference in Dallas, TX.

Appendix A

STRENGTHENING FAMILIES SELF-ASSESSMENT TOOL FOR COMMUNITY-BASED PROGRAMS

ABOUT THE SELF-ASSESSMENT

The Program Self-Assessment helps programs determine how well they are implementing strategies to strengthen families. The Self-Assessment is based on findings from a national study that identified exemplary programs across the country. It allows all programs to compare their practices with those of the exemplary programs and identify areas for improvement. The Self-Assessment outlines how the protective factors can be supported through small but significant changes in program practice. It is written for programs committed to working with and supporting the families they serve. Versions of the Self-Assessment are available for:

- Center-based early care and education programs
- Family child care settings
- Home visiting programs
- Community-based programs such as family resource centers

While there is significant overlap across these different versions, each also contains unique strategies specific to each setting.

The Program Self-Assessment materials in this document are applicable to community-based programs serving children and families. The concrete actions described in the self-assessment can be carried out in a variety of settings such as family support and parenting education programs, health care settings, community centers and others. The strategies described can be implemented without creating new staff positions, making significant changes to existing facilities or raising additional financial resources.

ORGANIZATION

The Self-Assessment outlines practices used by exemplary programs to support families, organized around five protective factors:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

Each section starts with a brief description of the protective factor and core strategies for building that protective factor. Self-Assessment items are organized under each of these core strategies. In this version of the Self-Assessment there is also a special section about Responding to Possible Child Abuse or Neglect.

COMPLETING THE SELF-ASSESSMENT

While the Self-Assessment forms may appear long at first glance, most sections have fewer than ten items. To make the process easier, the forms address specific practices; thus, multiple practice examples often appear under a single strategy. While the time it takes to complete the Self-Assessment will vary from program to program and from form to form, on average, each form can be completed in approximately 90 minutes.

CSSP strongly recommends that programs create a Self-Assessment team that represents a number of different perspectives at your program, including:

- Administrative staff and/or program director
- Direct service staff
- Parents who participate in the program (or whose children participate in the program)

Including a diverse group of participants in the Self-Assessment evaluation process allows programs to benefit from a large variety of viewpoints and perspectives. Once a team has been identified, the process begins by following the steps outlined below.

First, each member of the team should fill out the Self-Assessment forms individually.

Next, the team should convene to share and compare assessments. Teams should use this time to discuss rating results that differ among various team members, giving each person an opportunity to describe why they rated the practice the way they did and—if appropriate—to provide an example. Once everyone has had a chance to speak, all team members should be given an opportunity to re-rate the practice. It is not necessary for the entire team to come to consensus on every practice, but it is important that all team members come to understand each other's perspectives and that a final decision is made on how to rate the item based on broad input.

The consensus version of the Self-Assessment can be entered online at www.mosaic-network.com/gemslive/cssp/. Completing the Self-Assessment online allows the program to print reports showing strengths and areas to focus on improvement, as well as to link to parent and staff surveys.

CREATING AN ACTION PLAN

Once all team members have re-rated the practices, the team should identify areas where the program scored highly. Next, the team should create a sustainability plan to keep these areas strong. In developing a sustainability plan for each successful area, teams should be sure to specify:

- Key reasons for success in the area
- What needs to be done to ensure continued strength in the area
- Who will be responsible for maintaining successful outcomes in the area

Next, the team should highlight practice areas that a majority of the team rated poorly. While we encourage programs to work on each of these areas eventually, the team can begin by deciding whether each poorly rated practice should be addressed (1) immediately, (2) over time, or (3) not at all. Again, teams should allow time for discussion and

reevaluation if/when team members disagree on practice ratings. When a majority of team members identify items that should be addressed immediately, teams should brainstorm plans to improve associated area outcomes. Teams should be sure to specify:

- The expected results
- All required resources (including staff hour costs)
- A timeline for achieving the desired results
- Who is responsible for each action step
- Check-in points for monitoring implementation progress
- How and when longer term action steps will be addressed/implemented

PARENTAL RESILIENCE

Being a parent can be a very rewarding and joyful experience. But being a parent can also come with its share of stress. Parental resilience is the process of calling forth one's inner strength to proactively manage stress, meet personal/family challenges and be able to function well. Parental resilience includes the ability to provide nurturing and supportive care to one's child, even when faced with challenges, adversity or trauma. Programs can provide a variety of resources for families to help build and support parental resilience—all with low or no-cost to the program. For example, programs can:

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, ethnicity, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build parents' decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

When supported by program policies, staff can employ these concrete Everyday Actions to help families reduce personal/parental stress and gain confidence in their ability to overcome challenges.

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.							
1.2 The program has multiple avenues for regular communication with families.	**1.2.1** The program provides an orientation for families about the program philosophy, goals and objectives.						
	1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.						
	1.2.3 Staff regularly ask parents about their observations of their child.						
1.3 All family members are made to feel welcome:	**1.3.1** Someone is available to greet families when they come in.						
	1.3.2 Staff are respectful even when family visits are unexpected.						

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.4 Staff develop mutually respectful relationships with all family members by:	**1.4.1** Taking time to get to know family members individually, by name.							
	1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.							
	1.4.3 Regularly inquiring about what is happening in their lives.							
	1.4.4 Providing emotional support and encouragement.							
	1.4.5 Sharing appropriate information about themselves.							
	1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.							
	1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.							
	1.4.8 Using intake forms, applications and surveys that are gender-neutral.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.5 Staff show that they value fathers and are sensitive to their unique needs by:	**1.5.1** Taking part in periodic training on understanding and appreciating fathers' needs and parenting.							
	1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.							
	1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.							
	1.5.4 Providing peer activities or services that are man-to-man, father-to-father.							
	1.5.5 Engaging male participants to greet other men at program activities.							
	1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.							
	1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.							
	1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.							
	1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs honor each family's race, language, culture, history and approach to parenting?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.6 Program staff ensure that all families, regardless of family structure; socio-economic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.	**1.6.1** Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.							
	1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.							
	1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.							
	1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.							
	1.6.5 The program displays diverse families and family structures in books, posters and program materials.							
1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:	**1.7.1** Translated, whenever possible, into the language(s) spoken by all families in the community served.							
	1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.							
	1.7.3 Designed or selected to reflect the culture(s) of the community served.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:	**1.8.1** Inviting partner organizations to provide workshops for staff on working with diverse families.							
	1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.							
	1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.							
1.9 The program seeks to reflect the community and families it serves by:	**1.9.1** Building a staff that reflects the community and families served.							
	1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.							
	1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.							
	1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society—even if the program's community is mono-lingual, mono-ethnic or mono-cultural.							
1.10 The program supports participating immigrant and refugee families by:	**1.10.1** Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.							
	1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness or missed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior							
1.12 The program provides regular opportunities for parents to relieve stress through: **1.12.1** Linking parents to organized support groups.							
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.							
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.							
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.							
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:	**1.13.1** Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately.							
	1.13.2 Supporting families' immediate and long-term plans.							
	1.13.3 Talking to families about difficult issues and helping them access additional help.							
	1.13.4 Maintaining confidentiality.							
	1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.							
	1.13.6 Understanding trauma and its impact on children and how staff can help.							
	1.13.7 Other community agencies providing specialized services to families and children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.14 Staff receive program support when working with families under stress through:	**1.14.1** Acknowledgement and support for their efforts from supervisors and administrators.							
	1.14.2 Opportunities to process their own emotional reactions with appropriate support.							
	1.14.3 Access to a mental health consultant.							
	1.14.4 Time off if needed.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.15 Staff reinforce parental authority by:	**1.15.1** Respecting parents' directions and/or decisions about their children.							
	1.15.2 Learning about parents' expectations and limits for their children.							
	1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.							
	1.15.4 Understanding the parenting and child behavior norms of the parent's culture.							
	1.15.5 Being careful not to contradict a parent in front of his or her child or other children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.16 Parents are engaged as partners in developmental screenings or assessments of their child:	**1.16.1** All staff are trained in the program's confidentiality policy regarding screening and results.							
	1.16.2 Parents are informed about the confidentiality policy and what it means to them.							
	1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.							
	1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.							
	1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.							
	1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.							
	1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.							
1.17 Parents and staff develop family plans together that:	**1.17.1** Identify the family's assets, interests, skills, needs and goals for themselves and their children.							
	1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.							
	1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.							
	1.17.4 Are updated regularly.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.18 The program supports a parent's personal education and career goals by:	**1.18.1** Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).							
	1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.							
	1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.							
	1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.							
	1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.							
1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:	**1.19.1** Providing opportunities for families to volunteer and contribute to the program.							
	1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles.							
	1.19.3 Asking families for regular input on programmatic decisions.							
	1.19.4 Asking families for input into staff hiring and training.							
	1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.20 The program promotes participation in activities by:	**1.20.1** Addressing topics, issues and skills that families identify as important to them.							
	1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).							
	1.20.3 Providing child care during trainings or workshops.							
	1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.							
1.21 The program helps to support the continued development of parent leaders by supporting:	**1.21.1** Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents.							
	1.21.2 Leadership development trainings and mentoring activities.							
	1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).							
1.22 The program helps to support parents' opportunities for leadership in community change by:	**1.22.1** Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.							
	1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.							
	1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.							
	1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs help parents understand how to buffer their child during stressful times?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.23 Staff receive training on talking with parents about helping children in times of family crisis.							
1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times							
1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.							

SOCIAL CONNECTIONS

People need people. Parents need people who care about them and their children; who can be good listeners; who they can turn to for well-informed advice, hope and encouragement; and who they can call on for help in solving problems. Parents' supportive social connections—that is, high quality relationships with family members, friends, neighbors, co-workers, community members and service providers—help buffer parents from stressors. Good social connections also support nurturing parenting behaviors that promote secure attachments in young children. Programs can provide opportunities for parents to create and strengthen positive social connections. Programs should:

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.1 Families have access to a comfortable space where they can meet informally							
2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another: — **2.2.1** Formally, through parent support groups (including those with both broad and narrow focuses).							
2.2.2 Through parent mentoring and matching for one-on-one support.							
2.2.3 Informally, by introducing parents to one another.							

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/hosting:	**2.3.1** Regularly scheduled parent-child activities such as Play and Learn groups.							
	2.3.2 Periodic events like coffee breaks and breakfasts.							
	2.3.3 Celebrations, graduations and holidays.							
	2.3.4 Field trips and community events.							
	2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.							
	2.3.6 Affordable family activities.							
	2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.							
	2.3.8 Social media groups or web pages where parents can get program information and interact with one another.							
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.								
2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:	**2.6.1** Calling, sending notes or making home visits inviting them to program activities.							
	2.6.2 Connecting with them on social media platforms through program pages or groups.							
	2.6.3 Offering support with transportation, child care or other barriers to participation.							
	2.6.4 Making special efforts to connect them with other families who share similar interests.							
	2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.							
	2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.							
2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs create an inclusive environment?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.8 The program and its staff model positive social skills and community building by:	**2.8.1** Welcoming all families.							
	2.8.2 Inviting all families to program parties or social events.							
	2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.							
	2.8.4 Helping to resolve conflicts among participants.							
	2.8.5 Promoting families' understandings of different cultures and backgrounds.							
	2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.							
2.9 The program helps staff learn how to reduce stereotyping and bias by:	**2.9.1** Modeling inclusive behavior among the staff.							
	2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).							
	2.9.3 Providing training and support for helping families and children resolve conflicts effectively.							
	2.9.4 Intervening appropriately to counteract prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).							
	2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.							
	2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.							
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs facilitate mutual support?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).							
2.12 There is time built in to program activities for parents to network and share with each other.							
2.13 Parent-organized social/educational events and activities are encouraged and supported by: **2.13.1** Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).							
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.							
2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).							
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.							
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.							
2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).							
2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Mounting scientific evidence points to the critical importance of early childhood as the period in which children's foundations for cognitive, language, social, emotional and moral development are established. While no parent knows everything about children, all parents can benefit from increasing their knowledge of parenting best practices. Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase. Programs can help parents increase their knowledge of parenting and child development. Programs should:

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

Program staff can help parents gain a high level of expertise about child development and parenting. It is crucial that staff provide information in multiple ways and at times that parents really need it and will put it into practice.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.1 Staff demonstrate a strong understanding of child development:	**3.1.1** Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.							
	3.1.2 Staff understand and can explain the development arc for young children.							
	3.1.3 Staff can explain to parents how various activities and interactions support their child's development.							
	3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.							
3.2 Staff work collaboratively with parents to coordinate support for children's development:	**3.2.1** Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.							
	3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.							
3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.4 When staff talk with parents about discipline, they:	**3.4.1** Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.							
	3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.							
	3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.							
	3.4.4 Encourage parents to discuss behavior challenges they may have at home.							
	3.4.5 Connect parents to other parents who can share or model positive parenting approaches.							
	3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.							
	3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.								
3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:	**3.6.1** Parents go through a series of classes as a group – with other forms of contact between classes to maintain their engagement.							
	3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.							
	3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.							
	3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).							
	3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.							
	3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.							
	3.6.7 Child care is offered while parents are in classes.							
	3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.							
	3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.							
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:	**3.8.1** Are available in the language spoken by program families.							
	3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.							
	3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.							
3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:	**3.9.1** Books and videos in a resource library.							
	3.9.2 Parenting classes.							
	3.9.3 Support groups.							
	3.9.4 Regular postings on bulletin boards in public spaces.							
	3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.							
	3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.							
3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:	**3.10.1** Parent education groups (including fatherhood groups).							
	3.10.2 Counseling.							
	3.10.3 Support groups.							
	3.10.4 Mentors/coaches.							
	3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented the community.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: • Different parenting styles of mothers and fathers and the strengths of each • Needs and concerns of first time parents • Needs of parents who are parenting a child with a disability • Noncustodial parents • Nontraditional caregivers (e.g., grandparents, foster parents)							
3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when: **3.12.1** Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).							
3.12.2 A parent appears to be frustrated or stressed and in need of support.							
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.							
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: • Prenatal and infant health and development • The birth process and what to expect • The needs of postnatal women and their families • The developing role of first time parents (including adolescent parents, if appropriate) • Planning for the child's needs after birth (e.g, car seats, cribs).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:	**3.14.1** Cultural/ethnic expectations and practices about parenting.							
	3.14.2 Different parenting practices.							
	3.14.3 Parent/child relationships.							
	3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).							
	3.14.5 Being especially supportive at the time that special needs are initially identified.							
	3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:	**3.15.1** Regularly checking in with parents about parenting issues.							
	3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.							
	3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.							
	3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.							
	3.15.5 Being especially supportive at the time that special needs are initially identified.							
	3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

**KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS**

How do programs address parenting issues from a strength-based perspective?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.16 Home visitors share their observations of children with parents to help the parents recognize:	**3.16.1** Their children's unique assets, temperament, personality, communication styles and behavioral cues.							
	3.16.2 Their children's growth and development patterns.							
	3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.							
	3.16.4 Their children's independence and abilities.							
	3.16.5 Activities families can use to enhance their children's skills and development.							
	3.16.6 Signals that development may not be on track.							
3.17 Staff reinforce positive parent-child interactions by:	**3.17.1** Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.							
	3.17.2 Sharing something positive with parents about their children's behavior and development.							
3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:	**3.18.1** Asking open-ended questions to understand the behavior from the parent's perspective.							
	3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.							
	3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.							
	3.18.4 Connecting parents to resources and supports that may help to address parenting issues.							

CONCRETE SUPPORT IN TIMES OF NEED

All parents need help sometimes. When parents are faced with very challenging situations, such as losing a job or not being able to feed their family, they need access to resources and services that address their needs and minimize their stress. This type of support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational or legal services they may need.

Programs can help parents to identify, find and receive concrete support in times of need. Programs should:

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

Even though community-based programs are not always equipped to provide all the services and supports families may need, they can still play a vital role in helping families access concrete supports in times of crisis. Programs can also play a critical role in helping families develop their own proactive strategies for meeting needs in the future.

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.1 Parents are encouraged to turn to staff in the event of a crisis through:	**4.1.1** The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.							
	4.1.2 Materials regularly provided to participating families.							
	4.1.3 Information on which staff members can help families with particular issues.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.2 Staff proactively respond to signs of parent or family distress by:	**4.2.1** Expressing concern and offering help in line with the program's philosophy and resources.							
	4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.2.3 Making space available for staff to meet with parents privately.							
	4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.							
	4.2.5 Being sensitive and responsive to the impact of family stress on children.							
	4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).							
4.3 When a family is experiencing extreme difficulties or crisis:	**4.3.1** At least one staff member with a close relationship with the family reaches out to the family proactively.							
	4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.							
	4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.							
	4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.							
	4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.							
	4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.4 Staff proactively respond to signs of parent or family distress by:	**4.4.1** Expressing concern and offering help.							
	4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.							
	4.4.4 Being sensitive and responsive to the impact of family stress on children.							
	4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).							
	4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.							
4.4 Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.								
4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: • Food pantries • Health providers • Domestic violence services • Shelters • Respite care for children • Alcohol and substance abuse services • Mental health services (for adults and children) • Economic supports • Legal assistance • Quality early care and education								

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.6 The program actively builds collaborative links with other service providers by:	**4.6.1** Bringing services on site, when possible.							
	4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.							
	4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.							
	4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.							
	4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs help families to develop skills they need to identify their needs and connect to supports?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:	**4.7.1** Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.							
	4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.							
	4.7.3 Encouraging parents to advocate for themselves and their child.							
	4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.							
	4.7.5 Connecting parents to peer-to-peer navigation support.							
4.8 When staff make referrals to outside services, they support family leadership by.	**4.8.1** Brainstorming with families about what resources would be helpful.							
	4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.							
	4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).							
	4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).							
	4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.							
	4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Early childhood experiences set the stage for later health, well-being and learning. A growing body of research has shown the relationship between young children's social and emotional competence and their cognitive development, language skills, mental health and school success. The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

Whether working primarily with parents or with young children themselves, program staff should receive training on the importance of social and emotional development – and can play a significant role in helping parents to both enjoy and facilitate children's growing competencies in this area.

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help parents foster their child's social emotional development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.1 The program introduces family members to social and emotional development by:	**5.1.1** Providing parents with information on the importance of supporting children's healthy social and emotional development—and its connection to success in school and life.							
	5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.							
	5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.							
	5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.							
	5.1.5 Asking about parents' observations of their child's social and emotional development.							
5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).								
5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.4 Staff nurture children and model nurturing for parents by:	**5.4.1** Responding consistently to children in a warm, supportive manner.							
	5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.							
	5.4.3 Showing warmth through appropriate physical contact.							
	5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).							
	5.4.5 Responding sympathetically to help children who are upset, hurt or angry.							
	5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.							
	5.4.7 Modeling empathy and appropriate emotional responsiveness.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:	**5.5.1** Fostering children's social and emotional development in the context of their culture and language.							
	5.5.2 Recognizing behavioral/emotional problems or developmental delays.							
	5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.							
	5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.							
	5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.							
	5.5.6 Promoting positive relationships among children living in the same household.							
	5.5.7 Promoting positive relationships among children living in the same household.							
	5.5.8 Understanding how mental health and wellness affects family relationships and the developmental process of young children.							
	5.5.9 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.							
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs include children's social and emotional development activities in programming?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.7 The program supports children's social and emotional development with intentional practices that include:	**5.7.1** Encouraging children to express their feelings in ways that are the most comfortable for them.							
	5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.							
	5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).							
	5.7.4 Setting clear expectations and limits for behavior.							
	5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).							
5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:	**5.8.1** Providing coaching on how to support social and emotional learning for all children.							
	5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.							

**SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:
SELF-ASSESSMENT ITEMS**

How do programs help children develop a positive cultural identity and learn to interact in a diverse society?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.9 The program welcomes and affirms the cultures of families it serves by:	**5.9.1** Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.							
	5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.							
	5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.							
5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:	**5.10.1** How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.							
	5.10.2 The extent to which nonverbal communication is predominant across cultures.							
	5.10.3 Diverse cultural views success and appropriate child development.							
5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:	**5.11.1** Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.							
	5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.							
	5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.							
5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.								
5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.								
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.								

**SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:
SELF-ASSESSMENT ITEMS**

How do programs respond proactively when social or emotional development needs extra support?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.15 When staff are concerned about a child's social and emotional development, they respond by:	**5.15.1** Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.							
	5.15.2 Arranging for appropriate screenings and assessments.							
	5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).							
	5.15.4 Helping parents develop strategies for addressing the issue at home.							
5.16 Staff have access to a mental health consultant to help them:	**5.16.1** Identify and receive additional resources and/or training to work effectively with individual children and parents.							
	5.16.2 Talk respectfully with parents about the child's development, needs or challenges.							

STRENGTHENING FAMILIES IN SPECIAL CIRCUMSTANCES

One responsibility of all child- and family-serving programs is to respond to possible child abuse and neglect when it is observed. Staff are mandatory reporters of child abuse and neglect in most states and should receive training every year on the state requirements on reporting. However, long before a report needs to be made, staff can also respond positively and supportively to early signs that have the potential to lead to maltreatment. The following items reflect best practices for programs in working effectively with child welfare officials.

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.1 When children enter the program, staff discuss child abuse and neglect prevention with all parents and caretakers. This discussion includes explanations of:	**6.1.1** The program's policies and practices that are designed to keep children safe from harm.							
	6.1.2 Staff members' responsibility as mandatory child abuse and neglect reporters.							
	6.1.3 How the state defines child abuse and neglect.							
	6.1.4 The program's protocols regarding child abuse and neglect reports.							
6.2 All staff members are trained according to their state's mandatory child abuse reporting laws.								
6.3 Staff receive additional training on child abuse and neglect including:	**6.3.1** Recognizing and responding to early signs of possible child abuse and neglect, including physical and behavioral indicators.							
	6.3.2 Following the program's protocols for reporting child abuse and neglect.							
	6.3.3 Understanding how cases are generally handled by the child protective services agency once a report is made.							
	6.3.4 The relationship between domestic violence and reporting of child abuse and neglect, and clear protocols to follow when domestic violence is suspected or disclosed.							
	6.3.5 Recognizing cultural practices that can trigger reporting of child abuse and neglect (e.g., the practice of coining to treat fevers, the use of corporal punishment for toilet training, leaving a young sibling in the care of an older sibling under the age of ten) and respectfully discussing ways that parents can prevent the likelihood of mandatory reporting.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.4 The program's protocols for reporting possible child abuse and neglect:	**6.4.1** Are consistent with state child welfare reporting guidelines.							
	6.4.2 Are reviewed annually or anytime changes are made to state guidelines.							
6.5 Staff members are trained that when a child abuse or neglect report needs to be filed, they have specific responsibilities to both the child welfare agency and to families that include:	**6.5.1** Coordinating with investigative authorities to ensure that staff actions and interactions with the family do not hinder the investigation.							
	6.5.2 Providing objective and accurate information on the concerns that led to the report, as well as information on family strengths.							
	6.5.3 Explaining their status as mandated reporters to families and their commitment to the goal of keeping children safe.							
	6.5.4 Striving to be calm, caring and supportive of the family during the reporting process.							
	6.5.5 Answering questions that the family may have regarding the reporting process and how the Child Protective Services system typically responds.							
	6.5.6 Offering support for families by answering questions, connecting them to resources they may need listening attentively and providing and friendly advice.							
6.6 If a child is placed into child welfare custody, staff are trained to continue to support the child and the family by:	**6.6.1** Maintaining contact with the child and family, if possible.							
	6.6.2 Advocating for the family with the Child Protective Services system, when possible.							
	6.6.3 Helping parents connect with resources to help reunite them with their child.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.7 Program staff seek to collaborate with child welfare caseworkers and Child Protective Services staff to promote the child's ongoing healthy development by:	**6.7.1** Helping to maintain stability for children involved in the system.							
	6.7.2 Engaging in co-case management practices, if possible.							
	6.7.3 Conducting joint home visits.							
	6.7.4 Attending Child Protective Services meetings to share information.							

Appendix B

Electronic Version of Knowledge of Parenting and Child Development Questions of SFSA Tool

Knowledge of Parenting and Child Development-Self Assessment Items

Mounting scientific evidence points to the critical importance of early childhood as the period in which children's foundations for cognitive, language, social, emotional and moral development are established. While no parent knows everything about children, all parents can benefit from increasing their knowledge of parenting best practices. Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase.

Programs can help parents increase their knowledge of parenting and child development. Programs should:
• Model developmentally appropriate interactions with children
• Provide information and resources on parenting and child development
• Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
• Address parenting issues from a strength-based perspective

Program staff can help parents gain a high level of expertise about child development and parenting. It is crucial that staff provide information in multiple ways and at times that parents really need it and will put it into practice.

Given your knowledge and experiences, please respond to the series of questions about the Resource Center as such relate to select core strategies for building the protective factor associated with Knowledge of Parenting and Child Development. You will be asked to identify (on a 5-point scale) your level of agreement with a series of statements associated with questions related to promoting knowledge of parenting and child development. A Not Applicable (N/A) option is also provided. If desired, a comments text box is provided for each question should you wish to provide additional thoughts, reflections, and/or clarifications regarding your response.

This tool/survey was developed by the Center for the Study of Social Policy as part of their Strengthening Families Protective Factors Framework initiative.

Thank you for participating in this process. Your feedback and participation as a Team member is important.

What best describes your role/perspective as a Team Member?

○ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community

○ Administrative Staff and/or Program Director

○ Direct Service Staff and/or Volunteer

○ Community Collaborator/Partner that Works with Resource Center

LIBRARY PARTNERSHIP RESOURCE CENTER

Library Partnership-SFSA-Parenting and Child Development Knowledge

How do programs model developmentally appropriate interactions with children?

3.1 Staff demonstrate a strong understanding of child development:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.1.1 Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.1.2 Staff understand and can explain the development arc for young children.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.1.3 Staff can explain to parents how various activities and interactions support their child's development.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.	○	○	○	○	○	○

Comments

3.2 Staff work collaboratively with parents to coordinate support for children's development:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.2.1 Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.	○	○	○	○	○	○

Comments

[ ]

3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.	○	○	○	○	○	○

Comments

[ ]

3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

[ ]

3.4 When staff talk with parents about discipline, they:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.4.1 Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.	○	○	○	○	○	○

Comments

[ ]

3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.	○	○	○	○	○	○

Comments

[ ]

3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.	○	○	○	○	○	○

Comments

[ ]

3.4.4 Encourage parents to discuss behavior challenges they may have at home.	○	○	○	○	○	○

Comments

[ ]

3.4.5 Connect parents to other parents who can share or model positive parenting approaches.	○	○	○	○	○	○

Comments

[ ]

3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.	○	○	○	○	○	○

Comments

[ ]

3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.	○	○	○	○	○	○

Comments

[ ]

LIBRARY PARTNERSHIP RESOURCE CENTER

Library Partnership-SFSA-Parenting and Child Development Knowledge

How do programs provide information and resources on parenting and child development?

3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

[   ]

3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.1 Parents go through a series of classes as a group - with other forms of contact between classes to maintain their engagement.	◯	◯	◯	◯	◯	◯
Comments [ ]						
3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.	◯	◯	◯	◯	◯	◯
Comments [ ]						
3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.	◯	◯	◯	◯	◯	◯
Comments [ ]						

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.7 Child care is offered while parents are in classes.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.	○	○	○	○	○	○

Comments

[   ]

3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

[   ]

3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.8.1 Are available in the language spoken by program families.	○	○	○	○	○	○

Comments

[   ]

3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.	○	○	○	○	○	○

Comments

[   ]

3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.	○	○	○	○	○	○

Comments

[   ]

3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.9.1 Books and videos in a resource library.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.9.2 Parenting classes.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.9.3 Support groups.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.9.4 Regular postings on bulletin boards in public spaces.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.	○	○	○	○	○	○

Comments

3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.10.1 Parent education groups (including fatherhood groups).	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.10.2 Counseling.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.10.3 Support groups.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.10.4 Mentors/coaches.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented in the community.	○	○	○	○	○	○

Comments

_____

3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example:
- Different parenting styles of mothers and fathers and the strengths of each
- Needs and concerns of first time parents
- Needs of parents who are parenting a child with a disability
- Noncustodial parents
- Nontraditional caregivers (e.g., grandparents, foster parents)

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

_____

3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.12.1 Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).	○	○	○	○	○	○

Comments

[   ]

3.12.2 A parent appears to be frustrated or stressed and in need of support.	○	○	○	○	○	○

Comments

[   ]

3.12.3 A parent appears to be having difficulty relating to or communicating with their child.	○	○	○	○	○	○

Comments

[   ]

3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about:

• Prenatal and infant health and development
• The birth process and what to expect
• The needs of postnatal women and their families
• The developing role of first time parents (including adolescent parents, if appropriate)
• Planning for the child's needs after birth (e.g, car seats, cribs).

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

[   ]

LIBRARY PARTNERSHIP RESOURCE CENTER

Library Partnership-SFSA-Parenting and Child Development Knowledge

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.14.1 Cultural/ethnic expectations and practices about parenting.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.14.2 Different parenting practices.	○	○	○	○	○	○

Comments

3.14.3 Parent/child relationships.	○	○	○	○	○	○

Comments

3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).	○	○	○	○	○	○

Comments

3.14.5 Being especially supportive at the time that special needs are initially identified.	○	○	○	○	○	○

Comments

3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	○	○	○	○	○	○

Comments

3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	○	○	○	○	○	○

Comments

3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.15.1 Regularly checking in with parents about parenting issues.	○	○	○	○	○	○

Comments

3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.	○	○	○	○	○	○

Comments

3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.	○	○	○	○	○	○

Comments

3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.	○	○	○	○	○	○

Comments

3.15.5 Being especially supportive at the time that special needs are initially identified.	○	○	○	○	○	○

Comments

3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	○	○	○	○	○	○

Comments

3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	○	○	○	○	○	○

Comments

LIBRARY PARTNERSHIP RESOURCE CENTER

Library Partnership-SFSA-Parenting and Child Development Knowledge
How do programs address parenting issues from a strength-based perspective?

3.16 Home visitors share their observations of children with parents to help the parents recognize:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.16.1 Their children's unique assets, temperament, personality, communication styles and behavioral cues.	○	○	○	○	○	○
Comments						

3.16.2 Their children's growth and development patterns.	○	○	○	○	○	○
Comments						

3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.	○	○	○	○	○	○
Comments						

3.16.4 Their children's independence and abilities.	○	○	○	○	○	○
Comments						

3.16.5 Activities families can use to enhance their children's skills and development.	○	○	○	○	○	○
Comments						

3.16.6 Signals that development may not be on track.	○	○	○	○	○	○
Comments						

3.17 Staff reinforce positive parent-child interactions by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.17.1 Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.	○	○	○	○	○	○

Comments

_____

3.17.2 Sharing something positive with parents about their children's behavior and development.	○	○	○	○	○	○

Comments

_____

3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
3.18.1 Asking open-ended questions to understand the behavior from the parent's perspective.	○	○	○	○	○	○

Comments

_____

3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.	○	○	○	○	○	○

Comments

_____

3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.	○	○	○	○	○	○

Comments

_____

3.18.4 Connecting parents to resources and supports that may help to address parenting issues.	○	○	○	○	○	○

Comments

_____

Appendix C

Library Partnership Resource Center
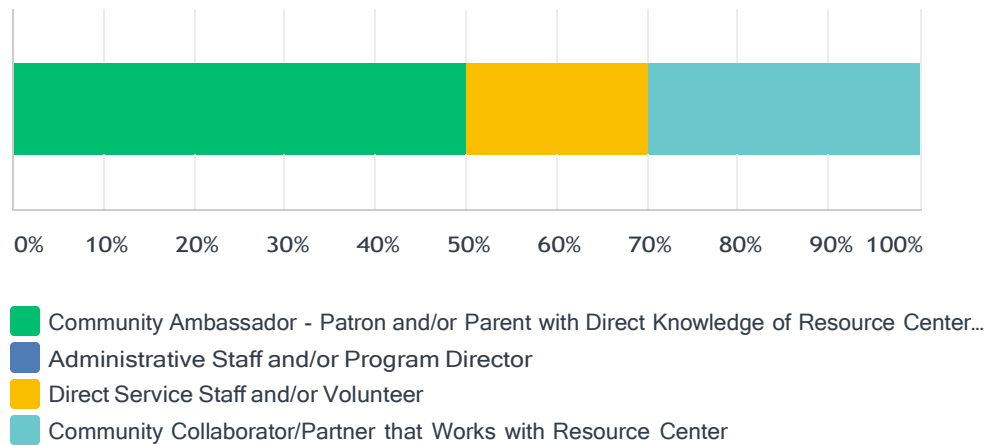Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—
Knowledge of Parenting and Child Development Results

Library Partnership Family Resource Center Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—
Knowledge of Parenting and Child Development Results

Q1 What best describes your role/perspective as a Team Member?

Answered: 10   Skipped: 0

- Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center…
- Administrative Staff and/or Program Director
- Direct Service Staff and/or Volunteer
- Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	50.00%	5
Administrative Staff and/or Program Director	0.00%	0
Direct Service Staff and/or Volunteer	20.00%	2
Community Collaborator/Partner that Works with Resource Center	30.00%	3
TOTAL		10

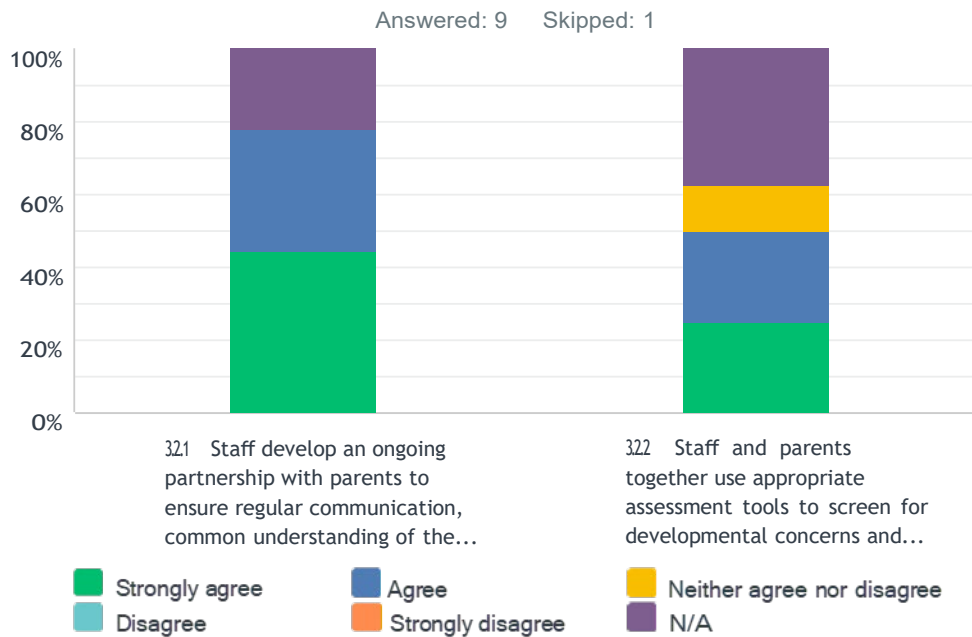## Q 3.1 Staff demonstrate a strong understanding of child development:
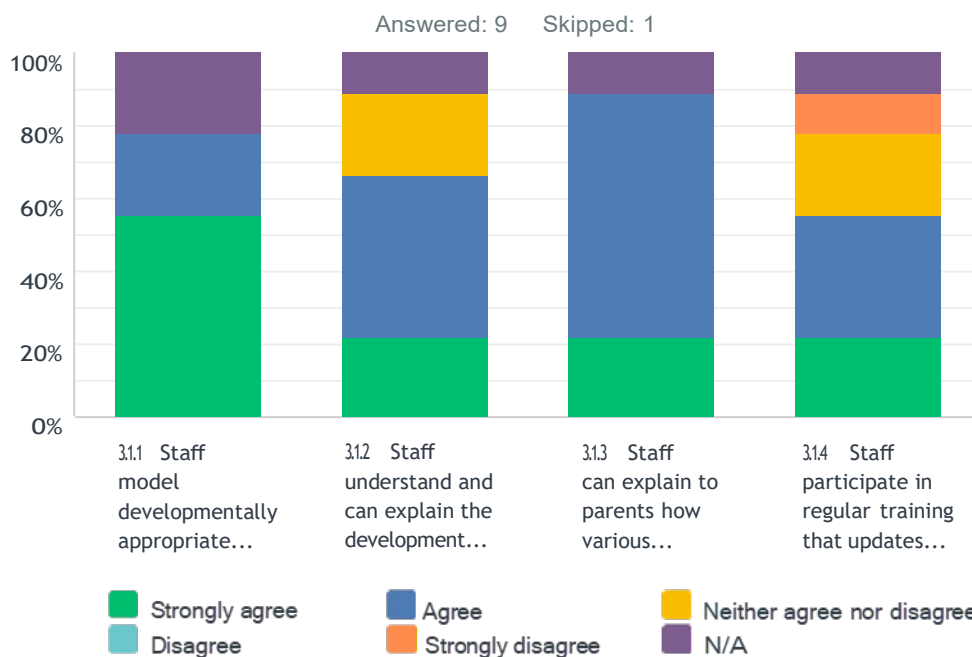
Answered: 9   Skipped: 1

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.1.1 Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.	55.56% 5	22.22% 2	0.00% 0	0.00% 0	0.00% 0	22.22% 2	9	4.71
3.1.2 Staff understand and can explain the development arc for young children.	22.22% 2	44.44% 4	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.00
3.1.3 Staff can explain to parents how various activities and interactions support their child's development.	22.22% 2	66.67% 6	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.25
3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.	22.22% 2	33.33% 3	22.22% 2	0.00% 0	11.11% 1	11.11% 1	9	3.63

#	COMMENTS FOR "3.1.1 STAFF MODEL DEVELOPMENTALLY APPROPRIATE RESPONSES TO CHILDREN'S BEHAVIOR, INTERESTS, TEMPERAMENTS AND NEED FOR EXPLORATION AND LEARNING."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.1.2 STAFF UNDERSTAND AND CAN EXPLAIN THE DEVELOPMENT ARC FOR YOUNG CHILDREN."	DATE

1	N/A	7/29/2021 5:54 PM
#	**COMMENTS FOR "3.1.3 STAFF CAN EXPLAIN TO PARENTS HOW VARIOUS ACTIVITIES AND INTERACTIONS SUPPORT THEIR CHILD'S DEVELOPMENT."**	**DATE**
1	N/A	7/29/2021 5:54 PM
#	**COMMENTS FOR "3.1.4 STAFF PARTICIPATE IN REGULAR TRAINING THAT UPDATES THEIR KNOWLEDGE ON ADVANCES IN UNDERSTANDING CHILD DEVELOPMENT."**	**DATE**
1	N/A	7/29/2021 5:54 PM

# Q 3.2 Staff work collaboratively with parents to coordinate support for children's development:

Answered: 9   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.2.1 Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.	44.44% 4	33.33% 3	0.00% 0	0.00% 0	0.00% 0	22.22% 2	9	4.57
3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.	25.00% 2	25.00% 2	12.50% 1	0.00% 0	0.00% 0	37.50% 3	8	4.20

#	COMMENTS FOR "3.2.1 STAFF DEVELOP AN ONGOING PARTNERSHIP WITH PARENTS TO ENSURE REGULAR COMMUNICATION, COMMON UNDERSTANDING…	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.2.2 STAFF AND PARENTS TOGETHER USE APPROPRIATE ASSESSMENT TOOLS TO SCREEN FOR DEVELOPMENTAL CONCERNS…	DATE
1	not sure	8/11/2021 5:27 PM
2	We do not use formal assessment tools	8/3/2021 4:22 PM
3	N/A	7/29/2021 5:54 PM

Q 3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.
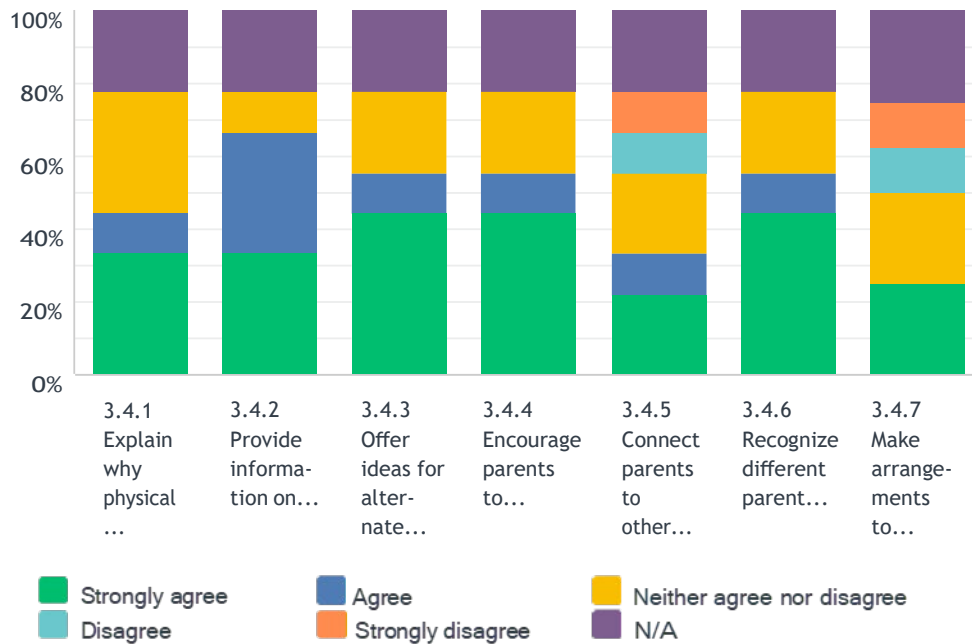
Answered: 9   Skipped: 1
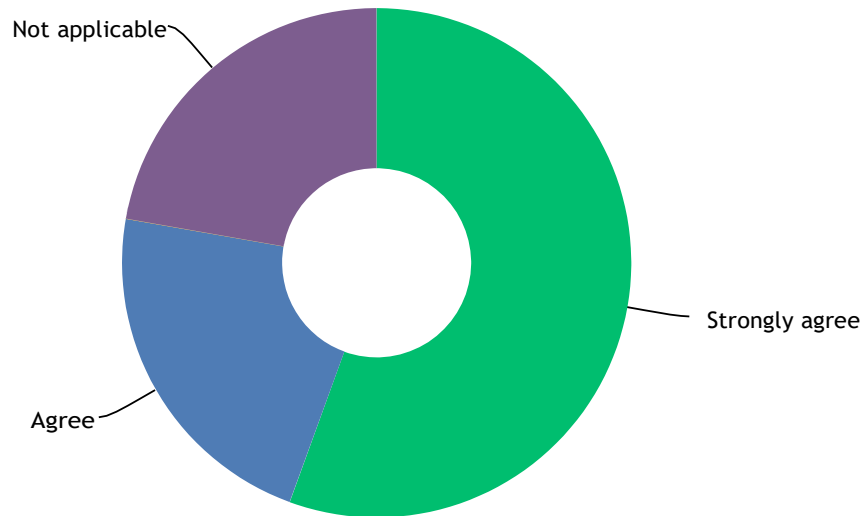
ANSWER CHOICES	RESPONSES	
Strongly agree	55.56%	5
Agree	22.22%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	22.22%	2
TOTAL		9

#	COMMENT	DATE
1	N/A	7/29/2021 5:54 PM

Q 3.4 When staff talk with parents about discipline, they:

Answered: 9   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.4.1 Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.	33.33% 3	11.11% 1	33.33% 3	0.00% 0	0.00% 0	22.22% 2	9	4.00
3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.	33.33% 3	33.33% 3	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.29
3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.	44.44% 4	11.11% 1	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.29
3.4.4 Encourage parents to discuss behavior challenges they may have at home.	44.44% 4	11.11% 1	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.29
3.4.5 Connect parents to other parents who can share or model positive parenting approaches.	22.22% 2	11.11% 1	22.22% 2	11.11% 1	11.11% 1	22.22% 2	9	3.29
3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.	44.44% 4	11.11% 1	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.29
3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.	25.00% 2	0.00% 0	25.00% 2	12.50% 1	12.50% 1	25.00% 2	8	3.17

#	COMMENTS FOR "3.4.1 EXPLAIN WHY PHYSICAL DISCIPLINE IS NOT ALLOWED IN THE PROGRAM, EVEN THOUGH THIS MAY BE DIFFERENT FROM THE FAMILY'S APPROACH TO DISCIPLINE."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.4.2 PROVIDE INFORMATION ON AGE-APPROPRIATE POSITIVE DISCIPLINE TECHNIQUES AND REASONABLE EXPECTATIONS."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.4.3 OFFER IDEAS FOR ALTERNATE WAYS TO MANAGE CHILDREN'S BEHAVIOR AND TO RECOGNIZE AND REINFORCE DESIRED/APPROPRIATE BEHAVIOR."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.4.4 ENCOURAGE PARENTS TO DISCUSS BEHAVIOR CHALLENGES THEY MAY HAVE AT HOME."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.4.5 CONNECT PARENTS TO OTHER PARENTS WHO CAN SHARE OR MODEL POSITIVE PARENTING APPROACHES."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.4.6 RECOGNIZE DIFFERENT PARENTAL AND CULTURAL APPROACHES TO DISCIPLINE AND DISCUSS THEM WITH PARENTS."	DATE
1	N/A	7/29/2021 5:54 PM

#	COMMENTS FOR "3.4.7 MAKE ARRANGEMENTS TO HAVE APPROPRIATE LANGUAGE AND CULTURAL INTERPRETERS TO SUPPORT DIFFICULT CONVERSATIONS WITH FAMILIES."	DATE
1	N/A	7/29/2021 5:54 PM
2	DK	7/29/2021 12:48 PM

Q 3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.

Answered: 8   Skipped: 2
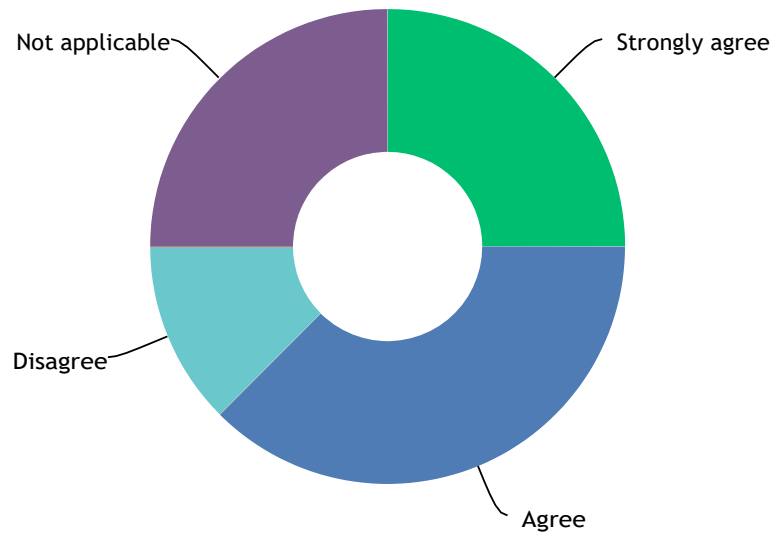
ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	2
Agree	37.50%	3
Neither agree nor disagree	0.00%	0
Disagree	12.50%	1
Strongly disagree	0.00%	0
Not applicable	25.00%	2
TOTAL		8

#	COMMENT	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

## Q 3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:

Answered: 9   Skipped: 1
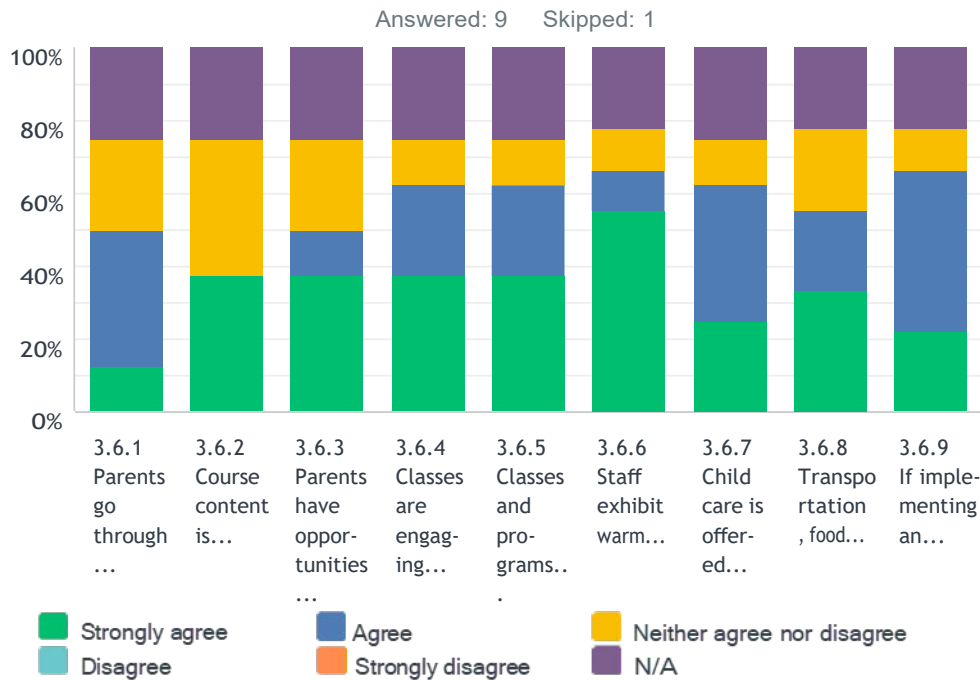
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.6.1 Parents go through a series of classes as a group - with other forms of contact between classes to maintain their engagement.	12.50% 1	37.50% 3	25.00% 2	0.00% 0	0.00% 0	25.00% 2	8	3.83
3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.	37.50% 3	0.00% 0	37.50% 3	0.00% 0	0.00% 0	25.00% 2	8	4.00
3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.	37.50% 3	12.50% 1	25.00% 2	0.00% 0	0.00% 0	25.00% 2	8	4.17
3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).	37.50% 3	25.00% 2	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.33
3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.	37.50% 3	25.00% 2	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.33
3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.	55.56% 5	11.11% 1	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.57
3.6.7 Child care is offered while parents are in classes.	25.00% 2	37.50% 3	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.17
3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.	33.33% 3	22.22% 2	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.14
3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original	22.22% 2	44.44% 4	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.14

#	COMMENTS FOR "3.6.1 PARENTS GO THROUGH A SERIES OF CLASSES AS A GROUP - WITH OTHER FORMS OF CONTACT BETWEEN CLASSES TO MAINTAIN THEIR ENGAGEMENT."	DATE
1	not sure	8/11/2021 5:30 PM
2	We have in the past, not currently	8/3/2021 4:28 PM
3	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.2 COURSE CONTENT IS FOCUSED ON PARENTING INFORMATION AND DEVELOPMENTAL INFORMATION FOR A PARTICULAR AGE… "	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.3 PARENTS HAVE OPPORTUNITIES TO TRY OUT NEW PARENTING TECHNIQUES IN THE CONTEXT OF PARENT-CHILD ACTIVITIES AND/OR AS "HOMEWORK" ASSIGNMENTS BETWEEN CLASSES."	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.4 CLASSES ARE ENGAGING AND INTERACTIVE WITH OPPORTUNITIES FOR DISCUSSION AND REFLECTION (RATHER THAN BEING…"	DATE
1	not sure	8/11/2021 5:30 PM
2	In prior classes	8/3/2021 4:28 PM
3	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.5 CLASSES AND PROGRAMS ARE DELIVERED BY STAFF WITH APPROPRIATE TRAINING AND CREDENTIALS FOR THE PROGRAM."	DATE
1	not sure	8/11/2021 5:30 PM
2	In prior classes	8/3/2021 4:28 PM
3	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.6 STAFF EXHIBIT WARMTH, GENUINENESS, FLEXIBILITY, EMPATHY AND GOOD COMMUNICATION SKILLS WITH FAMILIES."	DATE
1	In prior classes	8/3/2021 4:28 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.7 CHILD CARE IS OFFERED WHILE PARENTS ARE IN CLASSES."	DATE
1	sometimes	8/11/2021 5:30 PM
2	In prior classes	8/3/2021 4:28 PM
3	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.8 TRANSPORTATION, FOOD OR OTHER SUPPORTS ARE PROVIDED AS APPROPRIATE TO ENABLE PARENTS TO PARTICIPATE."	DATE
1	In prior classes	8/3/2021 4:28 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.6.9 IF IMPLEMENTING AN EVIDENCE-BASED OR PROVEN PROGRAM, THE PROGRAM IS DELIVERED WITH FIDELITY TO THE ORIGINAL COURSE DESIGN AND CONTENT."	DATE
1	In prior classes	8/3/2021 4:28 PM
2	N/A	7/29/2021 6:05 PM

Q 3.7 Information is provided to parents on stages of child developmentand what to expect of their children at each stage.
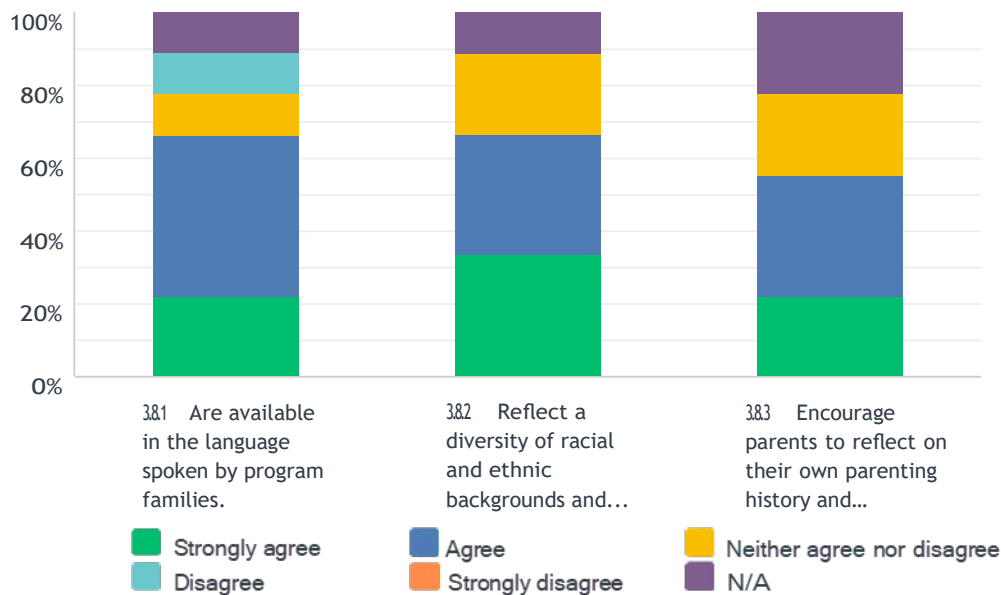
Answered: 9   Skipped: 1
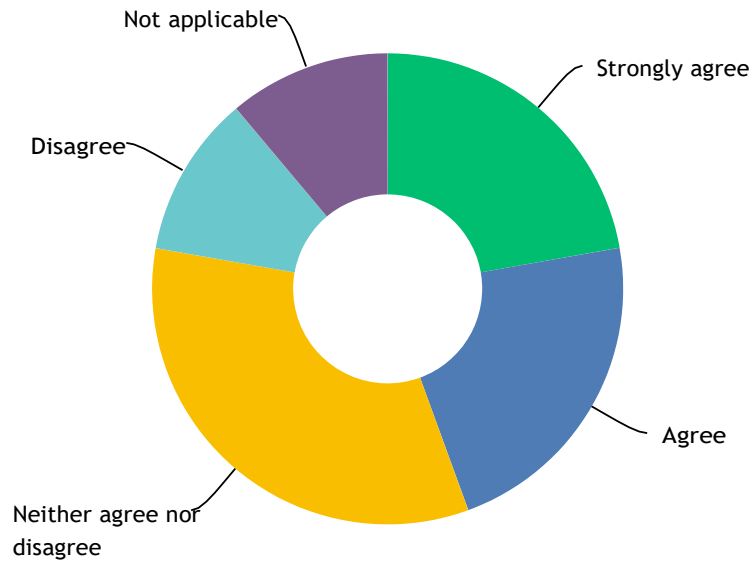
ANSWER CHOICES	RESPONSES	
Strongly agree	22.22%	2
Agree	22.22%	2
Neither agree nor disagree	33.33%	3
Disagree	11.11%	1
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
1	N/A	7/29/2021 6:05 PM

Q 3.8 Parenting information and materials used by the program areculturally and linguistically appropriate, and:

Answered: 9   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.8.1 Are available in the language spoken by program families.	22.22% 2	44.44% 4	11.11% 1	11.11% 1	0.00% 0	11.11% 1	9	3.88
3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.	33.33% 3	33.33% 3	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.13
3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.	22.22% 2	33.33% 3	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.00

#	COMMENTS FOR "3.8.1 ARE AVAILABLE IN THE LANGUAGE SPOKEN BY PROGRAM FAMILIES."	DATE
1	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.8.2 REFLECT A DIVERSITY OF RACIAL AND ETHNIC BACKGROUNDS AND FAMILY STRUCTURES."	DATE
1	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.8.3 ENCOURAGE PARENTS TO REFLECT ON THEIR OWN PARENTING HISTORY AND CULTURE, RATHER THAN ENCOURAGING STEREOTYPES."	DATE
1	N/A	7/29/2021 6:05 PM

Q 3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:
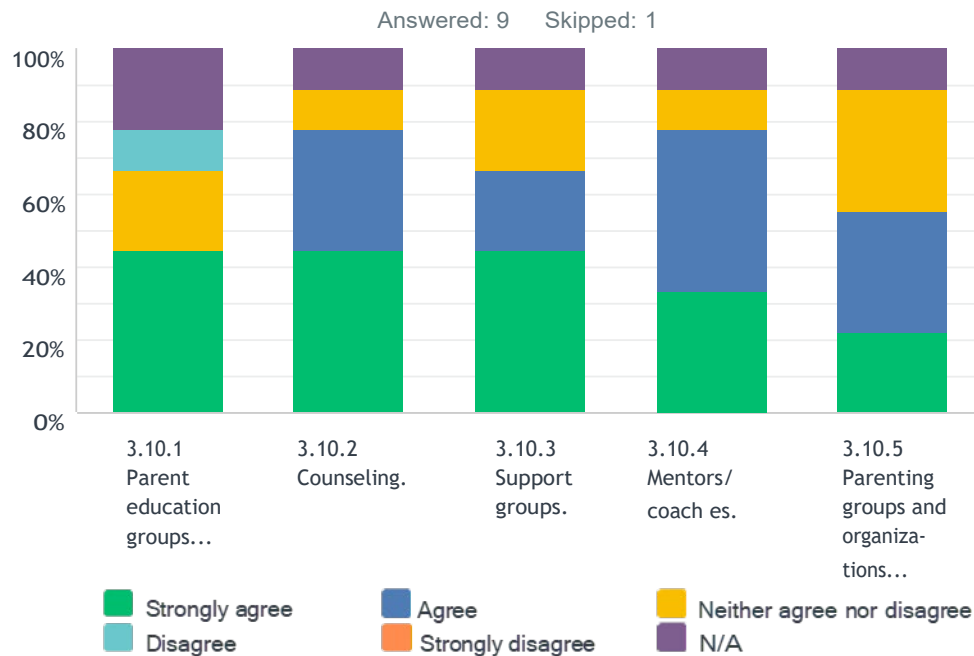
Answered: 9   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.9.1 Books and videos in a resource library.	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.22
3.9.2 Parenting classes.	50.00% 4	25.00% 2	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8	4.43
3.9.3 Support groups.	25.00% 2	25.00% 2	12.50% 1	0.00% 0	12.50% 1	25.00% 2	8	3.67
3.9.4 Regular postings on bulletin boards in public spaces.	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50
3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.	25.00% 2	12.50% 1	12.50% 1	12.50% 1	0.00% 0	37.50% 3	8	3.80
3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38

#	COMMENTS FOR "3.9.1 BOOKS AND VIDEOS IN A RESOURCE LIBRARY."	DATE
1	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.9.2 PARENTING CLASSES."	DATE
1	not sure	8/11/2021 5:30 PM
2	We had parenting classes in the past as a response to requests and interests.	8/3/2021 4:28 PM
3	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.9.3 SUPPORT GROUPS."	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.9.4 REGULAR POSTINGS ON BULLETIN BOARDS IN PUBLIC SPACES."	DATE
1	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.9.5 OPPORTUNITIES FOR PARENTS WITH SIMILAR CONCERNS TO COME TOGETHER AND SHARE SPECIFIC INFORMATION ON SUCH ISSUES AS ACCIDENT PREVENTION, TOILET TRAINING, ROUTINE PREVENTATIVE HEALTH CARE, NUTRITION, SLEEP PATTERNS, SHAKEN BABY SYNDROME, SAFE SLEEP, ETC."	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.9.6 POSTING OF INFORMATION AND LINKS ON A PROGRAM WEBSITE AND/OR SOCIAL MEDIA PAGES ACCESSED BY PARTICIPANTS."	DATE
1	N/A	7/29/2021 6:05 PM

Q 3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:

Answered: 9   Skipped: 1

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.10.1 Parent education groups (including fatherhood groups).	44.44% 4	0.00% 0	22.22% 2	11.11% 1	0.00% 0	22.22% 2	9	4.00
3.10.2 Counseling.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
3.10.3 Support groups.	44.44% 4	22.22% 2	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.25
3.10.4 Mentors/coaches.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25
3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented in the community.	22.22% 2	33.33% 3	33.33% 3	0.00% 0	0.00% 0	11.11% 1	9	3.88

#	COMMENTS FOR "3.10.1 PARENT EDUCATION GROUPS (INCLUDING FATHERHOOD GROUPS)."	DATE
1	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.10.2 COUNSELING."	DATE

1	N/A	7/29/2021 6:05 PM
#	**COMMENTS FOR "3.10.3 SUPPORT GROUPS."**	**DATE**
1	N/A	7/29/2021 6:05 PM
#	**COMMENTS FOR "3.10.4 MENTORS/COACHES."**	**DATE**
1	N/A	7/29/2021 6:05 PM
#	**COMMENTS FOR "3.10.5 PARENTING GROUPS AND ORGANIZATIONS THAT PROMOTE SOCIAL INCLUSION AND HOST GROUPS THAT CORRESPOND TO DIFFERENT ETHNIC, CULTURAL AND LINGUISTIC GROUPS REPRESENTED IN THE COMMUNITY."**	**DATE**
1	N/A	7/29/2021 6:05 PM

Q 3.11 Parent education offerings and staff coaching on parenting areresponsive to the needs of parents in different circumstances. For example: • Different parenting styles of mothers and fathers and the strengths of each • Needs and concerns of first time parents • Needs of parents who are parenting a child with a disability • Noncustodial parents •Nontraditional caregivers (e.g., grandparents, foster parents)

Answered: 8   Skipped: 2
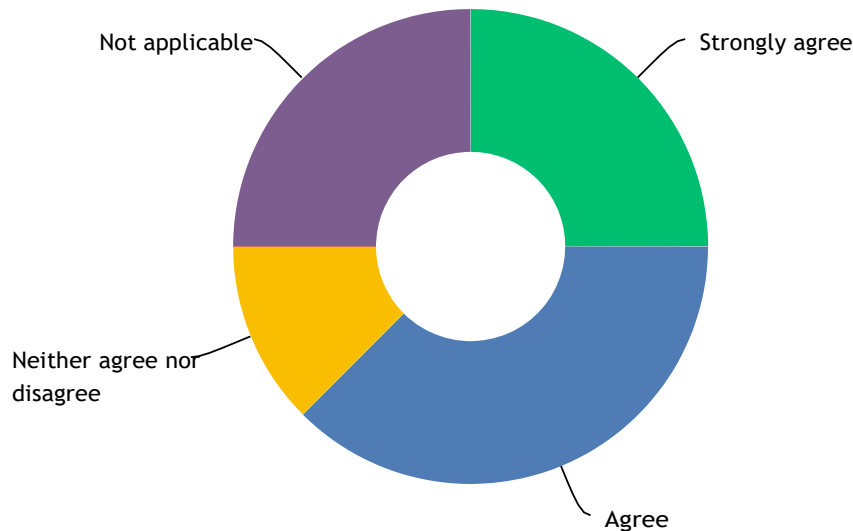
ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	2
Agree	37.50%	3
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	25.00%	2
TOTAL		8

#	COMMENT	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

Q 3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when:

Answered: 9   Skipped: 1
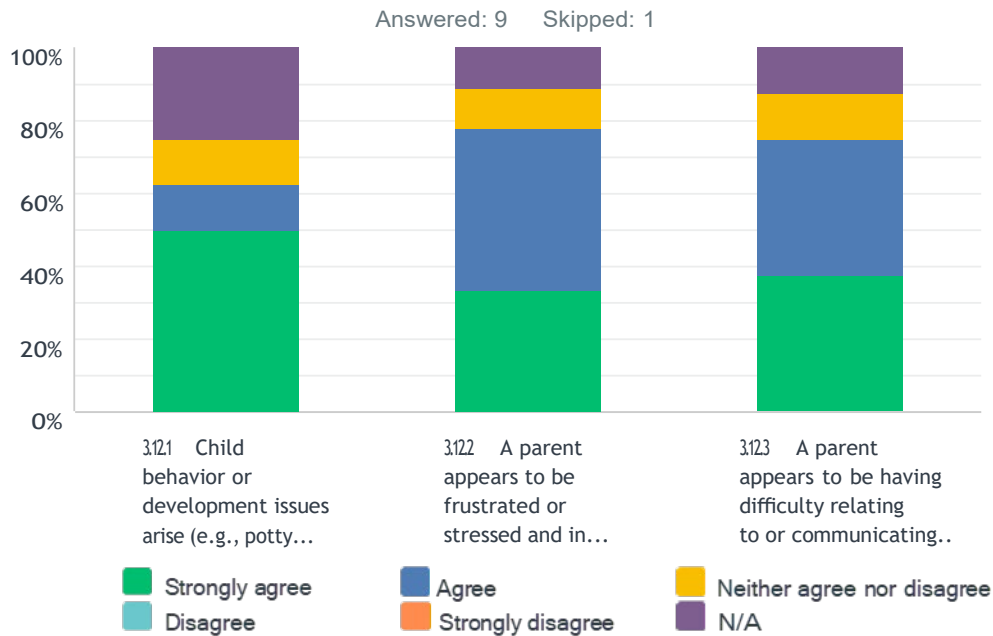
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.12.1 Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).	50.00% 4	12.50% 1	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.50
3.12.2 A parent appears to be frustrated or stressed and in need of support.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.	37.50% 3	37.50% 3	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8	4.29

#	COMMENTS FOR "3.12.1 CHILD BEHAVIOR OR DEVELOPMENT ISSUES ARISE (E.G.,POTTY TRAINING, CHANGES IN EATING OR SLEEPING PATTERNS... "	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.12.2 A PARENT APPEARS TO BE FRUSTRATED OR STRESSEDAND IN NEED OF SUPPORT."	DATE
1	N/A	7/29/2021 6:05 PM

#	COMMENTS FOR "3.12.3 A PARENT APPEARS TO BE HAVING DIFFICULTY RELATINGTO OR COMMUNICATING WITH THEIR CHILD."	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

Q 3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: • Prenatal and infant health and development • The birth process and what to expect • The needs of postnatal women and their families • The developing role of first time parents (including adolescent parents, if appropriate) • Planning for the child's needs after birth (e.g, car seats, cribs).

Answered: 8   Skipped: 2
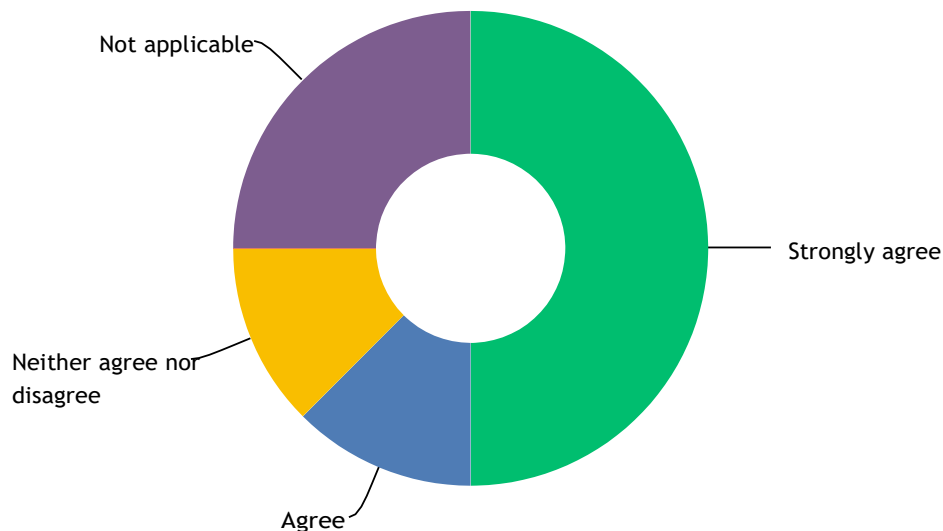
ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	12.50%	1
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	25.00%	2
TOTAL		8

#	COMMENT	DATE
1	not sure	8/11/2021 5:30 PM
2	N/A	7/29/2021 6:05 PM

Q 3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café orParent Café series) to explore:
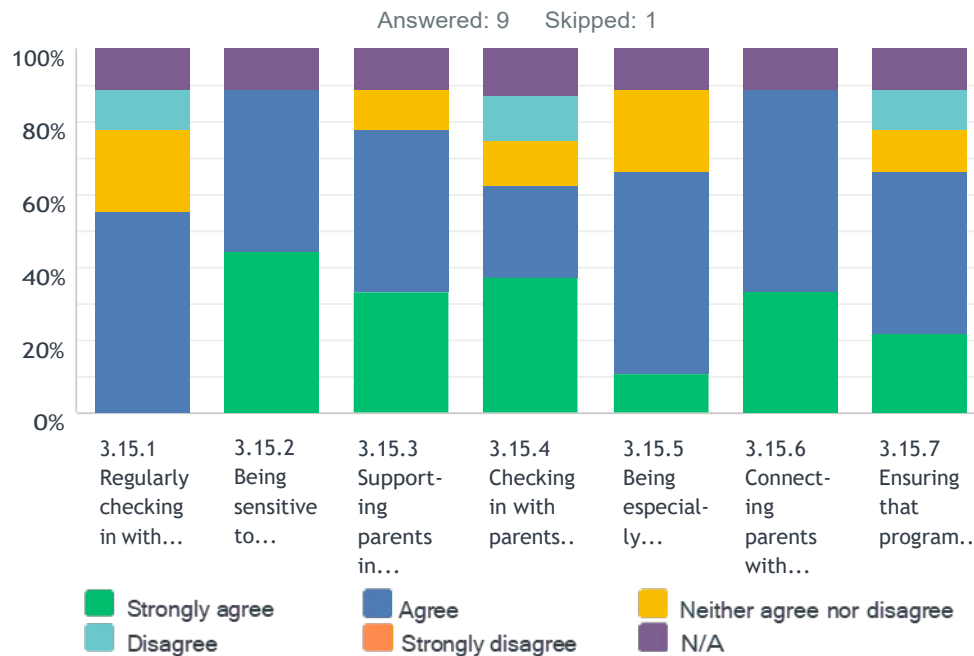
Answered: 9   Skipped: 1
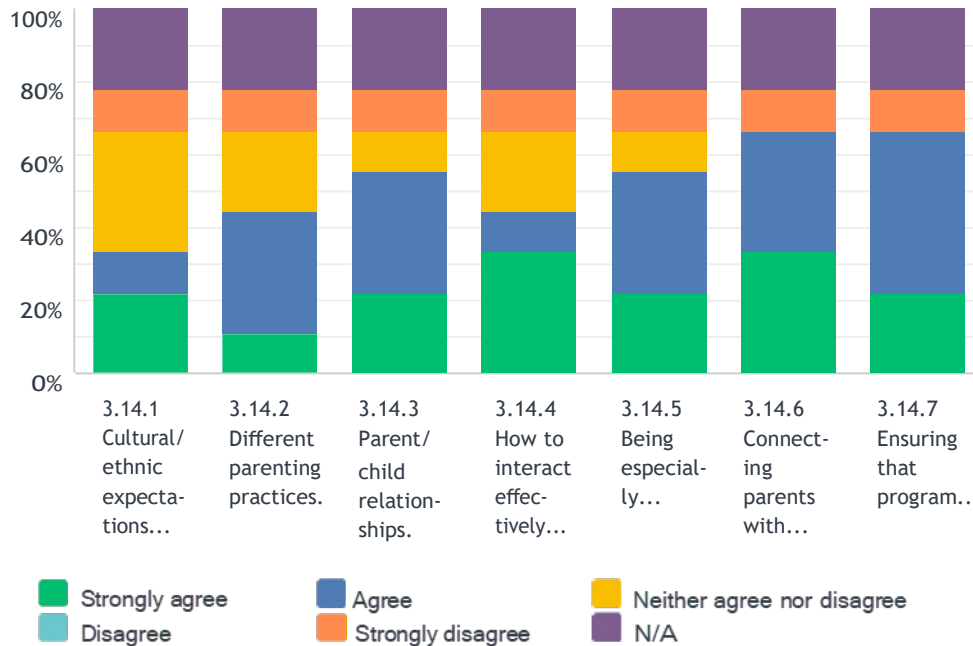
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.14.1 Cultural/ethnic expectations and practices about parenting.	22.22% 2	11.11% 1	33.33% 3	0.00% 0	11.11% 1	22.22% 2	9	3.43
3.14.2 Different parenting practices.	11.11% 1	33.33% 3	22.22% 2	0.00% 0	11.11% 1	22.22% 2	9	3.43
3.14.3 Parent/child relationships.	22.22% 2	33.33% 3	11.11% 1	0.00% 0	11.11% 1	22.22% 2	9	3.71
3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).	33.33% 3	11.11% 1	22.22% 2	0.00% 0	11.11% 1	22.22% 2	9	3.71
3.14.5 Being especially supportive at the time that special needs are initially identified.	22.22% 2	33.33% 3	11.11% 1	0.00% 0	11.11% 1	22.22% 2	9	3.71
3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	33.33% 3	33.33% 3	0.00% 0	0.00% 0	11.11% 1	22.22% 2	9	4.00
3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	22.22% 2	44.44% 4	0.00% 0	0.00% 0	11.11% 1	22.22% 2	9	3.86

#	COMMENTS FOR "3.14.1 CULTURAL/ETHNIC EXPECTATIONS AND PRACTICES ABOUT PARENTING."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.14.2 DIFFERENT PARENTING PRACTICES."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.14.3 PARENT/CHILD RELATIONSHIPS."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.14.4 HOW TO INTERACT EFFECTIVELY WITH THEIR CHILDREN (E.G., LISTENING; APPRECIATING IDEAS, EFFORTS AND FEELINGS; CREATING A NON-THREATENING ENVIRONMENT)."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.14.5 BEING ESPECIALLY SUPPORTIVE AT THE TIME THAT SPECIAL NEEDS ARE INITIALLY IDENTIFIED."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.14.6 CONNECTING PARENTS WITH MATERIALS AND WEBSITES, SUPPORT GROUPS, PLAY GROUPS AND COMMUNITY RESOURCES SPECIFIC TO THEIR CHILDREN'S SPECIAL NEEDS."	DATE
1	N/A	7/29/2021 6:10 PM

| #	COMMENTS FOR "3.14.7 ENSURING THAT PROGRAM PARENT-CHILD ACTIVITIES ARE APPROPRIATE FOR FAMILIES WITH CHILDREN WITH SPECIAL NEEDS."	DATE
1	N/A	7/29/2021 6:10 PM

Q 3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:

Answered: 9   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.15.1 Regularly checking in with parents about parenting issues.	0.00% 0	55.56% 5	22.22% 2	11.11% 1	0.00% 0	11.11% 1	9	3.50
3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50
3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25
3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.	37.50% 3	25.00% 2	12.50% 1	12.50% 1	0.00% 0	12.50% 1	8	4.00
3.15.5 Being especially supportive at the time that special needs are initially identified.	11.11% 1	55.56% 5	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	3.88
3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	33.33% 3	55.56% 5	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.38
3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	22.22% 2	44.44% 4	11.11% 1	11.11% 1	0.00% 0	11.11% 1	9	3.88

#	COMMENTS FOR "3.15.1 REGULARLY CHECKING IN WITH PARENTS ABOUT PARENTING ISSUES."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.15.2 BEING SENSITIVE TO PARENTS' FRUSTRATION, PROTECTIVENESS, GUILT, LOSS AND OTHER RELATED FEELINGS, AND ACKNOWLEDGING THE CHALLENGES FAMILIES MAY BE EXPERIENCING."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.15.3 SUPPORTING PARENTS IN UNDERSTANDING APPROPRIATE DEVELOPMENTAL EXPECTATIONS FOR THEIR CHILDREN WITH SPECIAL NEEDS."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.15.4 CHECKING IN WITH PARENTS ABOUT THE IMPACT THEIR CHILDREN'S SPECIAL NEEDS MAY HAVE ON FAMILY DYNAMICS AND PARENTAL STRESS."	DATE
1	not sure	8/11/2021 5:31 PM
2	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.15.5 BEING ESPECIALLY SUPPORTIVE AT THE TIME THAT SPECIAL NEEDS ARE INITIALLY IDENTIFIED."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.15.6 CONNECTING PARENTS WITH MATERIALS AND WEBSITES, SUPPORT GROUPS, PLAY GROUPS AND COMMUNITY RESOURCES SPECIFIC TO THEIR CHILDREN'S SPECIAL NEEDS."	DATE
1	N/A	7/29/2021 6:10 PM

#	COMMENTS FOR "3.15.7 ENSURING THAT PROGRAM PARENT-CHILD ACTIVITIES ARE APPROPRIATE FOR FAMILIES WITH CHILDREN WITH SPECIAL NEEDS."	DATE
1	N/A	7/29/2021 6:10 PM

## Q 3.16 Home visitors share their observations of children with parents to help the parents recognize:

Answered: 9   Skipped: 1
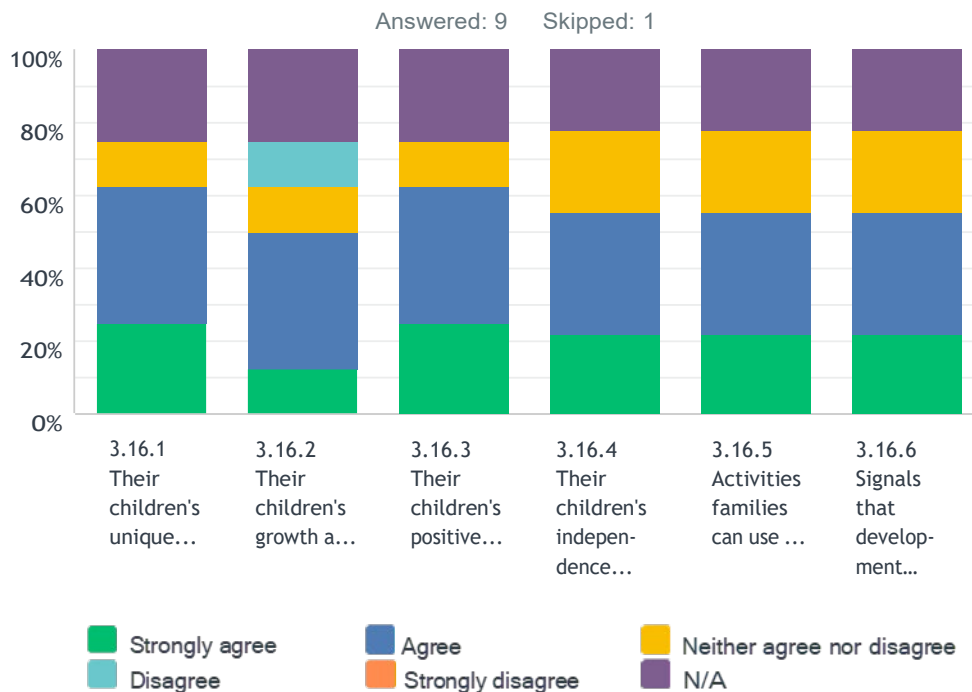
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.16.1 Their children's unique assets, temperament, personality, communication styles and behavioral cues.	25.00% 2	37.50% 3	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.17
3.16.2 Their children's growth and development patterns.	12.50% 1	37.50% 3	12.50% 1	12.50% 1	0.00% 0	25.00% 2	8	3.67
3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.	25.00% 2	37.50% 3	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.17
3.16.4 Their children's independence and abilities.	22.22% 2	33.33% 3	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.00
3.16.5 Activities families can use to enhance their children's skills and development.	22.22% 2	33.33% 3	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.00
3.16.6 Signals that development may not be on track.	22.22% 2	33.33% 3	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.00

#	COMMENTS FOR "3.16.1 THEIR CHILDREN'S UNIQUE ASSETS, TEMPERAMENT, PERSONALITY, COMMUNICATION STYLES AND BEHAVIORAL CUES."	DATE
1	don't know	8/11/2021 5:32 PM
2	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.16.2 THEIR CHILDREN'S GROWTH AND DEVELOPMENT PATTERNS."	DATE
1	don't know	8/11/2021 5:32 PM
2	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.16.3 THEIR CHILDREN'S POSITIVE SOCIAL SKILLS AND DEVELOPMENTALLY APPROPRIATE EMOTIONAL BEHAVIOR."	DATE
1	not sure	8/11/2021 5:32 PM
2	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.16.4 THEIR CHILDREN'S INDEPENDENCE AND ABILITIES."	DATE
1	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.16.5 ACTIVITIES FAMILIES CAN USE TO ENHANCE THEIR CHILDREN'S SKILLS AND DEVELOPMENT."	DATE
1	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.16.6 SIGNALS THAT DEVELOPMENT MAY NOT BE ON TRACK."	DATE
1	N/A	7/29/2021 6:15 PM

Q1 3.17 Staff reinforce positive parent-child interactions by:
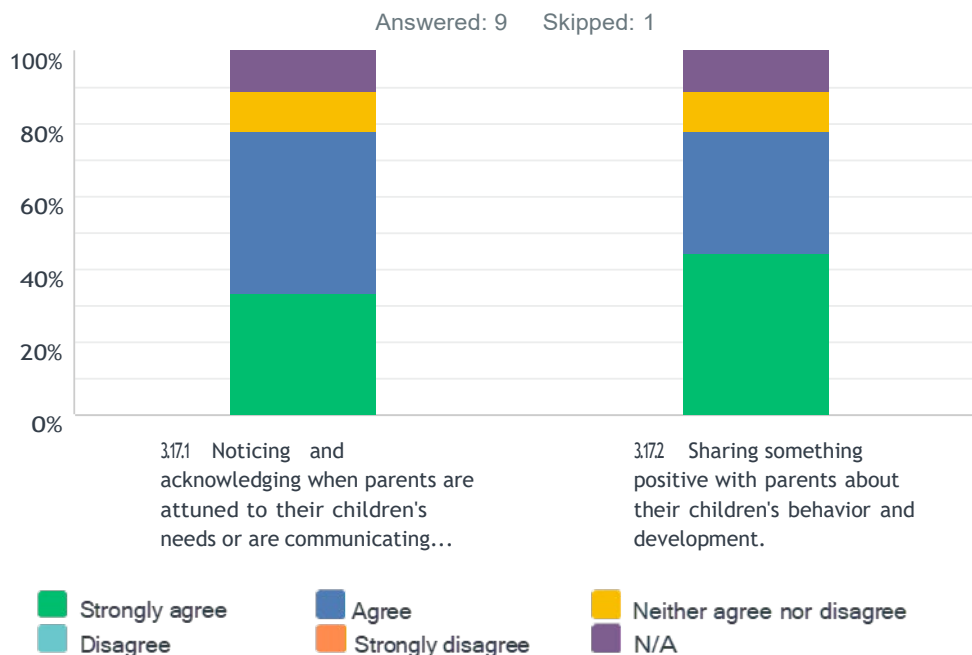
Answered: 9   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.17.1 Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.25
3.17.2 Sharing something positive with parents about their children's behavior and development.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38

#	COMMENTS FOR "3.17.1 NOTICING AND ACKNOWLEDGING WHEN PARENTS ARE ATTUNED TO THEIR CHILDREN'S NEEDS OR ARE COMMUNICATING EFFECTIVELY WITH THEIR CHILDREN."	DATE
1	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.17.2 SHARING SOMETHING POSITIVE WITH PARENTS ABOUT THEIR CHILDREN'S BEHAVIOR AND DEVELOPMENT."	DATE
1	N/A	7/29/2021 6:15 PM

Q 3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:

Answered: 9   Skipped: 1
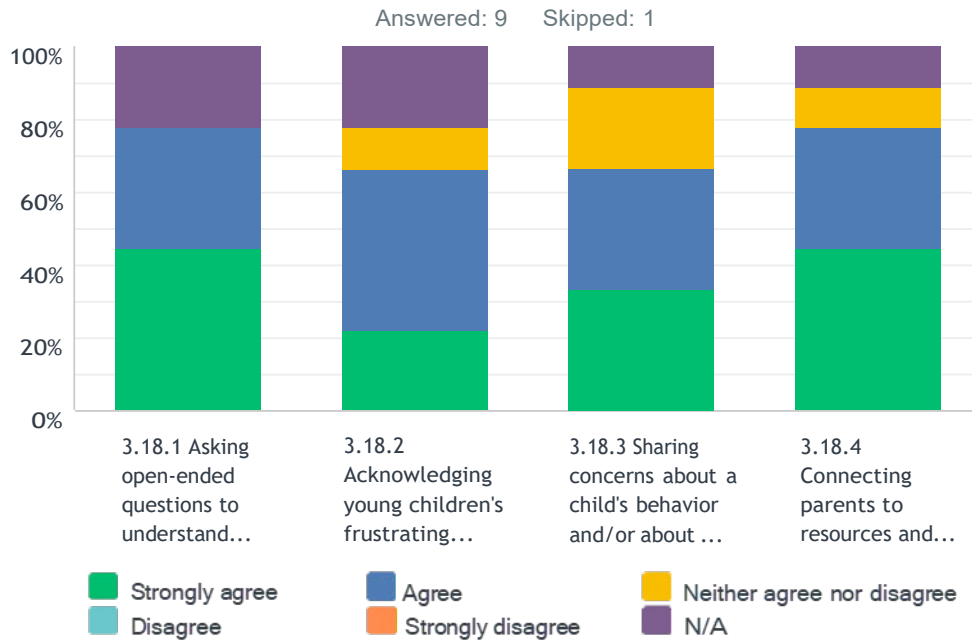
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.18.1 Asking open-ended questions to understand the behavior from the parent's perspective.	44.44% 4	33.33% 3	0.00% 0	0.00% 0	0.00% 0	22.22% 2	9	4.57
3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.	22.22% 2	44.44% 4	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.14
3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.	33.33% 3	33.33% 3	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.13
3.18.4 Connecting parents to resources and supports that may help to address parenting issues.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38

#	COMMENTS FOR "3.18.1 ASKING OPEN-ENDED QUESTIONS TO UNDERSTAND THE BEHAVIOR FROM THE PARENT'S PERSPECTIVE."	DATE
1	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.18.2 ACKNOWLEDGING YOUNG CHILDREN'S FRUSTRATING BEHAVIOR AND RECOGNIZING PARENTS' EFFORTS TO DEAL WITH IT EFFECTIVELY."	DATE
1	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.18.3 SHARING CONCERNS ABOUT A CHILD'S BEHAVIOR AND/OR ABOUT THE PARENTS' PARENTING PRACTICES AND RESPECTFULLY OFFERING ALTERNATIVES."	DATE
1	N/A	7/29/2021 6:15 PM

#	COMMENTS FOR "3.18.4 CONNECTING PARENTS TO RESOURCES AND SUPPORTS THAT MAY HELP TO ADDRESS PARENTING ISSUES."	DATE
1	N/A	7/29/2021 6:15 PM

COMMENTS FOR "3.18.2 ACKNOWLEDGING YOUNG CHILDREN'S FRUSTRATING BEHAVIOR AND RECOGNIZING PARENTS' EFFORTS TO DEAL WITH IT EFFECTIVELY."

The Library Partnership (LP) Resource Center Strengthening
Families Self-Assessment (SFSA) Team's
Findings and Recommendations/Action Items
Associated with Supporting Families by
Promoting Parental Resilience

Robin Perry (Lead Evaluator), Elizabeth Snow (Library Partnership Resource Center
Community Research Coordinator), John Barli, Tina Bushnell, Kenydra Donalson, Denise
Fanning, Rebecca "Jazmen" Hightower, LaToya Jennings Lopez, Cherie Kelly, Sarah
Livingstone, Nipapat McDow, Toni Spoliansky, Sharon Walters, Staci White (LP SFSA
Team)

Institute for Child and Family Services Research

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Introduction

This report summarizes findings from, and recommendations developed by, the Library Partnership Resource Center Strengthening Families Self-Assessment (SFSA) Team utilizing a standardized process developed by the Center for the Study of Social Policy. This report focuses specifically upon findings generated from the utilization of the Strengthening Families Self-Assessment Tool for Community-Based Programs (and associated processes) by the LP SFSA Team with a specific focus on items/measures associated with supporting families by promoting parental resilience. Parental resilience is one of five protective factors that serve as an organizing framework for the structure and delivery of supports and services to the neighborhood/community served by the LP Resource Center. Specific strengths associated with promoting parental resilience have been identified along with recommended action items for enhancing/strengthening responsiveness to address this protective factor.

The Library Partnership Resource Center—Brief History

Partnership for Strong Families (PSF), the lead community-based care agency under contract with the Florida Department of Children and Families (since 2003) to provide comprehensive child welfare services in 13 North Central Florida counties, has been leading innovative approaches to strengthen families and increase the presence of protective factors for more than a decade in North Central Florida (Alachua, Dixie, Gilchrist, Lake, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening families approach while utilizing a Protective Factors Framework to provide prevention services and supports to families.

The PSF Resource Center model is built upon a multi-system collaborative focusing on primary prevention that works toward strengthening families with the goal of preventing child maltreatment and reducing entries into foster care. One of the major strengths of the Resource Center Model utilized at the four existing sites (which includes the LP Resource Center) is its strong focus on community collaborations as a means of addressing identified needs in at-risk neighborhoods. There is a strong history of collaboration with each of the existing three Resource Centers in Gainesville. Over time, a network of over 75 community partners (across all sites) has been developed. These collaborative efforts have been well documented in select Resource Center reports (for each RC and PSF), website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. The services provided are free and are intended to be responsive to the needs of the surrounding community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. It is this multi-system collaborative, with representation from across the five sectors (public, business, philanthropy, community, and nonprofit), that has allowed a blending of funding, expansion of services to meet the needs of patrons and enhancement of the community's ability to leverage resources to benefit some of Gainesville's most at-risk populations.

The first Family Resource Center developed by Partnership for Strong Families was the Library Partnership Resource Center (developed in collaboration with the Alachua County Library District) which opened its doors to the community in July 2009. This initiative started in 2007 with a collaboration between the Partnership for Strong Families (PSF), the Department of Children and Families (DCF) and Casey Family Programs, all focused and interested in reducing the number of children entering the foster care system by targeting vulnerable communities. Two zip code areas of most concern (identified as "hotspots") included 32601 and 32609, which had some of the disproportionately highest levels of child maltreatment and shelter stays in Alachua County (and Florida), especially among the African American and Black population (Casey Family Programs, 2016). In June 2008, PSF partnered with

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Alachua County Library District (ACLD) to identify a place to open a Resource Center with a goal to reduce the stigma people may feel about going into a social services center and encourage community members to seek out resources before a crisis occurs, subsequently preventing risks to child safety. The initial Resource Center was located at a local shopping center close to an existing community center and within walking distance of area schools (elementary, middle, and high schools). With support and input of a variety of community partners, a list of potential services was developed to (initially) support job readiness, mental health, physical health, and early learning. The Library Partnership Resource Center opened its doors to the community in July 2009. The array of services expanded and changed from one year to the next (given patron feedback), although all have been consistently linked to the five protective factors identified in the Center for the Study of Social Policy's Strengthening Families Protective Factors Framework (Center for the Study of Social Policy, 2015; FRIENDS National Resource Center for Community Based Child Abuse Prevention, 2011). By 2015, the number of visits to this resource center reportedly exceeded 11,000.

The impact upon child welfare outcomes appeared promising. Casey Family Programs (2016) reported a 76 percent decrease in the number of verified child maltreatment reports in the communities surrounding the Library Partnership (p.5). In 2018, construction was completed on a brand-new facility to permanently house the Library Partnership Resource Center. The 10,000 sq. ft. building features a large community meeting room, study rooms, a quiet reading room, a vibrant teen space, new children's area with a Snuggle Up Center and other spaces to provide innovative programming, classes, and essential social services.

All Gainesville Resource Centers are frequently described as "one-stop-shops" for local resources. Patrons may walk into the RCs for immediate access to available services or meet with professional RC staff to help determine needs and connect with local resources. Services provided through the RCs are voluntary and are free of charge to all community members as the result of community partnerships, various funding opportunities, and both monetary and in-kind donations.

The basis of PSF's RC Model is the Strengthening Families Approach and Protective Factors Framework (Center for the Study of Social Policy [CSSP], 2014). The model is a collection of services and supports (stratified by protective factor classification) that may be utilized (at different levels) by patrons at each RC. Although there may be some common services and supports across RCs, there can be variation in the service array based on variation in the target population needs within the geo spatial target area for each RC. The five protective factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

This report focuses specifically upon services, supports, and efforts of the LP Resource Center at promoting parental resilience. This report represents one small element of a comprehensive process evaluation meant to advance knowledge regarding the functioning, responsiveness, and impact of PSF Family Resource Centers upon the communities they serve. Since supports and services at the LP Resource Center are structured in accordance with the CSSP Protective Factors framework, the

Strengthening Families Self-Assessment Tool for Community-Based Programs, and associated processes (see below) are being used to help determine the fidelity of specific implementation strategies (in accordance with the above noted framework) at promoting parental resilience and strengthening families. This process will help identify existing strengths of select supports and services and help identify areas for potential improvements.

The Strengthening Families Self-Assessment Tool and Process for Community-Based Programs

The *Strengthening Families Self-Assessment Tool for Community-Based Programs* and associated protocols were developed by the Center for the Study of Social Policy (CSSP). This is a comprehensive, research- informed approach (based on national studies) that will aid in assessing the extent to which each of the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors[1]. The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each Resource Center has implemented services/activities in alignment with core strategies for building each of the following protective factors (see above).

There are five main sections of the Strengthening Families Self-Assessment process (one for each Protective Factor). See **Appendix A** for a copy of the assessment tool and protocol. Protocols require the establishment and utilization of a Self-Assessment Team that includes at a minimum: Administrative Staff and/or Program Director, Direct Service Staff, and Parents who participated in the program/received services (or whose children participated in service activities). For this project, it was deemed important to also include collaborative partners and other stakeholders in the process (as informed parties/members). There is one team per project Resource Center. Planned membership was to include a minimum of eight representatives from each site including (but not limited to) two administrative and direct service staff, three community collaborators, and three parents who have been active participants in the program (or whose children participate in the program). The four parents/patrons initially selected to be members of each assessment team were chosen from a list of patrons that consented to be part of the broader study and who, following a review of data obtained from the Community Module Data System (which tracks service requests and utilization trends for individual patrons), received services or participated in activities linked to protective factors. These processes were followed in the establishment of the LP SFSA Team. Composition (see below) includes two administrators and direct service staff (Cherie Kelly and Sarah Livingstone), five community collaborators (John Barli, Denise Fanning, LaToya Jennings Lopez, Tina Bushnell, and Staci White) and four Community Ambassadors (Kenydra Donalson, Nipapat McDow, Sharon Walters, and Rebecca Hightower). The term "Community Ambassador" was decided by the Team to better represent the status and role of patrons participating in this process given their potential knowledge (content and experiential) contributions to this process. Profiles of Team members are denoted below.

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[1] For more information regarding CSSP's Strengthening Families and Protective Factors Framework, please see: https://cssp.org/our-work/project/strengthening-families/   Additional information regarding the self-assessment model and associated methodology, tools, and recommended processes, see: https://cssp.org/our-work/projects/self-assessments-for-programs/ and Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

As highlighted in **Appendix A**, there are a series of indicators and associated items linked with each Protective Factor. These indicators and items represent a series of actions/activities, program elements, protocols, and policies associated with implementation of services meant to enhance each Protective Factor according to best-practice/evidence-based standards. For services and supports focused on Parental Resilience there are 25 indicators with 97 associated items for which each team member is asked to individually rate their level of item statement agreement on a five-point Likert-type scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) with an option for Not Applicable. This same scale is used for an assessment of all Protective Factor items/indicators. Collectively (for Parental Resilience services/activities), responses to these assessment items are meant to respond to the following questions:

How do programs demonstrate that parents are valued? (Items 1.1 through 1.5.9 and 1.8.1 through 1.10.2)

How do programs honor each family's race, language, culture, history, and approach to parenting? (Items 1.6.1 to 1.7.3)

How do programs encourage parents to manage stress effectively? (Items 1.11 to 1.13.7)

How do programs support parents as decision-makers and help build decision-making and leadership skills? (Items 1.14.1 to 1.22.4)

How do programs help parents understand how to buffer their child during stressful times? (Items 1.23 to 1.25).

Team members received an orientation to the CSSP Protective Factors framework, its relationship to the LP Resource Center service model, and the *Strengthening Families Self-Assessment Tool for Community-Based Programs* and its associated protocol. Individual members had the choice of completing paper or electronic versions of the Strengthening Families Self-Assessment Tool. Since the completion of the tool requires an investment of time (60-90 minutes) and reflection, individual members could decide if they wanted to complete the tool at one time or in sections. To accommodate these preferences, electronic versions of the tool were stratified by section/protective factor. See **Appendix B** for a copy of the electronic version of the tool associated with Parental Resilience questions/items (the focus of this report). For the electronic versions, each team member was provided a unique (and secure) web link and a Q-R code, providing them with two electronic link options for responding to the survey (a preference/option desired by Team members) but informed to respond only once. Although the names of members/respondents were known to all team members and the evaluation team, only their role on the team was requested as identifying information and recorded in the database. If a team member completed a paper version of the tool, that tool was submitted to the Community Research Coordinator for data entry into a system that would combine that respondent's scores with any electronically submitted responses from other members. The Community Research Coordinator was available on site and via e-mail and the Lead Evaluator was available via phone and e-mail to field any questions related to the tool and associated processes and address any technical issues associated with tool/survey completion.

After individual team members completed their scores, these data were shared via a written summary

report (see **Appendix C** for the *SFSA Tool for Community-Based Programs—Parental Resilience Results*) highlighting the distribution of responses by team members for each item. Efforts were made through critical discussion and dialog to arrive at a consensus assessment for each item and indicator (if such was possible) so that a collective assessment could lead to a structured action plan to address any fidelity concerns and program needs. Although the specific process for moving toward consensus is not itemized in the tool protocols (it is left to the Team), the lead evaluator suggested some processes and the Team made initial decisions regarding how to proceed. Each question and associated items were reviewed as a collective and then as individual items. For many items established consensus and agreement was evident, especially for select items and questions identified as observed strengths of the LP Resource Center. These strengths were noted with expanded discussion (at times) highlighting examples of how strengths were manifested. Given the robustness of discussion and shared ideas, concentrated focus addressed those items where there was variation in the level and type of statement/item agreement (including by role of the respondent as a stratum) and /or the weighted mean score for a select item was below 4.0 (the threshold of agreement). If an item was identified as an area(s) of difference/variation of assessment, open discussion ensued to clarify the source and reasons of these differences and a collective decision was made regarding whether an action item was needed or should be considered. The team engaged in facilitated brainstorming to identify potential recommendations for action items. Although action items were identified (some more immediate than others) for select items/questions, any structured plan for action item implementation will follow the completion of all discussions related to self-assessment findings linked to each protective factor. However, if modifications to select supports and services (i.e., recommended action items) were feasible and could be made concurrent with the SFSA process, such would happen and be reported on in subsequent meetings.

The initial meeting of the LP SFSA Team took place on July 21, 2021. Following a review of the SFSA, associated process, and expected deliverables, the team decided to meet monthly over an extended timeframe through the fall months instead of other options, including multiple times over a more concentrated time frame. Communication with, between, and among individual team members could take place in-between meetings but all discussion and brainstorming activities would take place during in-person, web-based, or hybrid meetings. Due to variations in community spread of COVID-19 during this timeframe, the meeting format changed/varied in accordance with safety concerns and Partnership for Strong Families service and administrative pandemic protocols. Subsequent meetings that involved the discussion of Parental Resilience items took place on August 16 and September 13. The dates and times of meetings were in accordance with preferred times and schedules of all Team members and attendees.

The Library Partnership Strengthening Families Self-Assessment Team

As denoted earlier, a team of dedicated community ambassadors, LP RC staff, and collaborative partners worked together to engage in a comprehensive assessment of the supports and services provided by the LP RC in accordance with the CSSP's protective factors framework. The names and/or biographies of these team members are detailed below.

John Barli – Catholic Charities

John Barli came to Gainesville in 1974 to attend the University of Florida, after 38 years in the for-profit world, John made the jump to non- profits after serving on The Catholic Charities Gainesville Advisory Board. He is motivated every day by the opportunity to transform lives.

Tina Bushnell – Alachua County Library District, Library Partnership Branch

Tina Bushnell is originally from St. Petersburg, Florida and has been a Gainesville resident since 1985. She attended Santa Fe College and went on to receive a Bachelor of Arts in History and a Master of Arts in Mass Communication from University of Florida. She also holds a Master of Library and Information Science from Florida State University. Ms. Bushnell began working at the Alachua County Library District in 2011 and became the manager of the Library Partnership Branch in 2016. She is dedicated to collaborating with the resource center by providing complimentary services and programs to make the Library Partnership a "one stop shop" for the community. She enjoys spending time with her son and his family, who also live in Gainesville, but spends most of her time outside of work relaxing with her cats.

Kenydra Donalson – Community Ambassador

Denise Fanning – Catholic Charities

Denise Fanning is originally from Texas and has been in Gainesville since 2008. She is a Gator Grad, and Marine Veteran, with a bachelor's in psychology, and has been working in the nonprofit community since 2011. She joined the Catholic Charities family in November of 2020 and feels fortunate to be a part of an organization that truly embodies an ethos of providing compassionate services to the community.

Rebecca "Jazmen" Hightower – Community Ambassador and Community Advisory Council Member

Rebecca "Jazmen" Hightower was born in Philadelphia and has been a Florida resident since 2008 after moving here from South Carolina. She is the proud mother of three adult sons and one adult daughter who graduated from Santa Fe College. Ms. Jazmen is also a graduate of the Catholic Charities Bridges to Prosperity Class of 2012. This is where she learned the importance of being involved in her community. She has since served as an active member of the Gainesville Housing Authority Board from 2014 – 2018 and the Catholic Charities Board from 2018 – present. Ms. Jazmen has also been a key member of the Library Partnership Resource Center Community Advisory Council since 2019 and now brings her experience and enthusiasm to the Strengthening Families Self-Assessment Team. She believes strongly in taking an active role with community organizations and encourages others to do the same so they can help steer. She thanks God that she is able to be a help to her community.

LaToya Jennings-Lopez – Community Partnership School at Howard Bishop Middle School

Cherie Kelly – LP RC Staff (Resource Center Manager)

Cherie holds a Master's in Clinical Psychology and Bachelor's in Psychology from the University of Louisville. She is certified in the Standards of Quality for Family Strengthening and Support and the WhyTry Youth Resiliency Program. In 2009, Cherie joined Partnership for Strong Families (PSF) as part of their Family Team Conferencing program. Since 2013, Cherie has worked with PSF's Resource Centers, and has served as the Library Partnership Resource Center Manager for 5 years. Cherie has helped create programs designed to build family protective factors, including homework help, enrichment programs, a re-entry conference and job fair, and a Parent and Community Advisory Council. Cherie builds community collaborations by connecting with other non-profits, faith-based organizations, businesses, government, and schools, while also building a system of case management and supports for families. Cherie most enjoys grant writing, developing equitable, community-based programs and services by connecting with families to understand their needs and building meaningful relationships with children who participate in programs. Cherie serves on the Race Equity Workgroup at PSF, University of Florida's Workforce Development Committee, and the Community Partnership School Leadership Council.

Sarah Livingstone – LP RC Staff (Family Support Facilitator)

Ms. Sarah Livingstone grew up in Montclair, New Jersey, a diverse, arts focused town. She attended and graduated from Santa Fe College, with an associate degree in Early Education, and then obtained a bachelor's degree in Family, Youth, and Community Sciences from the University of Florida. After this schooling, Sarah moved back to New Jersey and continued her education, graduating from Rutgers University, with a master's in social work. She holds a licensure of social work in the state of New Jersey. Sarah is currently employed with Partnership for Strong Families. There, in her role as Family Support Facilitator, for the Library Partnership Resource Center, she works in tandem with all levels of stakeholders on behalf of families in the Northeast side of Gainesville, Florida. Sarah is an author and an owner of ARE U Motivated LLC. She coordinates and facilitates mental health discussions in the community. Sarah is a member of the Child Protection Task Force, based in Gainesville, FL. She is the middle child and very close to her family members. Her mother and father attended the University of Florida, as well, her mother graduating from the nursing program, and her father, the chemical engineering program. Sarah involves herself in activity groups in the community and prioritizes self-care. Sarah appreciates that the Library Partnership Resource Center (LPRC) is available to the public, without regard to a person's demographics, income, and/or plight in life. It is a non-discriminatory environment and reparative in nature. With a strengths-based approach, LPRC focuses on infusing and enhancing protective factors in the lives of the patrons served. Sarah finds joy in being a part of the Strengthening Families Self-Assessment Team. She believes that the existence of the team not only encourages communication between the community members, researchers, and the resource centers, but the functioning of the team creates cohesion within the resource centers; awareness of gaps in services; room for adjustment and solutions, and responsiveness to all families, family members, and community members.

Nipapat McDow – Community Ambassador

Sharon Walters – Community Ambassador

Staci White – Community Partnership School at Howard Bishop Middle School

Staci White is from Gainesville, Florida. She holds a bachelor's degree in English with a minor in African American Studies and earned her master's degree in Educational Leadership and Administration. After teaching with Alachua County Public Schools, Ms. White joined the Children's Home Society of Florida in her current role at Howard Bishop Middle School in 2020. She is passionate about providing resources for all families and communities.

Although not formally members of the LP SFSA Team, Robin Perry (Lead Evaluator), Elizabeth Snow (Community Research Coordinator for the LP Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the LP SFSA Team meetings and served as key supports for team processes. Robin Perry provided initial training and overview of the Center for the Study of Social Policy's SFSA Tool for Community-Based Programs and associated processes for review of findings and development of an action plan and recommendations by the team. Robin Perry was the lead facilitator of select group meetings; summarizing findings generated from the self-assessment tool/survey, asking questions, and clarifying team members' views as they discussed survey results with the goal of moving toward a consensus of perspective related to select survey questions and recommended action items for the LP Resource Center. Elizabeth Snow is the Community Research Coordinator for the LP Resource Center and a principal on-site contact for Team members. Ms. Snow maintained regular contact with team members and distributed meeting materials; aided with facilitation of group processes, and (along with Robin Perry) took detailed notes of comments and discussion items. Ms. Spoliansky served as an information support and assisted in answering any questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the LP Resource Center. It is important to note that the role of the above three individuals was seen as supportive in nature. An empowerment perspective was adopted, as a team they would decide the meeting schedule and facilitation process with all members assuming equal status as knowledge experts with respect to community needs and the role, value, functioning, and responsiveness of the LP Resource Center to community need related to supporting families through the promotion of parental resilience. There was no effort by those in supportive roles to censure conversation and discussion points; efforts were made as feedback was regularly sought regarding facilitation processes and preferences of group members for these processes. All notes were converted into minutes that were distributed to team members for their review, edits, and approval. Feedback and recommended edits to documented discussion items and decisions could be provided within scheduled meetings (the team decided on monthly two-hour meetings) or in dialog/e-mails to Robin Perry and/or Elizabeth Snow in-between meetings (which would then be discussed with all team members at the next in-person or virtual meeting).

Strengthening Families Self-Assessment (SFSA) Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Parental Resilience

The following represents a summary of key findings and recommendations by the team for questions and items associated with promoting parental resilience. For a more detailed itemization/descriptive profile of all responses, please see **Appendix C** for the *SFSA Tool for Community-Based Programs— Parental Resilience Results;* distributed to all team members as a starting point for discussion and brainstorming activities. For the purposes of the summary, findings are presented in accordance with the broader questions select items/sets of questions the tool was structured to answer. Each summary is followed by an itemization of select discussion points and any identified action items for which there was consensus among team members.

> **How Does LP Resource Center Demonstrate that Parents are Valued?** (Items 1.1 through 1.5.9 and 1.8.1 through 1.10.2)

Table 1 provides a detailed summary of the individual items/questions associated with a measure of how the LP Resource Center demonstrates that parents are valued, and the average team score

(weighted) associated with each. The following scores were associated with each rating of each item response, where Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly Disagree=1. The weighted average score for each item reflects the average score across all Team members, excluding any Not Applicable responses. The Team Scores (weighted average) cells are color coded by where green represents team consensus of Strongly Agree and Agree, yellow represents scores in the Neither Agree nor Disagree range, red represents a level of Disagreement (either Disagree or Strongly Disagree) and a no shade cell represents Not Applicable.

Findings in Table 1 highlight a Team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with 17 of the 31 items/indicators of demonstrating that parents are valued with 15 within the Neither Agree nor Disagree range (3.0 to 3.99). There were no item/indicators for which there was an average representing a consensus of disagreement. The team had an opportunity to discuss all item responses and brainstorm potential action items generating from open discussion of LP RC's strengths and potential areas of improvement. Details regarding key discussion points can be found in meeting minutes for each team meeting. These minutes would be utilized in future team meetings and by LP RC staff members when implementation tasks are itemized for each action item.

Taken together, ratings and discussion on items 1.1 through 1.4.8 reinforce the overall positive impact and meaningful practices (through multiple formal, informal, and regular communication methods) that

> *… findings reinforce that mutual respect and support are defining features of the relationship between LP RC staff and patrons. Team members noted LP RC staff are welcoming, respectful, patient, supportive, and strength-based in their interactions with patrons. Community ambassadors highlighted that staff "…almost always say something positive…" and are "…gentle and listen, patient and try to help and support…" all patrons (adults, parents, and children). These efforts help build connections, meaningful relationships, and build trust.*

the LP Resource Center and its staff engage in that: recognize and affirm the central role of parents in their children's lives; make all family members feel welcome; and aid in the development of mutually respectful relationships between staff and all family members. These are clearly identified strengths with the LP RC. Of note are items 1.1 through 1.3.2 for which team members suggested no need for any affiliated action items. Agreement consensus was also evident for items 1.4.1 through 1.4.7; collectively these findings reinforce that mutual respect and support are defining features of the relationship between LP RC staff and patrons. Team members noted LP RC staff are welcoming, respectful, patient, supportive, and strength-based in their interactions with patrons. Community ambassadors highlighted that staff "…almost always say something positive…" and are "…gentle and listen, patient and try to help and support…" all patrons (adults, parents, and children). These efforts help build connections, meaningful relationships, and build trust. Select team members commented to LP RC staff that "…the Resource center is always reliable…", your "…reputation precedes you…" adding that there is a "…full circle of reliability and trust."

Although there was collective agreement on items 1.1 through 1.4.7, the Team did identify an action item associated with enhancing existing communication, engagement, and outreach efforts. This action item is:

Action Item #1: Build on existing communication methods to improve messaging and increase awareness of the LP Resource Center as a trustworthy place that treats parents with respect and acknowledges their strengths.

Although team members praise LP RC staff and the supports/services provided, there was perceived value in enhancing community awareness regarding the services provided and that it is a place that is supportive, focuses on patron and family member strengths, and is non-stigmatizing. For those in the community unaware of the LP RC, there may be some fear they will not be welcomed or treated with respect given experiences with other human/social service providers and authorities. Word of mouth (between patrons and families and among partners and collaborators) within the served community/neighborhoods has been one of the best engagement tools. Toward this end, there seems to be agreement that word of mouth reviews between and amongst families is generally positive. These personal connections and reviews/insights are important and reinforce the necessity of "…developing trust with community partners and families…" and establishing "…relationships with families…" in order to maximize influence and impact of LP RC staff within the community. Select team members commented to LP RC staff that "…the Resource center is always reliable…", and that its "…reputation precedes you…" adding that there is a "…full circle of reliability and trust." The location of the LP RC within (and relations with) the library serves as a good connection for building trust, reducing stigma, and making resources easy to find. It was asserted that to many in the community the Resource Center and Library are "…seen as one…" entity in their supportive capacity and as a resource for individual patrons and families. This reinforces the collaborative nature of the Library and the RC for which there is a collective impact of both on patrons, youth, and families served. Building upon this collaboration and ensuring consistency within and across programing and messaging is important.

… there seems to be agreement that word of mouth reviews between and amongst families is generally positive. These personal connections and reviews/insights are important and reinforce the necessity of "…developing trust with community partners and families…" and establishing "…relationships with families…" in order to maximize influence and impact of LP RC staff within the community.

Although there has been effective word-of-mouth and informal methods of disseminating information about the LP RC among families/households, continuation and enhancement of existing formal procedures can be considered, including:

- Continue to build relationships with key supporters at local schools (e.g., counselors, principals, school social workers, etc.) who have trusting relationships with families and serve (or could serve) as referral sources.
- Continue to use newsletters and emails from the LP RC targeting patrons and families within the community for building awareness about available resources and how to access them.
- Continue and expand coordinated efforts with the Alachua County Library District administration to disseminate information (e.g., website, blogs, library newsletter, etc.) about the nature and scope of LP RC resources.

A new Community Outreach Coordinator position with PSF may be an added support/resource that can be used by LP RC to aid with some of the recommended activities associated with Action Item #1.

As suggested in Table 1 and denoted in the data summary report (see Appendix C), there was variation in opinion regarding most items associated with 1.5 (except for 1.5.7). There was a very involved discussion regarding these items, including an overview of broader factors and influences impacting upon the level of engagement and responsiveness of fathers to LP RC engagement attempts, supports and activities. These discussions led to consideration of one key action item:

Action Item #2: Collaborate with community partners who have successfully engaged fathers and other male caregivers to gather insight and ideas for improving engagement at LP RC.

There was consensus among team members of the value and need of engaging with and encouraging the active involvement/participation of fathers/males in family life and LP RC activities, including participating in the SFSA Team. This recommendation is not seen in conflict with established LP RC protocols that targets messaging and services toward "families" in efforts to be inclusive of all types of caregivers (mothers, fathers, grandparents, aunts, uncles, foster, etc.). Agreement/consensus to explore enhanced efforts of engagement of fathers and other male caregivers exists with the acknowledgement that there has been concerted and collaborative efforts with other agencies to engage with fathers in the past, but these initiatives often "fizzled out" and a realization that there are limited father-specific agencies/services in Gainesville to partner with. Comments related to the limited success of past engagement efforts, suggested that limited success was a byproduct of a number of related factors, including (but not limited to): "…fear of social services…[because]…most organizations [are] hooked to social services…;" concern that collaboration between agencies would result in the sharing of personal/family information; stigma associated with receiving support (especially given gender/family role expectations); and discomfort with engagement and talking about problems. Several team members identified a few existing services and engagement models used by other agencies/organizations/providers (e.g., Catholic Charities' "Bridges to Prosperity" program, Bishop Dixon, Community Partnership School, etc.) that have been successful in engaging with fathers and male caregivers that could be referenced, collaborated with, and or used as a model for outreach and services. Many of these referenced initiatives focused on "…one-off services…" more than programs; for example, employability workshops and skill development for navigating social/workplace environments for increasing individual opportunities for success, etc.

As noted in Table 1, team scores for staff development and training items associated with working effectively with diverse families (1.8.1 through 1.8.3) approached but did not attain a consensus rating of agreement. An involved discussion of these results led to the development of the following action items:

Action Item #3: Talk with the PSF Racial Equity Workgroup about opportunities and goals for training in cultural awareness and working with diverse families, especially for Resource Center staff.

Action Item #4: Work with PSF leadership to pursue possible trainings led by partner organizations (such as the Pride Center of NCFL and the Rural Women's Health Project).

… the limited success of past engagement efforts [of fathers], suggested that limited success was a byproduct of a number of related factors, including (but not limited to): "…fear of social services…[because]…most organizations [are] hooked to social services…;" concern that collaboration between agencies would result in the sharing of personal/family information; stigma associated with receiving support (especially given gender/family role expectations); and discomfort with engagement and talking about problems.

It was acknowledged that Partnership for Strong Families (PSF) offers cultural awareness trainings to all its staff, including LP RC staff; however, participation is encouraged not required, even though most staff do participate. PSF acknowledges the importance of these topics and established a Racial Equity Workgroup in the Summer of 2020 that reportedly meets regularly. As part of SFSA Team discussions, the LP RC manager, Cherie Kelly, who is part of the Racial Equity Workgroup, will propose the topic of enhancing cultural awareness training for LP RC staff. The team also saw value in:

- collaborating with existing and/or developing partnerships with other organizations (e.g., the Pride Center of North Central FL and the Rural Women's Health Project, etc.) for the provision of professional development and training activities on equity, inclusion, and cultural awareness.
- documenting/highlighting for the team, community, and patrons, the types of training all LP RC staff receive.

With respect to items associated with 1.9, the team agreed that LP RC seeks to reflect the community and families it serves by:

1.9.1 Building a staff that reflects the community and families served.

1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.

1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.

These findings are positive and reinforce ways that LP RC demonstrates how the diversity of families and parents served are valued. There was one item for which the consensus was neither agree nor disagree:

1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society - even if the program's community is mono-lingual, mono-ethnic or mono-cultural.

This finding stimulated an involved discussion and review of recruitment and hiring practices at the LP RC and the Library. There is a desire and efforts have been made to hire and recruit staff that are reflective of the community served and have the knowledge and experience to fulfill this item expectation. Although a goal, it was acknowledged that such may not be attained based on the ability to find applicants that meet all job requirements. Regardless, efforts are made and PSF and LP RC representative indicated they would like to expand these efforts and advertise open positions with local organizations and websites that cater to Black Professionals and Spanish-speaking Professionals. Regardless, some existing efforts have been successful and aided in high ratings for Items 1.9.1 through 1.9.3. For example, it was noted that when recruiting and selecting interns each semester, LP RC aims to select a diverse group of students who demonstrate the ability to communicate and interact effectively with LP RC community members. When LP RC had an AARP volunteer position, this position was typically filled by someone who was representative of the racial, ethnic, or cultural background of community members. Ensuring that new hires are a good "fit" with the community they are working with has always been a noted and important priority. These discussions led to the following action item identified by the team:

Action Item #5: Continue and expand targeted advertising of job postings to ensure open positions are seen by more individuals who reflect the cultural groups served by the LP RC and other Resource Centers.

Ensuring that new hires are a good "fit" with the community they are working with has always been a noted and important priority.

Items 1.10.1 and 1.10.2 (see Table 1) focus on the supports provided to immigrant and refugee families. The team scores and consensus ratings reflect a neither agree nor disagree assessment on these items. At this time no action item is recommended, in part, as the team requires additional information to better understand the distribution of immigrant and refugee families and their needs within the community served. The conversation related to these items was explorative and informative for many members as efforts were made to discuss and better understand the existing resources for and needs of immigrant and refugee families in the Gainesville and surrounding areas.

Catholic Charities in Gainesville (serving five counties, including rural communities) and Jacksonville (an office with immigration services) provides more specific supports (including concrete supports) focused on the needs of immigrant and refugee families. The LP RC has a close collaborative relationship with Catholic Charities (represented on the Team) and has linked families to Catholic Charities and other partner organizations (e.g., Community Partnership School) when specialized assistance is needed. However, LP RC may not have a comprehensive understanding of how many families it serves that are immigrant and refugee families because they do not ask about immigration status and do not deliver/withhold services to any patron and their family members based upon that status. The team endorsed the continuation of this protocol/practice and any efforts that minimize the stigma for seeking services and protect the privacy of those served. It was noted that trust and fear of disclosing immigration status is often a barrier to service for some individuals and families. This fear/barrier, it was thought, is overcome by word-of-mouth endorsements and assurances by other patrons that share information that an organization (like LP RC and Catholic Charities) was helpful and can be trusted. It was conjectured by staff that some of the current families served (identified as African American or Black) may be immigrants or a second or third generation of immigrants from countries like Jamaica, Haiti, etc. In any regard, it was highlighted that there may be unique needs of select immigrant and refugee populations that the LP RC may not be equipped to serve. For example, one challenge Catholic Charities has noticed with serving immigrant families is their literacy level, both in English and sometimes in a person's native language. Translation and information may not be sufficient, and people may need additional assistance with applications and accessing resources from any community resource.

Table 1: How Does Library Partnership Family Resource Center Demonstrate that Parents are Valued?	Team Score (Weighted Average)
1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication	4.50
1.2 The program has multiple avenues for regular communication with families:	
1.2.1 The program provides an orientation for families about the program philosophy, goals and objectives.	4.00
1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.	4.00
1.2.3 Staff regularly ask parents about their observations of their child.	4.00
1.3 All family members are made to feel welcome:	
1.3.1 Someone is available to greet families when they come in.	4.55
1.3.2 Staff are respectful even when family visits are unexpected.	4.56
1.4 Staff develop mutually respectful relationships with all family members by:	
1.4.1 Taking time to get to know family members individually, by name.	4.58
1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.	4.36
1.4.3 Regularly inquiring about what is happening in their lives.	4.25
1.4.4 Providing emotional support and encouragement.	4.25
1.4.5 Sharing appropriate information about themselves.	4.30
1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.	4.09
1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.	4.27
1.4.8 Using intake forms, applications and surveys that are gender-neutral.	3.67
1.5 Staff show that they value fathers and are sensitive to their unique needs by:	
1.5.1 Taking part in periodic training on understanding and appreciating fathers' needs and parenting.	3.67
1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.	3.36
1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.	3.78
1.5.4 Providing peer activities or services that are man-to-man, father-to-father.	3.56
1.5.5 Engaging male participants to greet other men at program activities.	3.40
1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.	3.45
1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.	4.09
1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.	3.91
1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.	3.82
1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:	
1.8.1 Inviting partner organizations to provide workshops for staff on working with diverse families.	3.78
1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.	3.89
1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.	3.67
1.9 The program seeks to reflect the community and families it serves by:	
1.9.1 Building a staff that reflects the community and families served.	4.44
1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.	4.44
1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.	4.00
1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society - even if the program's community is mono-lingual, mono-ethnic or mono-cultural.	3.89
1.10 The program supports participating immigrant and refugee families by:	
1.10.1 Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.	3.29
1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.	3.29

How Does LP Resource Center honor each family's race, language, culture, history, and approach to parenting? *(Items 1.6.1 to 1.7.3)*

Table 2 provides a detailed summary of the individual items/questions associated with a measure of how the LP Resource Center honors each family's race, language, culture, history, and approach to parenting. Consensus agreement exists for three items (1.6.1, 1.6.2, and 1.6.5) with the majority of members agreeing with two additional statements but consensus (team scores) suggesting neither agree nor disagree for items 1.6.3 and 1.6.4. Collectively, the Team agreed that LP RC staff make efforts to be inclusive and are very respectful of all families' race, language, culture, history, and approach to parenting. However, select efforts (some already underway) could be initiated to address identified language barriers and select needs of some families/households.

> *…the Team agreed that LP RC staff make efforts to be inclusive and are very respectful of all families' race, language, culture, history, and approach to parenting. However, select efforts (some already underway) could be initiated to address identified language barriers and select needs of some families/households.*

The LP RC has seen an increase in people who primarily speak Spanish. This includes referrals from other agencies for families with challenging immigration statuses as the LP RC doesn't have as many institutional barriers (like requiring SSNs) for families to receive concrete supports and other services. However, the LP RC does not currently have enough bilingual staff or translation resources to adequately address this increased need. No program materials are currently published in Spanish; although multiple solutions are already being explored and the LP RC is working on having rack cards, printed program information, intake, and "getting to know you" forms translated into Spanish. With limited funds to pay for contracted translation services; there is a focus on recruiting more bilingual volunteers who would go through a translation training with PSF's contracted translation agency and efforts at applying for grants to fund contracted translation services. These circumstances led to the endorsement of Action Item #6:

> **Action Item #6:** Continue with current efforts to expand LP RC's ability to provide services and information in other languages (primarily Spanish).

Findings denoted in Table 2 related to items 1.7.1 through 1.7.3 (there was no team score reflecting consensus agreement, rather neither agree nor disagree) reflect/parallel observations denoted in response to select items for 1.6 (related to increased need for Spanish program and outreach materials) and a perceived need for reactivating a Community Advisory Council (or Parent Advisory Committee denoted in 1.7.2). The LP RC does have an existing Community Advisory Council (CAC) that has not met since Feb. 2020 (before the height of the COVID-19 pandemic and associated mitigation efforts). In past years, CAC members often planned parent/family activities that they felt would be of interest and value to the community. These events were perceived as successful in terms of family engagement and

attendance. CAC and LP RC staff are working to restructure and enhance the existing council as a Parent & Community Advisory Council (PCAC) with involvement from more parents in keeping with the role and structure recommendations/model suggested by the National Family Support Network. LP RC has developed a PCAC handbook; the next step is to hold an interest meeting for parents and other community members by the end of 2021. It is suggested that membership include representation from a variety of social groups reflective of community members served by LP RC and partner organizations. These discussions/considerations led to the following Action Item:

Action Item #7: Continue current efforts to develop the existing CAC into a Parent and Community Advisory Council for the LP RC. Hold an interest meeting for potential members by the end of 2021.

Table 2: How Does Library Partnership Family Resource Center Honor each Family's Race, Language, Culture, History, and Approach to Parenting?	Team Score (Weighted Average)
1.6 Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.	
1.6.1 Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.	4.10
1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.	4.00
1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.	3.90
1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.	3.80
1.6.5 The program displays diverse families and family structures in books, posters and program materials.	4.64
1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:	
1.7.1 Translated, whenever possible, into the language(s) spoken by all families in the community served.	2.89
1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.	3.00
1.7.3 Designed or selected to reflect the culture(s) of the community served.	3.80

How Does LP Resource Center encourage parents to manage stress effectively? (Items 1.11 to 1.13.7)

Table 3 provides a detailed summary of the individual items/questions associated with a measure of how the LP Resource Center encourages parents to manage stress effectively. Of the 13 identified items, the team scores signaled agreement with eleven (84.6%) items. Program staff are perceived as proactively responsive and supportive when parents/patrons demonstrate common signs of stress (see Item 1.11). This corroborates other findings denoted elsewhere in the report that suggest a quality level of support, professionalism, respectful, and caring attitude of LP RC staff toward parents and all patrons.

Opportunities are provided for parents to relieve stress through links/referrals to support groups (1.12.1), organizing parent-only social activities (1.12.3), and (if necessary and/or requested) arranging for individual consultations with staff and other professionals to address issues that are a source of stress in their lives (1.12.4).

The team scores (below an average level of agreement) for Items 1.12.2 and 1.12.5 reflect a desire, especially among Community Ambassadors and patrons for opportunities for more informal parent-only activities at the LP RC, resources permitting. Given the impact of COVID-19, these opportunities have become more limited; however, expansion of such activities (when safe to do so) were seen as an area of value/importance in promoting parental and community resilience. Informal parent interactions reportedly happened a lot more before the COVID-19 pandemic. Parents were able to gather and talk before and following Afterschool Programs. LP RC Patrons, in general, "hang out and talk" to one another in the parking lot; this currently happens but was more prevalent pre-pandemic). The library space (adjacent to LP RC) also allows for "spillover" where people accessing the LP RC can then go to informally gather and talk. Community Ambassadors and LP RC staff spoke of the benefit of select pre-COVID activities for children (e.g., field trips, etc.) that allowed parents some respite from caregiving responsibilities, opportunities to socialize with other parents, and to access other supports and participate in other LP RC or Library activities on their own or in concert with other parents/patrons. Although the COVID-19 pandemic has impacted the frequency of such endeavors, LP RC recently (spring and summer 2021) held some events, including a Movie Night and a Mother's Day Brunch (occurred outside in a parking lot while children participated in activities inside), which were adapted to allow for social distancing protocols but still enabled parents to interact and make informal social connections with other parents and patrons.

> *When possible, LP RC provides child activities at the same time as parent activities. While not officially "childcare" it does give parents a break and a chance to engage in activities that are parent centered. The implementation of parent-only activities with the provision of childcare or concurrent child-based activities may be a way of engaging parents and help parents manage stress and enhance social connections.*

When possible, LP RC provides child activities at the same time as parent activities. While not officially "childcare" it does give parents a break and a chance to engage in activities that are parent centered. The implementation of parent-only activities with the provision of childcare or concurrent child-based activities may be a way of engaging parents and help parents manage stress and enhance social connections. However, key challenges to providing these concurrent child activities include limited staff (background checks are required, especially for work with children), limited space, and liability concerns regarding the use of Library space. Given the potential benefits and above noted considerations, the following action item was recommended:

Confidence in, and acknowledgement of, the skills (and training) of LP RC staff in being able to respond and assist families in crisis is manifested in the responses to Items 1.13.1 through 1.13.7. There was consensus agreement with all items and no recommended action items associated with any item or collection of items. No team member disagreed with any of the statements gauging staff knowledge and receipt of training related to:

> 1.13.1 Understanding the impact of family crises and/or loss on all family members -- especially children – and how to respond appropriately.
>
> 1.13.2 Supporting families' immediate and long-term plans.
>
> 1.13.3 Talking to families about difficult issues and helping them access additional help.
>
> 1.13.4 Maintaining confidentiality.
>
> 1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.
>
> 1.13.6 Understanding trauma and its impact on children and how staff can help.
>
> 1.13.7 Other community agencies providing specialized services to families and children.

Taken together, these findings reinforce a perspective that LP RC staff are competent, compassionate, and skilled in assisting families and children experiencing a variety of crises and stresses (interpersonal, interfamilial, and environmental) in a manner that is respectful and professional.

… these findings reinforce a perspective that LP RC staff are competent, compassionate, and skilled in assisting families and children experiencing a variety of crises and stresses (interpersonal, interfamilial, and environmental) in a manner that is respectful and professional.

Table 3: How Does Library Partnership Family Resource Center Encourage Parents to Manage Stress Effectively?	Team Score (Weighted Average)
1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness or missed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior.	4.43
1.12 The program provides regular opportunities for parents to relieve stress through:	
1.12.1 Linking parents to organized support groups.	4.44
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.	3.75
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.	4.29
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.	4.13
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.	3.71
1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:	
1.13.1 Understanding the impact of family crises and/or loss on all family members – especially children -- and how to respond appropriately.	4.44
1.13.2 Supporting families' immediate and long-term plans.	4.67
1.13.3 Talking to families about difficult issues and helping them access additional help.	4.70
1.13.4 Maintaining confidentiality.	4.80
1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.	4.67
1.13.6 Understanding trauma and its impact on children and how staff can help.	4.88
1.13.7 Other community agencies providing specialized services to families and children.	4.70

How Does LP Resource Center support parents as decision-makers and help build decision-making and leadership skills? (Items 1.14.1 to 1.22.4)

Table 4 is expansive and provides a detailed summary of the 41 individual items/questions associated with a measure of how the LP Resource Center supports parents as decision-makers and helps build decision-making and leadership skills. No action items were recommended for items 1.14.1 through 1.17.4 (20 items). Among these 20 items there were only four items for which the team score was below the agreement threshold of 4.0 with select members, all of which were related to staff supports received that aid in working with families under stress. Team members, including LP RC staff, did not want to have any expanded discussion on individual items (or the collective group of items); some ratings included some disagreement and/or strong disagreement by select members. Subsequently, there was no generated action item for any of these items.

There were no recommended action items associated with items 1.15.1 through 1.17.4, all of which received a collective agreement rating by the team. Responses/team scores associated with 1.15.1 through 1.15.5 highlight a level of respect and understanding afforded parents by staff in actions that reinforce parental authority in dealings and interactions with their children. Items affiliated with 1.16.1 through 1.17.4 relate to applicable parents/families when activities, supports, and (mostly) referrals to community partners are made where screenings, assessments, and service plans are completed. Collectively, these findings reinforce a perceived perspective that LP RC staff interactions and efforts are perceived as informed, responsive, respectful, and in the best interests of strengthening families through supportive engagement and promotion of parental authority/role as decision makers.

… LP RC staff interactions and efforts are perceived as informed, responsive, respectful, and in the best interests of strengthening families through supportive engagement and promotion of parental authority/role as decision makers.

The quality and level of support for parents is clearly manifested in the team scores associated with Items 1.18.1 through 1.18.3 where the team agreed that LP RC staff and resources (across all activities associated with each item) clearly support a parent's personal education and career goals. There were two items (related to supporting parents' education and career goals) that received a consensus rating of neither agree nor disagree. These included:

> 1.18.4   Inviting past program parents and community volunteers to share their educational and career experiences with families.

> 1.18.5   Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.

… the team agreed that LP RC staff and resources (across all activities associated with each item) clearly support a parent's personal education and career goals.

Discussion regarding these items highlighted that LP RC has used peer mentors whenever possible at events and select programs. For example, the keynote speakers for the Re-entry Conference and the discussion facilitators at the Mother's Day Brunch were parent and community peer mentors. These opportunities were seen as positive and valued activities by Community Ambassadors that should be continued and enhanced, whenever possible, leading to the following recommended action item:

Although the team perceives there is strong support for parents and families among LP RC staff and within program activities and supports, the team identified areas of potential improvement where opportunities can be afforded to parents to serve as leaders and decision makers by:

1.19.1 Providing opportunities for families to volunteer and contribute to the program.

1.19.3 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles.

1.19.4 Asking families for input into staff hiring and training.

Collectively, these items reinforced the perceived value in enhancing patron and parent participation in programmatic decision-making processes at the LP RC, reinforcing the need for implementing Action Item #7 (see above). The importance and potential role of the Parent and Community Advisory Council (PCAC) in aiding with expanding supports for families and engaging parents/patrons as potential leaders and decision makers was discussed at length. Once restructured/re-instituted, members of the new PCAC can decide on their priorities as a group and have input on LP RC policies and decisions. Current plans regarding the structure of the PCAC recommend 10-12 members, where most (at least a majority) will be motivated and engaged parents. The importance of recruiting and empowering motivated parents and community members as PCAC members couldn't be overstated by one Community Ambassador who emphasized the process should unfold "very carefully." In the past, select "roadblocks" to progress and participation resulted when engaged participants came to meetings and were disappointed to "have nothing come from it." This causes "…a lot of people to not want to come to [future] meetings." It was suggested that any meetings of the PCAC result in a plan with action that follows shortly thereafter: "We [need to] come up with a plan and then we get it done." It was thought, with agreement from the Team as a whole, that quick action and results from meetings will keep people and the community more engaged with the PCAC and the LP RC.

The importance and potential role of the Parent and Community Advisory Council (PCAC) in aiding with expanding supports for families and engaging parents/patrons as potential leaders and decision makers was discussed at length … The importance of recruiting and empowering motivated parents and community members as PCAC members couldn't be overstated …

Responses to Items 1.20.1, 1.20.2. and 1.20.4 suggest that LP RC has been successfully promoting parent/patron participation in programs/activities by focusing on topics of interest and importance to families (1.20.1), including different family members (e.g., mothers, children, etc.) (1.20.2), and engaging in face-to-face and telephone (and other) outreach to select families that may not typically participate

(or have some hesitancy to participate) in LP RC programs. The consensus neither agree nor disagree rating for Item 1.20.3 parallels earlier ratings and recommendations related to providing concurrent child activities and/or childcare during parent activities (including leadership workshops or meetings) for which Action Item #8 has applicability.

The final set of items that generated action items included those associated with the continued development of parent leaders (1.21) and supporting parents' opportunities for leadership in community change (1.22). Here, team scores for the following items were below the threshold of agreement:

> 1.21.1 Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents.
>
> 1.21.2 Leadership development trainings and mentoring activities.
>
> 1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).
>
> 1.22 The program helps to support parents' opportunities for leadership in community change by:
>
> 1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.
>
> 1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.
>
> 1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.

There was involved feedback and suggestions from Community Ambassadors and other members regarding these items; all perceived as having some value for enhancing decision-making and leadership skills of parents/patrons within the community.

Community Ambassadors expressed an interest in attending different trainings and/or conferences. Other community leaders and future PCAC members could attend professional development trainings with support from the LP RC and grant funds. If interested, SFSA team members and/or future PCAC members could be involved in presenting alongside LP RC staff and grant staff at conferences like the Florida Child Protection Summit. Children's Bureau grantee meetings, policy meetings, and presentations could be opportunities for LP RC parent leaders with lived experience of the child welfare system to speak with legislators and policy makers. These would be empowering activities and opportunities to promote a leadership model that reinforces the role of parents as community leaders. These discussions/brainstorming activities led to the itemization of two final action items associated with Table 4:

Action Item #10: Pending interest of PCAC members – pursue grant funds to have parent and community leaders attend relevant conferences and trainings.

Action Item #11: Invite parent and community leaders from the SFSA team and future PCAC to attend and/or present to policy makers during annual grantee meetings and policy meetings.

Table 4: How Does Library Partnership Family Resource Center Support Parents as Decision-Makers and Help Build Decision-Making and Leadership Skills?	Team Score (Weighted Average)
1.14 Staff receive program support when working with families under stress through:	
1.14.1 Acknowledgement and support for their efforts from supervisors and administrators.	3.67
1.14.2 Opportunities to process their own emotional reactions with appropriate support.	3.88
1.14.3 Access to a mental health consultant.	3.88
1.14.4 Time off if needed.	3.44
1.15 Staff reinforce parental authority by:	
1.15.1 Respecting parents' directions and/or decisions about their children.	4.67
1.15.2 Learning about parents' expectations and limits for their children.	4.44
1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.	4.67
1.15.4 Understanding the parenting and child behavior norms of the parent's culture.	4.50
1.15.5 Being careful not to contradict a parent in front of his or her child or other children.	4.56
1.16 Parents are engaged as partners in developmental screenings or assessments of their child:	
1.16.1 All staff are trained in the program's confidentiality policy regarding screening and results.	4.50
1.16.2 Parents are informed about the confidentiality policy and what it means to them.	4.00
1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.	4.25
1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.	4.25
1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.	4.14
1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.	4.00
1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.	4.14
1.17 Parents and staff develop family plans together that:	
1.17.1 Identify the family's assets, interests, skills, needs and goals for themselves and their children.	4.43
1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.	4.25
1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.	4.38
1.17.4 Are updated regularly.	4.25

Table 4 (Continued): How Does Library Partnership Family Resource Center Support Parents as Decision-Makers and Help Build Decision-Making and Leadership Skills?	Team Score (Weighted Average)
1.18 The program supports a parent's personal education and career goals by:	
1.18.1 Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).	4.40
1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.	4.56
1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.	4.50
1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.	3.78
1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.	3.44
1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:	
1.19.1 Providing opportunities for families to volunteer and contribute to the program.	3.78
1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles	3.78
1.19.3 Asking families for regular input on programmatic decisions.	4.32
1.19.4 Asking families for input into staff hiring and training.	3.00
1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).	4.33
1.20 The program promotes participation in activities by:	
1.20.1 Addressing topics, issues and skills that families identify as important to them.	4.33
1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).	4.00
1.20.3 Providing child care during trainings or workshops.	3.56
1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.	4.00
1.21 The program helps to support the continued development of parent leaders by supporting:	
1.21.1 Personal growth -- such as attending conferences or special events and collecting and sharing information of interest to other parents.	3.33
1.21.2 Leadership development trainings and mentoring activities.	3.25
1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).	3.14
1.22 The program helps to support parents' opportunities for leadership in community change by:	
1.22.1 Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.	4.11
1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.	3.75
1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.	3.75
1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.	3.22

Table 5: How Does Library Partnership Family Resource Center Help Parents Understand How to Buffer Their Child During Stressful Times?	Team Score (Weighted Average)
1.23 Staff receive training on talking with parents about helping children in times of family crisis.	3.00
1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times	4.11
1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.	4.00

How Does LP Resource Center help parents understand how to buffer their child during stressful times? (Items 1.23 to 1.25).

Although there was one item where the team score did not reach the threshold of agreement, no Action Items were suggested for items denoted in Table 5 as it was thought denoted efforts highlighted by the Partnership for Strong Families to provide continued and targeted training (including for training items associated/highlighted in Table 1 and 2) on these topic areas were sufficient for the future. In any regard, the importance of all staff to receive training and support to enhance their ability to help parents meet the needs of their children during stressful times was reinforced. An itemization of any such training would be of value in any subsequent SFSA reviews.

Fidelity of Parental Resilience Services and Supports to CSSP Protective Factor

As denoted earlier, the SFSA Team identified the weighted average Team score as the consensus measure for each item associated with the Parental Resilience assessment questions. Following the development of a consensus rating, individual item scores were converted —in keeping with Harnar and Tarr, (n.d.) and Tarr, Harnar, & Ahsan (2014)[2] method recommendations—to binary/dichotomous scores where 1=Agree and Strongly Agree, and 0=Disagree, Strongly Disagree, Neither Agree nor Disagree, and Not Applicable. Within the Tables denoted in this report, any green shaded cells (Agree and Strongly Agree) reflect a score of 1 and any yellow (Neither Agree nor Disagree), red (Disagree and Strongly Disagree), or no shade (Not Applicable) reflects a score of 0 (zero). As observed, there were no red or no shade cells in each table. These scores were summed for the Parental Resilience Protective Factor where scores <50% of the total score possible represent low fidelity, 50-74% represent moderate fidelity, and >75% possible scores represent high fidelity. The aggregate fidelity score from all tabled findings is 58 (of a possible score of 97) or 60%, suggesting that the services and supports associated with the Parental

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[2] Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

Tarr, J., Harnar, M. A., & Ahsan, N. (2014). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Unpublished whitepaper presented at the National Association for the Education of Young Children's annual conference in Dallas, TX.

Resilience Factor were implemented with moderate fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework. The series of action items recommended by the LP SFSA Team are appropriately targeted to enhance the fidelity score of provided supports and services addressing parental resilience.

> *The aggregate fidelity score from all tabled findings is 58 (of a possible score of 97) or 60%, suggesting that the services and supports associated with the Parental Resilience Factor were implemented with moderate fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.*

Appendix A

STRENGTHENING FAMILIES SELF-ASSESSMENT TOOL FOR COMMUNITY-BASED PROGRAMS

STRENGTHENING FAMILIES™ SELF-ASSESSMENT TOOL FOR **COMMUNITY-BASED** PROGRAMS

ABOUT THE SELF-ASSESSMENT

The Program Self-Assessment helps programs determine how well they are implementing strategies to strengthen families. The Self-Assessment is based on findings from a national study that identified exemplary programs across the country. It allows all programs to compare their practices with those of the exemplary programs and identify areas for improvement. The Self-Assessment outlines how the protective factors can be supported through small but significant changes in program practice. It is written for programs committed to working with and supporting the families they serve. Versions of the Self-Assessment are available for:

- Center-based early care and education programs
- Family child care settings
- Home visiting programs
- Community-based programs such as family resource centers

While there is significant overlap across these different versions, each also contains unique strategies specific to each setting.

The Program Self-Assessment materials in this document are applicable to community-based programs serving children and families. The concrete actions described in the self-assessment can be carried out in a variety of settings such as family support and parenting education programs, health care settings, community centers and others. The strategies described can be implemented without creating new staff positions, making significant changes to existing facilities or raising additional financial resources.

ORGANIZATION

The Self-Assessment outlines practices used by exemplary programs to support families, organized around five protective factors:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

Each section starts with a brief description of the protective factor and core strategies for building that protective factor. Self-Assessment items are organized under each of these core strategies. In this version of the Self-Assessment there

is also a special section about Responding to Possible Child Abuse or Neglect.

COMPLETING THE SELF-ASSESSMENT

While the Self-Assessment forms may appear long at first glance, most sections have fewer than ten items. To make the process easier, the forms address specific practices; thus, multiple practice examples often appear under a single strategy. While the time it takes to complete the Self-Assessment will vary from program to program and from form to form, on average, each form can be completed in approximately 90 minutes.

CSSP strongly recommends that programs create a Self-Assessment team that represents a number of different perspectives at your program, including:

- Administrative staff and/or program director
- Direct service staff
- Parents who participate in the program (or whose children participate in the program)

Including a diverse group of participants in the Self-Assessment evaluation process allows programs to benefit from a large variety of viewpoints and perspectives. Once a team has been identified, the process begins by following the steps outlined below.

First, each member of the team should fill out the Self-Assessment forms individually.

Next, the team should convene to share and compare assessments. Teams should use this time to discuss rating results that differ among various team members, giving each person an opportunity to describe why they rated the practice the way they did and—if appropriate—to provide an example. Once everyone has had a chance to speak, all team members should be given an opportunity to re-rate the practice. It is not necessary for the entire team to come to consensus on every practice, but it is important that all team members come to understand each other's perspectives and that a final decision is made on how to rate the item based on broad input.

The consensus version of the Self-Assessment can be entered online at www.mosaic-network.com/gemslive/cssp/. Completing the Self-Assessment online allows the program to print reports showing strengths and areas to focus on improvement, as well as to link to parent and staff surveys.

CREATING AN ACTION PLAN

Once all team members have re-rated the practices, the team should identify areas where the program scored highly. Next, the team should create a sustainability plan to keep these areas strong. In developing a sustainability plan for each successful area, teams should be sure to specify:

- Key reasons for success in the area
- What needs to be done to ensure continued strength in the area
- Who will be responsible for maintaining successful outcomes in the area

Next, the team should highlight practice areas that a majority of the team rated poorly. While we encourage programs to work on each of these areas eventually, the team can begin by deciding whether each poorly rated practice should be addressed (1) immediately, (2) over time, or (3) not at all. Again, teams should allow time for discussion and reevaluation if/when team members disagree on practice ratings. When a majority of team members identify items that should be addressed immediately, teams should brainstorm plans to improve associated area outcomes. Teams should be sure to specify:

- The expected results
- All required resources (including staff hour costs)
- A timeline for achieving the desired results
- Who is responsible for each action step
- Check-in points for monitoring implementation progress
- How and when longer term action steps will be addressed/implemented

PARENTAL RESILIENCE

Being a parent can be a very rewarding and joyful experience. But being a parent can also come with its share of stress. Parental resilience is the process of calling forth one's inner strength to proactively manage stress, meet personal/family challenges and be able to function well. Parental resilience includes the ability to provide nurturing and supportive care to one's child, even when faced with challenges, adversity or trauma. Programs can provide a variety of resources for families to help build and support parental resilience—all with low or no-cost to the program. For example, programs can:

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, ethnicity, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build parents' decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

When supported by program policies, staff can employ these concrete Everyday Actions to help families reduce personal/parental stress and gain confidence in their ability to overcome challenges.

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.							
1.2 The program has multiple avenues for regular communication with families.	**1.2.1** The program provides an orientation for families about the program philosophy, goals and objectives.						
	1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.						
	1.2.3 Staff regularly ask parents about their observations of their child.						
1.3 All family members are made to feel welcome:	**1.3.1** Someone is available to greet families when they come in.						
	1.3.2 Staff are respectful even when family visits are unexpected.						

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.4 Staff develop mutually respectful relationships with all family members by:	**1.4.1** Taking time to get to know family members individually, by name.							
	1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.							
	1.4.3 Regularly inquiring about what is happening in their lives.							
	1.4.4 Providing emotional support and encouragement.							
	1.4.5 Sharing appropriate information about themselves.							
	1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.							
	1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.							
	1.4.8 Using intake forms, applications and surveys that are gender-neutral.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.5 Staff show that they value fathers and are sensitive to their unique needs by:	**1.5.1** Taking part in periodic training on understanding and appreciating fathers' needs and parenting.							
	1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.							
	1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.							
	1.5.4 Providing peer activities or services that are man-to-man, father-to-father.							
	1.5.5 Engaging male participants to greet other men at program activities.							
	1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.							
	1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.							
	1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.							
	1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs honor each family's race, language, culture, history and approach to parenting?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.6 Program staff ensure that all families, regardless of family structure; socio-economic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.	**1.6.1** Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.							
	1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.							
	1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.							
	1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.							
	1.6.5 The program displays diverse families and family structures in books, posters and program materials.							
1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:	**1.7.1** Translated, whenever possible, into the language(s) spoken by all families in the community served.							
	1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.							
	1.7.3 Designed or selected to reflect the culture(s) of the community served.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:	**1.8.1** Inviting partner organizations to provide workshops for staff on working with diverse families.							
	1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.							
	1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.							
1.9 The program seeks to reflect the community and families it serves by:	**1.9.1** Building a staff that reflects the community and families served.							
	1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.							
	1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.							
	1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society—even if the program's community is mono-lingual, mono-ethnic or mono-cultural.							
1.10 The program supports participating immigrant and refugee families by:	**1.10.1** Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.							
	1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness or missed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior							
1.12 The program provides regular opportunities for parents to relieve stress through: **1.12.1** Linking parents to organized support groups.							
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.							
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.							
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.							
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:	**1.13.1** Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately.							
	1.13.2 Supporting families' immediate and long-term plans.							
	1.13.3 Talking to families about difficult issues and helping them access additional help.							
	1.13.4 Maintaining confidentiality.							
	1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.							
	1.13.6 Understanding trauma and its impact on children and how staff can help.							
	1.13.7 Other community agencies providing specialized services to families and children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.14 Staff receive program support when working with families under stress through:	**1.14.1** Acknowledgement and support for their efforts from supervisors and administrators.							
	1.14.2 Opportunities to process their own emotional reactions with appropriate support.							
	1.14.3 Access to a mental health consultant.							
	1.14.4 Time off if needed.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.15 Staff reinforce parental authority by:	**1.15.1** Respecting parents' directions and/or decisions about their children.							
	1.15.2 Learning about parents' expectations and limits for their children.							
	1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.							
	1.15.4 Understanding the parenting and child behavior norms of the parent's culture.							
	1.15.5 Being careful not to contradict a parent in front of his or her child or other children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.16 Parents are engaged as partners in developmental screenings or assessments of their child:	**1.16.1** All staff are trained in the program's confidentiality policy regarding screening and results.							
	1.16.2 Parents are informed about the confidentiality policy and what it means to them.							
	1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.							
	1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.							
	1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.							
	1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.							
	1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.							
1.17 Parents and staff develop family plans together that:	**1.17.1** Identify the family's assets, interests, skills, needs and goals for themselves and their children.							
	1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.							
	1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.							
	1.17.4 Are updated regularly.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.18 The program supports a parent's personal education and career goals by:	**1.18.1** Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).							
	1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.							
	1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.							
	1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.							
	1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.							
1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:	**1.19.1** Providing opportunities for families to volunteer and contribute to the program.							
	1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles.							
	1.19.3 Asking families for regular input on programmatic decisions.							
	1.19.4 Asking families for input into staff hiring and training.							
	1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.20 The program promotes participation in activities by:	**1.20.1** Addressing topics, issues and skills that families identify as important to them.							
	1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).							
	1.20.3 Providing child care during trainings or workshops.							
	1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.							
1.21 The program helps to support the continued development of parent leaders by supporting:	**1.21.1** Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents.							
	1.21.2 Leadership development trainings and mentoring activities.							
	1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).							
1.22 The program helps to support parents' opportunities for leadership in community change by:	**1.22.1** Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.							
	1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.							
	1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.							
	1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs help parents understand how to buffer their child during stressful times?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.23 Staff receive training on talking with parents about helping children in times of family crisis.							
1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times							
1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.							

SOCIAL CONNECTIONS

People need people. Parents need people who care about them and their children; who can be good listeners; who they can turn to for well-informed advice, hope and encouragement; and who they can call on for help in solving problems. Parents' supportive social connections—that is, high quality relationships with family members, friends, neighbors, co-workers, community members and service providers—help buffer parents from stressors. Good social connections also support nurturing parenting behaviors that promote secure attachments in young children. Programs can provide opportunities for parents to create and strengthen positive social connections. Programs should:

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.1 Families have access to a comfortable space where they can meet informally							
2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another: **2.2.1** Formally, through parent support groups (including those with both broad and narrow focuses).							
2.2.2 Through parent mentoring and matching for one-on-one support.							
2.2.3 Informally, by introducing parents to one another.							

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/hosting:	**2.3.1** Regularly scheduled parent-child activities such as Play and Learn groups.							
	2.3.2 Periodic events like coffee breaks and breakfasts.							
	2.3.3 Celebrations, graduations and holidays.							
	2.3.4 Field trips and community events.							
	2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.							
	2.3.6 Affordable family activities.							
	2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.							
	2.3.8 Social media groups or web pages where parents can get program information and interact with one another.							
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.								
2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:	**2.6.1** Calling, sending notes or making home visits inviting them to program activities.						
	2.6.2 Connecting with them on social media platforms through program pages or groups.						
	2.6.3 Offering support with transportation, child care or other barriers to participation.						
	2.6.4 Making special efforts to connect them with other families who share similar interests.						
	2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.						
	2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.						
2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.							

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs create an inclusive environment?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.8 The program and its staff model positive social skills and community building by:	**2.8.1** Welcoming all families.							
	2.8.2 Inviting all families to program parties or social events.							
	2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.							
	2.8.4 Helping to resolve conflicts among participants.							
	2.8.5 Promoting families' understandings of different cultures and backgrounds.							
	2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.							
2.9 The program helps staff learn how to reduce stereotyping and bias by:	**2.9.1** Modeling inclusive behavior among the staff.							
	2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).							
	2.9.3 Providing training and support for helping families and children resolve conflicts effectively.							
	2.9.4 Intervening appropriately to counter-act prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).							
	2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.							
	2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.							
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs facilitate mutual support?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).							
2.12 There is time built in to program activities for parents to network and share with each other.							
2.13 Parent-organized social/educational events and activities are encouraged and supported by: **2.13.1** Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).							
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.							
2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).							
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.							
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.							
2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).							
2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Mounting scientific evidence points to the critical importance of early childhood as the period in which children's foundations for cognitive, language, social, emotional and moral development are established. While no parent knows everything about children, all parents can benefit from increasing their knowledge of parenting best practices. Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase. Programs can help parents increase their knowledge of parenting and child development. Programs should:

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

Program staff can help parents gain a high level of expertise about child development and parenting. It is crucial that staff provide information in multiple ways and at times that parents really need it and will put it into practice.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.1 Staff demonstrate a strong understanding of child development:	**3.1.1** Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.							
	3.1.2 Staff understand and can explain the development arc for young children.							
	3.1.3 Staff can explain to parents how various activities and interactions support their child's development.							
	3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.							
3.2 Staff work collaboratively with parents to coordinate support for children's development:	**3.2.1** Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.							
	3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.							
3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.4 When staff talk with parents about discipline, they:	**3.4.1** Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.							
	3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.							
	3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.							
	3.4.4 Encourage parents to discuss behavior challenges they may have at home.							
	3.4.5 Connect parents to other parents who can share or model positive parenting approaches.							
	3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.							
	3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.								
3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:	**3.6.1** Parents go through a series of classes as a group – with other forms of contact between classes to maintain their engagement.							
	3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.							
	3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.							
	3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).							
	3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.							
	3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.							
	3.6.7 Child care is offered while parents are in classes.							
	3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.							
	3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.							
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:	**3.8.1** Are available in the language spoken by program families.							
	3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.							
	3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.							
3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:	**3.9.1** Books and videos in a resource library.							
	3.9.2 Parenting classes.							
	3.9.3 Support groups.							
	3.9.4 Regular postings on bulletin boards in public spaces.							
	3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.							
	3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.							
3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:	**3.10.1** Parent education groups (including fatherhood groups).							
	3.10.2 Counseling.							
	3.10.3 Support groups.							
	3.10.4 Mentors/coaches.							
	3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented the community.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: • Different parenting styles of mothers and fathers and the strengths of each • Needs and concerns of first time parents • Needs of parents who are parenting a child with a disability • Noncustodial parents • Nontraditional caregivers (e.g., grandparents, foster parents)							
3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when: **3.12.1** Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).							
3.12.2 A parent appears to be frustrated or stressed and in need of support.							
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.							
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: • Prenatal and infant health and development • The birth process and what to expect • The needs of postnatal women and their families • The developing role of first time parents (including adolescent parents, if appropriate) • Planning for the child's needs after birth (e.g, car seats, cribs).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:	**3.14.1** Cultural/ethnic expectations and practices about parenting.							
	3.14.2 Different parenting practices.							
	3.14.3 Parent/child relationships.							
	3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).							
	3.14.5 Being especially supportive at the time that special needs are initially identified.							
	3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:	**3.15.1** Regularly checking in with parents about parenting issues.							
	3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.							
	3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.							
	3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.							
	3.15.5 Being especially supportive at the time that special needs are initially identified.							
	3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs address parenting issues from a strength-based perspective?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.16 Home visitors share their observations of children with parents to help the parents recognize:	**3.16.1** Their children's unique assets, temperament, personality, communication styles and behavioral cues.							
	3.16.2 Their children's growth and development patterns.							
	3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.							
	3.16.4 Their children's independence and abilities.							
	3.16.5 Activities families can use to enhance their children's skills and development.							
	3.16.6 Signals that development may not be on track.							
3.17 Staff reinforce positive parent-child interactions by:	**3.17.1** Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.							
	3.17.2 Sharing something positive with parents about their children's behavior and development.							
3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:	**3.18.1** Asking open-ended questions to understand the behavior from the parent's perspective.							
	3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.							
	3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.							
	3.18.4 Connecting parents to resources and supports that may help to address parenting issues.							

CONCRETE SUPPORT IN TIMES OF NEED

All parents need help sometimes. When parents are faced with very challenging situations, such as losing a job or not being able to feed their family, they need access to resources and services that address their needs and minimize their stress. This type of support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational or legal services they may need.

Programs can help parents to identify, find and receive concrete support in times of need. Programs should:

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

Even though community-based programs are not always equipped to provide all the services and supports families may need, they can still play a vital role in helping families access concrete supports in times of crisis. Programs can also play a critical role in helping families develop their own proactive strategies for meeting needs in the future.

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.1 Parents are encouraged to turn to staff in the event of a crisis through:	**4.1.1** The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.							
	4.1.2 Materials regularly provided to participating families.							
	4.1.3 Information on which staff members can help families with particular issues.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.2 Staff proactively respond to signs of parent or family distress by:	**4.2.1** Expressing concern and offering help in line with the program's philosophy and resources.							
	4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.2.3 Making space available for staff to meet with parents privately.							
	4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.							
	4.2.5 Being sensitive and responsive to the impact of family stress on children.							
	4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).							
4.3 When a family is experiencing extreme difficulties or crisis:	**4.3.1** At least one staff member with a close relationship with the family reaches out to the family proactively.							
	4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.							
	4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.							
	4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.							
	4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.							
	4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.4 Staff proactively respond to signs of parent or family distress by: — **4.4.1** Expressing concern and offering help.							
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.							
4.4.4 Being sensitive and responsive to the impact of family stress on children.							
4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).							
4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.							
4.4 Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.							
4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: • Food pantries • Health providers • Domestic violence services • Shelters • Respite care for children • Alcohol and substance abuse services • Mental health services (for adults and children) • Economic supports • Legal assistance • Quality early care and education							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.6 The program actively builds collaborative links with other service providers by:	**4.6.1** Bringing services on site, when possible.							
	4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.							
	4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.							
	4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.							
	4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs help families to develop skills they need to identify their needs and connect to supports?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:	**4.7.1** Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.							
	4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.							
	4.7.3 Encouraging parents to advocate for themselves and their child.							
	4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.							
	4.7.5 Connecting parents to peer-to-peer navigation support.							
4.8 When staff make referrals to outside services, they support family leadership by.	**4.8.1** Brainstorming with families about what resources would be helpful.							
	4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.							
	4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).							
	4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).							
	4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.							
	4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Early childhood experiences set the stage for later health, well-being and learning. A growing body of research has shown the relationship between young children's social and emotional competence and their cognitive development, language skills, mental health and school success. The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

Whether working primarily with parents or with young children themselves, program staff should receive training on the importance of social and emotional development – and can play a significant role in helping parents to both enjoy and facilitate children's growing competencies in this area.

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help parents foster their child's social emotional development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.1 The program introduces family members to social and emotional development by:	**5.1.1** Providing parents with information on the importance of supporting children's healthy social and emotional development—and its connection to success in school and life.							
	5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.							
	5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.							
	5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.							
	5.1.5 Asking about parents' observations of their child's social and emotional development.							
5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).								
5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.4 Staff nurture children and model nurturing for parents by:	**5.4.1** Responding consistently to children in a warm, supportive manner.							
	5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.							
	5.4.3 Showing warmth through appropriate physical contact.							
	5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).							
	5.4.5 Responding sympathetically to help children who are upset, hurt or angry.							
	5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.							
	5.4.7 Modeling empathy and appropriate emotional responsiveness.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:	**5.5.1** Fostering children's social and emotional development in the context of their culture and language.							
	5.5.2 Recognizing behavioral/emotional problems or developmental delays.							
	5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.							
	5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.							
	5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.							
	5.5.6 Promoting positive relationships among children living in the same household.							
	5.5.7 Promoting positive relationships among children living in the same household.							
	5.5.8 Understanding how mental health and wellness affects family relationships and the developmental process of young children.							
	5.5.9 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.							
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs include children's social and emotional development activities in programming?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.7 The program supports children's social and emotional development with intentional practices that include:	**5.7.1** Encouraging children to express their feelings in ways that are the most comfortable for them.							
	5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.							
	5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).							
	5.7.4 Setting clear expectations and limits for behavior.							
	5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).							
5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:	**5.8.1** Providing coaching on how to support social and emotional learning for all children.							
	5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help children develop a positive cultural identity and learn to interact in a diverse society?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.9 The program welcomes and affirms the cultures of families it serves by:	**5.9.1** Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.							
	5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.							
	5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.							
5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:	**5.10.1** How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.							
	5.10.2 The extent to which nonverbal communication is predominant across cultures.							
	5.10.3 Diverse cultural views success and appropriate child development.							
5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:	**5.11.1** Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.							
	5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.							
	5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.							
5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.								
5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.								
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs respond proactively when social or emotional development needs extra support?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.15 When staff are concerned about a child's social and emotional development, they respond by:	**5.15.1** Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.							
	5.15.2 Arranging for appropriate screenings and assessments.							
	5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).							
	5.15.4 Helping parents develop strategies for addressing the issue at home.							
5.16 Staff have access to a mental health consultant to help them:	**5.16.1** Identify and receive additional resources and/or training to work effectively with individual children and parents.							
	5.16.2 Talk respectfully with parents about the child's development, needs or challenges.							

STRENGTHENING FAMILIES IN SPECIAL CIRCUMSTANCES

One responsibility of all child- and family-serving programs is to respond to possible child abuse and neglect when it is observed. Staff are mandatory reporters of child abuse and neglect in most states and should receive training every year on the state requirements on reporting. However, long before a report needs to be made, staff can also respond positively and supportively to early signs that have the potential to lead to maltreatment. The following items reflect best practices for programs in working effectively with child welfare officials.

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.1 When children enter the program, staff discuss child abuse and neglect prevention with all parents and caretakers. This discussion includes explanations of:	**6.1.1** The program's policies and practices that are designed to keep children safe from harm.							
	6.1.2 Staff members' responsibility as mandatory child abuse and neglect reporters.							
	6.1.3 How the state defines child abuse and neglect.							
	6.1.4 The program's protocols regarding child abuse and neglect reports.							
6.2 All staff members are trained according to their state's mandatory child abuse reporting laws.								
6.3 Staff receive additional training on child abuse and neglect including:	**6.3.1** Recognizing and responding to early signs of possible child abuse and neglect, including physical and behavioral indicators.							
	6.3.2 Following the program's protocols for reporting child abuse and neglect.							
	6.3.3 Understanding how cases are generally handled by the child protective services agency once a report is made.							
	6.3.4 The relationship between domestic violence and reporting of child abuse and neglect, and clear protocols to follow when domestic violence is suspected or disclosed.							
	6.3.5 Recognizing cultural practices that can trigger reporting of child abuse and neglect (e.g., the practice of coining to treat fevers, the use of corporal punishment for toilet training, leaving a young sibling in the care of an older sibling under the age of ten) and respectfully discussing ways that parents can prevent the likelihood of mandatory reporting.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.4 The program's protocols for reporting possible child abuse and neglect:	**6.4.1** Are consistent with state child welfare reporting guidelines.							
	6.4.2 Are reviewed annually or anytime changes are made to state guidelines.							
6.5 Staff members are trained that when a child abuse or neglect report needs to be filed, they have specific responsibilities to both the child welfare agency and to families that include:	**6.5.1** Coordinating with investigative authorities to ensure that staff actions and interactions with the family do not hinder the investigation.							
	6.5.2 Providing objective and accurate information on the concerns that led to the report, as well as information on family strengths.							
	6.5.3 Explaining their status as mandated reporters to families and their commitment to the goal of keeping children safe.							
	6.5.4 Striving to be calm, caring and supportive of the family during the reporting process.							
	6.5.5 Answering questions that the family may have regarding the reporting process and how the Child Protective Services system typically responds.							
	6.5.6 Offering support for families by answering questions, connecting them to resources they may need listening attentively and providing and friendly advice.							
6.6 If a child is placed into child welfare custody, staff are trained to continue to support the child and the family by:	**6.6.1** Maintaining contact with the child and family, if possible.							
	6.6.2 Advocating for the family with the Child Protective Services system, when possible.							
	6.6.3 Helping parents connect with resources to help reunite them with their child.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.7 Program staff seek to collaborate with child welfare caseworkers and Child Protective Services staff to promote the child's ongoing healthy development by:	**6.7.1** Helping to maintain stability for children involved in the system.							
	6.7.2 Engaging in co-case management practices, if possible.							
	6.7.3 Conducting joint home visits.							
	6.7.4 Attending Child Protective Services meetings to share information.							

Appendix B

Electronic Version of Parental Resilience Questions of SFSA Tool

Parental Resilience-Self Assessment Items

Being a parent can be a very rewarding and joyful experience. But being a parent can also come with its share of stress. Parental resilience is the process of calling forth one's inner strength to proactively manage stress, meet personal/family challenges and be able to function well. Parental resilience includes the ability to provide nurturing and supportive care to one's child, even when faced with challenges, adversity or trauma. Programs can provide a variety of resources for families to help build and support parental resilience—all with low or no-cost to the program. For example, programs can:
• Demonstrate in multiple ways that parents are valued
• Honor each family's race, ethnicity, language, culture, history and approach to parenting
• Encourage parents to manage stress effectively
• Support parents as decision-makers and help build parents' decision-making and leadership skills
• Help parents understand how to buffer their child during stressful times

When supported by program policies, staff can employ these concrete Everyday Actions to help families reduce personal/ parental stress and gain confidence in their ability to overcome challenges.

Given your knowledge and experiences, please respond to the series of questions about the Resource Center as such relate to select core strategies for building the protective factor associated with Parental Resilience. You will be asked to identify (on a 5-point scale) your level of agreement with a series of statements associated with questions related to promoting parental resilience. A Not Applicable (N/A) option is also provided. If desired, a comments text box is provided for each question should you wish to provide additional thoughts, reflections, and/or clarifications regarding your response.

This tool/survey was developed by the Center for the Study of Social Policy as part of their Strengthening Families Protective Factors Framework initiative.

Thank you for participating in this process. Your feedback and participation as a Team member is important.

What best describes your role/perspective as a Team Member?

◯ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community

◯ Administrative Staff and/or Program Director

◯ Direct Service Staff and/or Volunteer

◯ Community Collaborator/Partner that Works with Resource Center

Library Partnership - Strengthening Families Self-Assessment Tool - Resilience

How do programs demonstrate that parents are valued?

1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

1.2 The program has multiple avenues for regular communication with families.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.2.1 The program provides an orientation for families about the program philosophy, goals and objectives.	◯	◯	◯	◯	◯	◯
Comments						
1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.	◯	◯	◯	◯	◯	◯
Comments						
1.2.3 Staff regularly ask parents about their observations of their child.	◯	◯	◯	◯	◯	◯
Comments						

1.3 All family members are made to feel welcome:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.3.1 Someone is available to greet families when they come in.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.3.2 Staff are respectful even when family visits are unexpected.	○	○	○	○	○	○

Comments

[   ]

1.4 Staff develop mutually respectful relationships with all family members by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.1 Taking time to get to know family members individually, by name.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.3 Regularly inquiring about what is happening in their lives.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.4 Providing emotional support and encouragement.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.5 Sharing appropriate information about themselves.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.	○	○	○	○	○	○

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
Comments						

[text input field]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.	○	○	○	○	○	○
Comments						

[text input field]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.4.8 Using intake forms, applications and surveys that are gender-neutral.	○	○	○	○	○	○

Comments

[text input field]

1.5 Staff show that they value fathers and are sensitive to their unique needs by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.5.1 Taking part in periodic training on understanding and appreciating fathers' needs and parenting.	○	○	○	○	○	○
Comments						

[text input field]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.	○	○	○	○	○	○

Comments

[text input field]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.	○	○	○	○	○	○
Comments						

[text input field]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.5.4 Providing peer activities or services that are man-to-man, father-to-father.	○	○	○	○	○	○

Comments

[text input field]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.5.5 Engaging male participants to greet other men at program activities.	○	○	○	○	○	○

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A

Comments

_____

1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.   ○ ○ ○ ○ ○ ○

Comments

_____

1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.   ○ ○ ○ ○ ○ ○

Comments

_____

1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.   ○ ○ ○ ○ ○ ○

Comments

_____

1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.   ○ ○ ○ ○ ○ ○

Comments

_____

Library Partnership - Strengthening Families Self-Assessment Tool - Resilience

How do programs honor each family's race, language, culture, history and approach to parenting?

1.6 Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.6.1 Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.	○	○	○	○	○	○

Comments

_____

1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.	○	○	○	○	○	○

Comments

_____

1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.	○	○	○	○	○	○

Comments

_____

1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.	○	○	○	○	○	○

Comments

_____

1.6.5 The program displays diverse families and family structures in books, posters and program materials.	○	○	○	○	○	○

Comments

_____

1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.7.1 Translated, whenever possible, into the language(s) spoken by all families in the community served.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.	○	○	○	○	○	○

Comments

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.7.3 Designed or selected to reflect the culture(s) of the community served.	○	○	○	○	○	○

Comments

Library Partnership - Strengthening Families Self-Assessment Tool - Resilience

How do programs demonstrate that parents are valued?

1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.8.1 Inviting partner organizations to provide workshops for staff on working with diverse families.	○	○	○	○	○	○

Comments

1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.	○	○	○	○	○	○

Comments

1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.	○	○	○	○	○	○

Comments

1.9 The program seeks to reflect the community and families it serves by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.9.1 Building a staff that reflects the community and families served.	○	○	○	○	○	○

Comments

[   ]

1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.	○	○	○	○	○	○

Comments

[   ]

1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.	○	○	○	○	○	○

Comments

[   ]

1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society - even if the program's community is mono-lingual, mono-ethnic or mono-cultural.	○	○	○	○	○	○

Comments

[   ]

1.10 The program supports participating immigrant and refugee families by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.10.1 Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.	○	○	○	○	○	○

Comments

[   ]

1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.	○	○	○	○	○	○

Comments

[   ]

How do programs encourage parents to manage stress effectively?

1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include:

• Parents' acknowledgement of stress or problems

• Unusual parental behavior

• Repeated unexplained absences

• Repeated tardiness or missed appointments

• Divorce, separation, military deployment, family dissolution, job loss or other family crises

• Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

1.12 The program provides regular opportunities for parents to relieve stress through:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.12.1 Linking parents to organized support groups.	○	○	○	○	○	○

Comments

_____

1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.	○	○	○	○	○	○

Comments

_____

1.12.3 Organizing spa days, exercise classes or other parent-only social activities.	○	○	○	○	○	○

Comments

_____

1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.	○	○	○	○	○	○

Comments

_____

1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.	○	○	○	○	○	○

Comments

_____

1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.13.1 Understanding the impact of family crises and/or loss on all family members -- especially children -- and how to respond appropriately.	○	○	○	○	○	○

Comments

| |

| 1.13.2 Supporting families' immediate and long-term plans. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| |

| 1.13.3 Talking to families about difficult issues and helping them access additional help. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| |

| 1.13.4 Maintaining confidentiality. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| |

| 1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| |

| 1.13.6 Understanding trauma and its impact on children and how staff can help. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| |

| 1.13.7 Other community agencies providing specialized services to families and children. | ○ | ○ | ○ | ○ | ○ | ○ |

Comments

| |

LIBRARY PARTNERSHIP RESOURCE CENTER

Library Partnership - Strengthening Families Self-Assessment Tool - Resilience

How do programs support parents as decision-makers and build decision-making and leadership skills?

1.14 Staff receive program support when working with families under stress through:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.14.1 Acknowledgement and support for their efforts from supervisors and administrators.	○	○	○	○	○	○

Comments

[   ]

1.14.2 Opportunities to process their own emotional reactions with appropriate support.	○	○	○	○	○	○

Comments

[   ]

1.14.3 Access to a mental health consultant.	○	○	○	○	○	○

Comments

[   ]

1.14.4 Time off if needed.	○	○	○	○	○	○

Comments

[   ]

1.15 Staff reinforce parental authority by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.15.1 Respecting parents' directions and/or decisions about their children.	○	○	○	○	○	○

Comments

[ ]

1.15.2 Learning about parents' expectations and limits for their children.	○	○	○	○	○	○

Comments

[ ]

1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.	○	○	○	○	○	○

Comments

[ ]

1.15.4 Understanding the parenting and child behavior norms of the parent's culture.	○	○	○	○	○	○

Comments

[ ]

1.15.5 Being careful not to contradict a parent in front of his or her child or other children.	○	○	○	○	○	○

Comments

[ ]

1.16 Parents are engaged as partners in developmental screenings or assessments of their child:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.16.1 All staff are trained in the program's confidentiality policy regarding screening and results.	○	○	○	○	○	○

Comments

[ ]

1.16.2 Parents are informed about the confidentiality policy and what it means to them.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.	○	○	○	○	○	○

Comments

[   ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.	○	○	○	○	○	○

Comments

[   ]

1.17 Parents and staff develop family plans together that:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.17.1 Identify the family's assets, interests, skills, needs and goals for themselves and their children.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.17.4 Are updated regularly.	○	○	○	○	○	○

Comments

_____

1.18 The program supports a parent's personal education and career goals by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.18.1 Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).	○	○	○	○	○	○

Comments

[   ]

1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.	○	○	○	○	○	○

Comments

[   ]

1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.	○	○	○	○	○	○

Comments

[   ]

1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.	○	○	○	○	○	○

Comments

[   ]

1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.	○	○	○	○	○	○

Comments

[   ]

1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.19.1 Providing opportunities for families to volunteer and contribute to the program.	○	○	○	○	○	○

Comments

1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles	○	○	○	○	○	○

Comments

1.19.3 Asking families for regular input on programmatic decisions.	○	○	○	○	○	○

Comments

1.19.4 Asking families for input into staff hiring and training.	○	○	○	○	○	○

Comments

1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).	○	○	○	○	○	○

Comments

1.20 The program promotes participation in activities by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.20.1 Addressing topics, issues and skills that families identify as important to them.	○	○	○	○	○	○

Comments

_____

1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).	○	○	○	○	○	○

Comments

_____

1.20.3 Providing child care during trainings or workshops.	○	○	○	○	○	○

Comments

_____

1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.	○	○	○	○	○	○

Comments

_____

1.21 The program helps to support the continued development of parent leaders by supporting:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.21.1 Personal growth -- such as attending conferences or special events and collecting and sharing information of interest to other parents.	○	○	○	○	○	○

Comments

_____

1.21.2 Leadership development trainings and mentoring activities.	○	○	○	○	○	○

Comments

_____

1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).	○	○	○	○	○	○

Comments

_____

1.22 The program helps to support parents' opportunities for leadership in community change by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
1.22.1 Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.	○	○	○	○	○	○

Comments

[ ]

1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.	○	○	○	○	○	○

Comments

[ ]

1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.	○	○	○	○	○	○

Comments

[ ]

1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.	○	○	○	○	○	○

Comments

[ ]

How do programs help parents understand how to buffer their child during stressful times?

1.23 Staff receive training on talking with parents about helping children in times of family crisis.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including:

• How stress impacts the child's brain, behavior and development

• Recognizing the signs of stress in children

• How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly

• The important role that parents and caring adults play in buffering children during stressful times

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

Appendix C

Library Partnership Resource Center
Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—**Parental Resilience** Results

Library Partnership Family Resource Center Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—**Parental Resilience** Results

Q1 What best describes your role/perspective as a Team Member?

Answered: 12   Skipped: 0
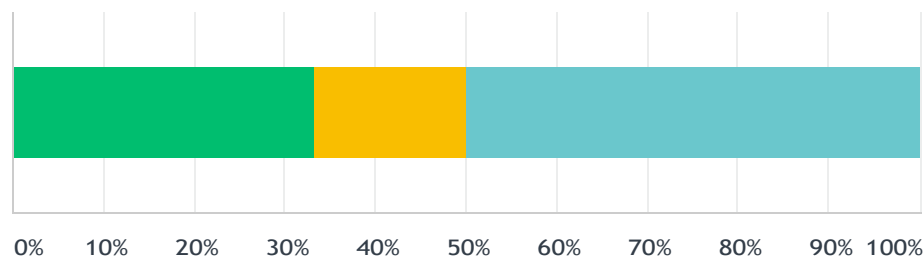
- 🟩 Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center…
- 🟦 Administrative Staff and/or Program Director
- 🟨 Direct Service Staff and/or Volunteer
- 🟩 Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	33.33%	4
Administrative Staff and/or Program Director	0.00%	0
Direct Service Staff and/or Volunteer	16.67%	2
Community Collaborator/Partner that Works with Resource Center	50.00%	6
TOTAL		12

Q 1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.

Answered: 12   Skipped: 0

Agree — Strongly agree
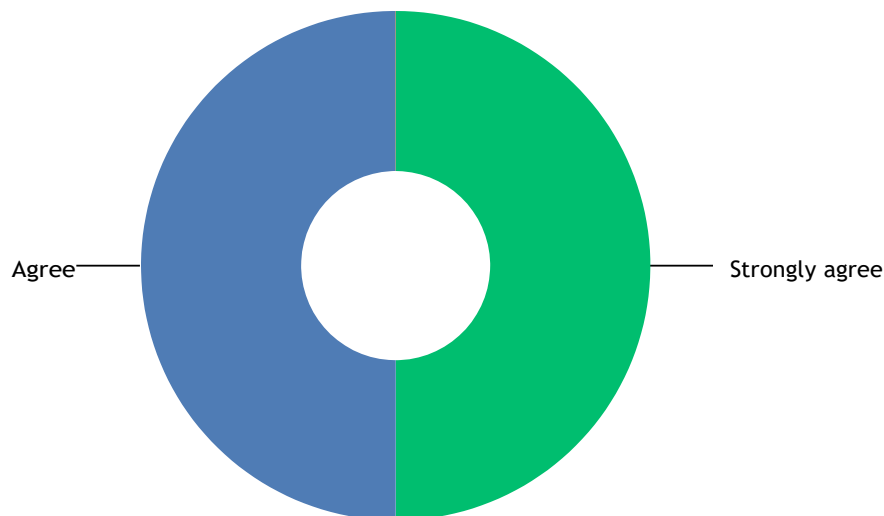
ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	6
Agree	50.00%	6
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		12

#	COMMENT	DATE
	There are no responses.	

Q 1.2 The program has multiple avenues for regular communication with families.
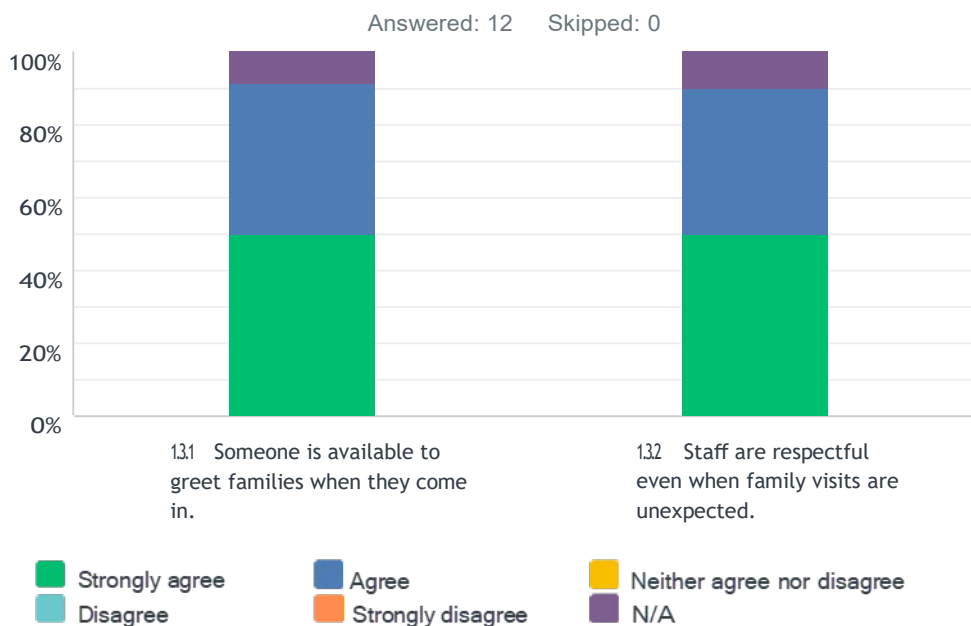
Answered: 12   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.2.1 The program provides an orientation for families about the program philosophy, goals and objectives.	16.67% 2	66.67% 8	0.00% 0	8.33% 1	0.00% 0	8.33% 1	12	4.00
1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.	25.00% 3	50.00% 6	8.33% 1	8.33% 1	0.00% 0	8.33% 1	12	4.00
1.2.3 Staff regularly ask parents about their observations of their child.	18.18% 2	54.55% 6	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.00

#	COMMENTS FOR "1.2.1 THE PROGRAM PROVIDES AN ORIENTATION FOR FAMILIESABOUT THE PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES."	DATE
	There are no responses.	

#	COMMENTS FOR "1.2.2 STAFF USE A VARIETY OF METHODS (E.G., NEW FAMILY ORIENTATIONS, SMALL GROUP MEETINGS, INDIVIDUAL CONVERSATIONS…"	DATE
1	I am not sure about the written questionnaires.	7/28/2021 11:04 AM

#	COMMENTS FOR "1.2.3 STAFF REGULARLY ASK PARENTS ABOUT THEIROBSERVATIONS OF THEIR CHILD."	DATE
1	not familiar	7/26/2021 3:50 PM

Q 1.3 All family members are made to feel welcome:

Answered: 12   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.3.1 Someone is available to greet families when they come in.	50.00% 6	41.67% 5	0.00% 0	0.00% 0	0.00% 0	8.33% 1	12	4.55
1.3.2 Staff are respectful even when family visits are unexpected.	50.00% 5	40.00% 4	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.56

#	COMMENTS FOR "1.3.1 SOMEONE IS AVAILABLE TO GREET FAMILIES WHEN THEY COME IN."	DATE
	There are no responses.	

#	COMMENTS FOR "1.3.2 STAFF ARE RESPECTFUL EVEN WHEN FAMILY VISITS ARE UNEXPECTED."	DATE
1	not familiar	7/26/2021 3:50 PM

Q 1.4 Staff develop mutually respectful relationships with all family members by:
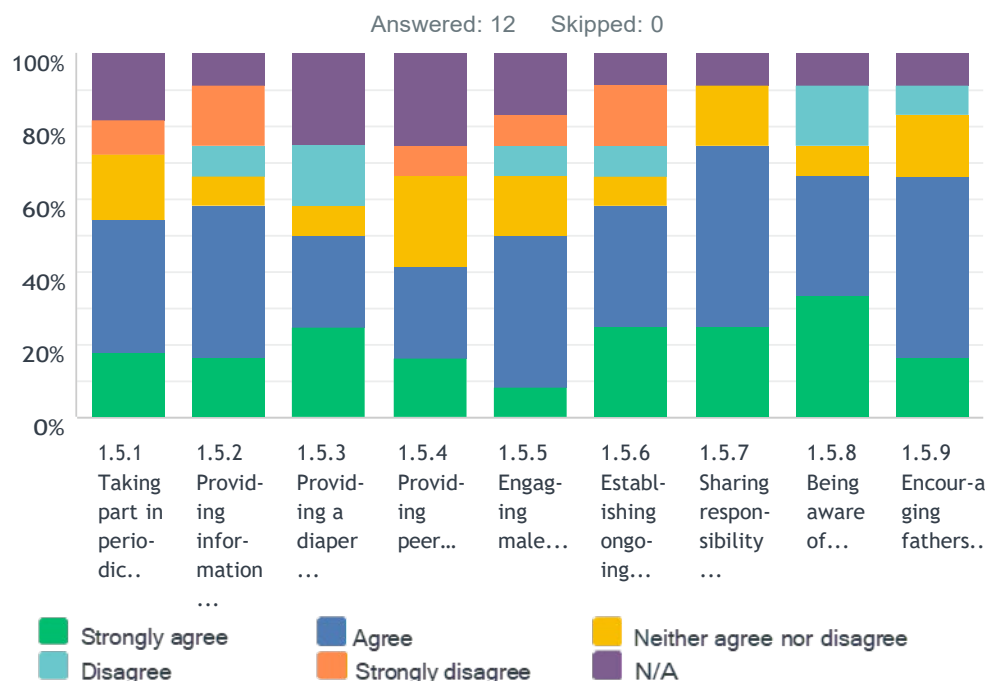
Answered: 12   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.4.1 Taking time to get to know family members individually, by name.	58.33% 7	41.67% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	12	4.58
1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.	33.33% 4	58.33% 7	0.00% 0	0.00% 0	0.00% 0	8.33% 1	12	4.36
1.4.3 Regularly inquiring about what is happening in their lives.	41.67% 5	41.67% 5	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12	4.25
1.4.4 Providing emotional support and encouragement.	41.67% 5	50.00% 6	0.00% 0	0.00% 0	0.00% 0	8.33% 1	12	4.45
1.4.5 Sharing appropriate information about themselves.	36.36% 4	45.45% 5	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.30
1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.	33.33% 4	33.33% 4	25.00% 3	0.00% 0	0.00% 0	8.33% 1	12	4.09
1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.	41.67% 5	33.33% 4	16.67% 2	0.00% 0	0.00% 0	8.33% 1	12	4.27
1.4.8 Using intake forms, applications and surveys that are gender-neutral.	10.00% 1	50.00% 5	20.00% 2	10.00% 1	0.00% 0	10.00% 1	10	3.67

#	COMMENTS FOR "1.4.1 TAKING TIME TO GET TO KNOW FAMILY MEMBERS INDIVIDUALLY, BY NAME."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.2 LISTENING AND LEARNING ABOUT THEIR INTERESTS, CURRENT ACTIVITIES, HOPES AND EXPECTATIONS FOR THEMSELVES AND THEIR CHILDREN."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.3 REGULARLY INQUIRING ABOUT WHAT IS HAPPENING IN THEIR LIVES."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.4 PROVIDING EMOTIONAL SUPPORT AND ENCOURAGEMENT."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.5 SHARING APPROPRIATE INFORMATION ABOUT THEMSELVES."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.6 RECOGNIZING AND ACKNOWLEDGING PARENTS' STRENGTHS, EFFORTS AND CONTRIBUTIONS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.7 TAKING TIME TO UNDERSTAND THE COMPLEX NEEDS OF INDIVIDUAL PARENTS, SUCH AS NAVIGATING CHILD CUSTODY OR THE CHILD SUPPORT SYSTEM, PLAYING DUAL ROLES IN A SINGLE-PARENT HOUSEHOLD OR HAVING CHILDREN WITH DIFFERENT PARTNERS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.4.8 USING INTAKE FORMS, APPLICATIONS AND SURVEYS THAT ARE GENDER-NEUTRAL."	DATE
1	not familiar	7/26/2021 3:50 PM
2	D K	7/22/2021 1:21 PM

Q 1.5 Staff show that they value fathers and are sensitive to their unique needs by:
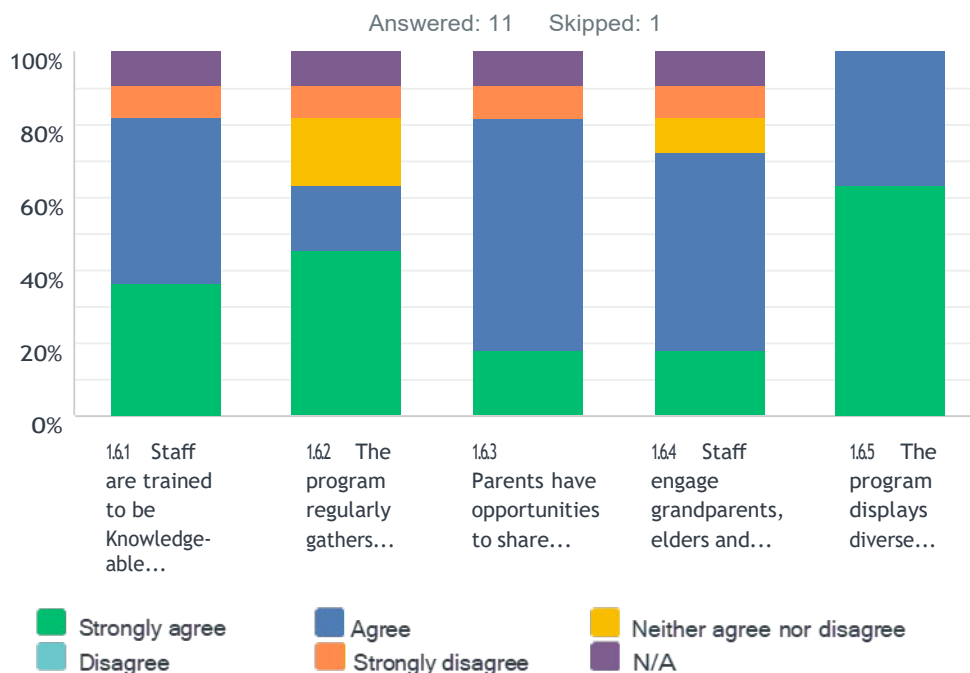
Answered: 12   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.5.1 Taking part in periodic training on understanding and appreciating fathers' needs and parenting.	18.18% 2	36.36% 4	18.18% 2	0.00% 0	9.09% 1	18.18% 2	11	3.67
1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.	16.67% 2	41.67% 5	8.33% 1	8.33% 1	16.67% 2	8.33% 1	12	3.36
1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.	25.00% 3	25.00% 3	8.33% 1	16.67% 2	0.00% 0	25.00% 3	12	3.78
1.5.4 Providing peer activities or services that are man-to-man, father-to-father.	16.67% 2	25.00% 3	25.00% 3	0.00% 0	8.33% 1	25.00% 3	12	3.56
1.5.5 Engaging male participants to greet other men at program activities.	8.33% 1	41.67% 5	16.67% 2	8.33% 1	8.33% 1	16.67% 2	12	3.40
1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.	25.00% 3	33.33% 4	8.33% 1	8.33% 1	16.67% 2	8.33% 1	12	3.45
1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.	25.00% 3	50.00% 6	16.67% 2	0.00% 0	0.00% 0	8.33% 1	12	4.09
1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.	33.33% 4	33.33% 4	8.33% 1	16.67% 2	0.00% 0	8.33% 1	12	3.91
1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.	16.67% 2	50.00% 6	16.67% 2	8.33% 1	0.00% 0	8.33% 1	12	3.82

#	COMMENTS FOR "1.5.1 TAKING PART IN PERIODIC TRAINING ON UNDERSTANDING AND APPRECIATING FATHERS' NEEDS AND PARENTING."	DATE
1	Unsure about programs in Re: to fathers	8/9/2021 10:43 AM

#	COMMENTS FOR "1.5.2 PROVIDING INFORMATION SPECIFIC TO FATHERS/MALE FAMILY MEMBERS IN A SPECIAL AREA SUCH AS A LOUNGE, BULLETIN BOARD, OR BOOKSHELF."	DATE
	There are no responses.	

#	COMMENTS FOR "1.5.3 PROVIDING A DIAPER CHANGING TABLE IN THE MEN'S ROOM OR OTHER AREA ACCESSIBLE TO MEN."	DATE
1	one bathroom	8/10/2021 12:30 PM
2	A changing table is available in regular restroom	8/9/2021 10:43 AM
3	There is only a unisex bathroom in the Resource Center. There is no diaper changing station in the men's bathroom in the library, although it was initially advocated for.	8/3/2021 3:51 PM

#	COMMENTS FOR "1.5.4 PROVIDING PEER ACTIVITIES OR SERVICES THAT ARE MAN-TO-MAN, FATHER-TO-FATHER."	DATE
1	Unsure about father to father	8/9/2021 10:43 AM

#	COMMENTS FOR "1.5.5 ENGAGING MALE PARTICIPANTS TO GREET OTHER MEN AT PROGRAM ACTIVITIES."	DATE
	There are no responses.	

#	COMMENTS FOR "1.5.6 ESTABLISHING ONGOING PARTNERSHIPS WITH COMMUNITY RESOURCES THAT PROVIDE SERVICES TO FATHERS."	DATE
1	This has been tried in the past, but did not sustain. There are very limited organizations available in Gainesville for this.	8/3/2021 3:51 PM

#	COMMENTS FOR "1.5.7 SHARING RESPONSIBILITY FOR INVITING FATHERS TO ATTEND PROGRAMS AND WORKING TO ENGAGE THEM IN ACTIVITIES."	DATE
	There are no responses.	

#	COMMENTS FOR "1.5.8 BEING AWARE OF BARRIERS THAT LIMIT FATHER INVOLVEMENT, SUCH AS A DIFFICULT RELATIONSHIP WITH THE CHILD'S MOTHER, LACK OF INFORMATION OR A NON-CUSTODIAL RELATIONSHIP WITH CHILD."	DATE
	There are no responses.	

#	COMMENTS FOR "1.5.9 ENCOURAGING FATHERS AND MALE FAMILY MEMBERS TO ENGAGE IN ALL ASPECTS OF THE PROGRAM, NOT ONLY ACTIVITIES FOR FATHERS, INCLUDING LEADERSHIP ROLES."	DATE
	There are no responses.	

Q 1.6 Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds;sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.
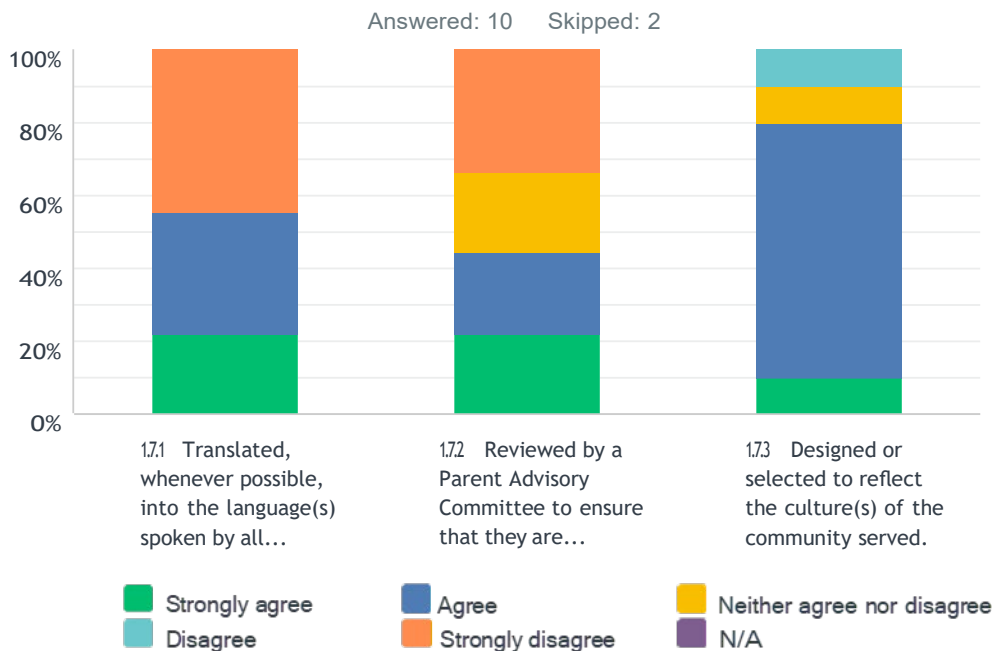
Answered: 11   Skipped: 1

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.6.1 Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.	36.36% 4	45.45% 5	0.00% 0	0.00% 0	9.09% 1	9.09% 1	11	4.10
1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.	45.45% 5	18.18% 2	18.18% 2	0.00% 0	9.09% 1	9.09% 1	11	4.00
1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.	18.18% 2	63.64% 7	0.00% 0	0.00% 0	9.09% 1	9.09% 1	11	3.90
1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.	18.18% 2	54.55% 6	9.09% 1	0.00% 0	9.09% 1	9.09% 1	11	3.80
1.6.5 The program displays diverse families and family structures in books, posters and program materials.	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11	4.64

| #	COMMENTS FOR "1.6.1 STAFF ARE TRAINED TO BE KNOWLEDGEABLE ABOUT THE PARENTING PRACTICES AND APPROACHES TO FAMILY DECISION-MAKING OF DIFFERENT CULTURAL AND ETHNIC GROUPS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.6.2 THE PROGRAM REGULARLY GATHERS INFORMATION ABOUT FAMILY INTERESTS, BELIEFS AND EXPECTATIONS, INCLUDING THOSE RELATING TO THE CHILD'S CULTURE AND LANGUAGE DEVELOPMENT, AND SEEKS TO PARTNER WITH FAMILIES IN INCORPORATING THOSE FEATURES INTO PROGRAM ACTIVITIES AND STRUCTURE."	DATE
	There are no responses.	
#	COMMENTS FOR "1.6.3 PARENTS HAVE OPPORTUNITIES TO SHARE SKILLS, TALENTS AND CULTURAL TRADITIONS WITH CHILDREN AND OTHER PARENTS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.6.4 STAFF ENGAGE GRANDPARENTS, ELDERS AND EXTENDED FAMILY MEMBERS IN DISCUSSIONS ON PARENTING AND THE TRANSMISSION OF CULTURAL BELIEFS."	DATE
1	Community Advisory Council	8/3/2021 3:53 PM
#	COMMENTS FOR "1.6.5 THE PROGRAM DISPLAYS DIVERSE FAMILIES AND FAMILY STRUCTURES IN BOOKS, POSTERS AND PROGRAM MATERIALS."	DATE
	There are no responses.	

Q 1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:

Answered: 10   Skipped: 2

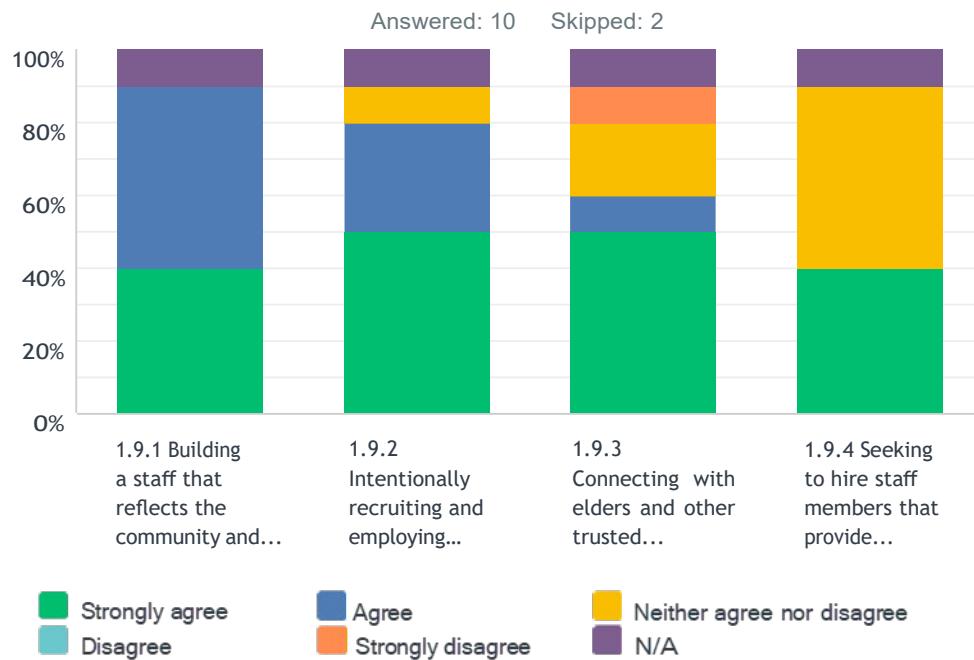|	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.7.1 Translated, whenever possible, into the language(s) spoken by all families in the community served.	22.22% 2	33.33% 3	0.00% 0	0.00% 0	44.44% 4	0.00% 0	9	2.89
1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.	22.22% 2	22.22% 2	22.22% 2	0.00% 0	33.33% 3	0.00% 0	9	3.00
1.7.3 Designed or selected to reflect the culture(s) of the community served.	10.00% 1	70.00% 7	10.00% 1	10.00% 1	0.00% 0	0.00% 0	10	3.80

#	COMMENTS FOR "1.7.1 TRANSLATED, WHENEVER POSSIBLE, INTO THE LANGUAGE(S) SPOKEN BY ALL FAMILIES IN THE COMMUNITY SERVED."	DATE
1	Not familiar	7/26/2021 3:51 PM
2	D K	7/22/2021 1:22 PM

#	COMMENTS FOR "1.7.2 REVIEWED BY A PARENT ADVISORY COMMITTEE TO ENSURE THAT THEY ARE CULTURALLY RELEVANT AND LINGUISTICALLY… "	DATE
1	Not familiar	7/26/2021 3:51 PM
2	D K	7/22/2021 1:22 PM

#	COMMENTS FOR "1.7.3 DESIGNED OR SELECTED TO REFLECT THE CULTURE(S) OF THE COMMUNITY SERVED."	DATE
1	Not familiar	7/26/2021 3:51 PM

Q 1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledgeto work effectively with diverse families. Staff development may include:

Answered: 10   Skipped: 2
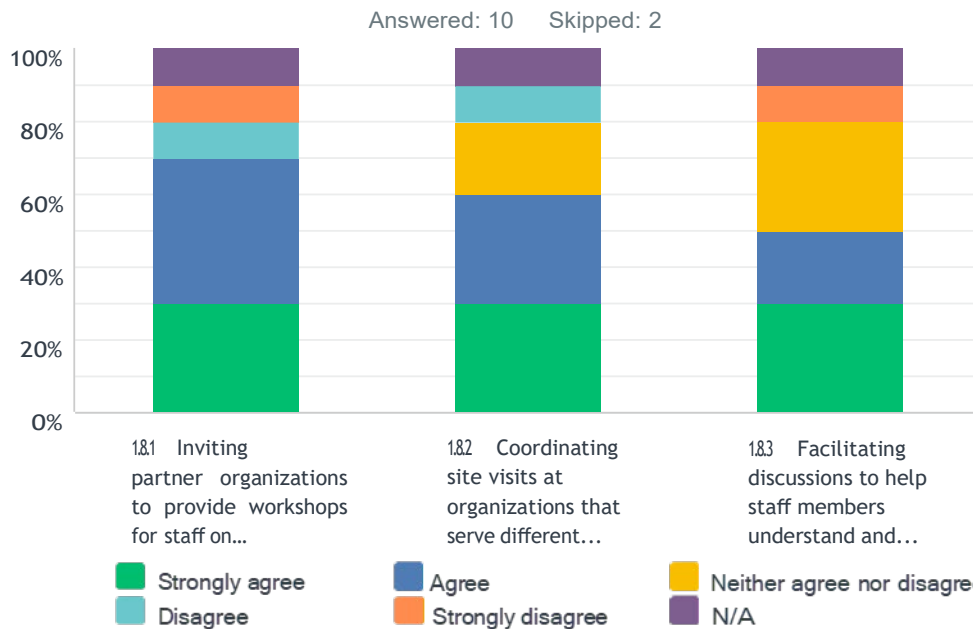
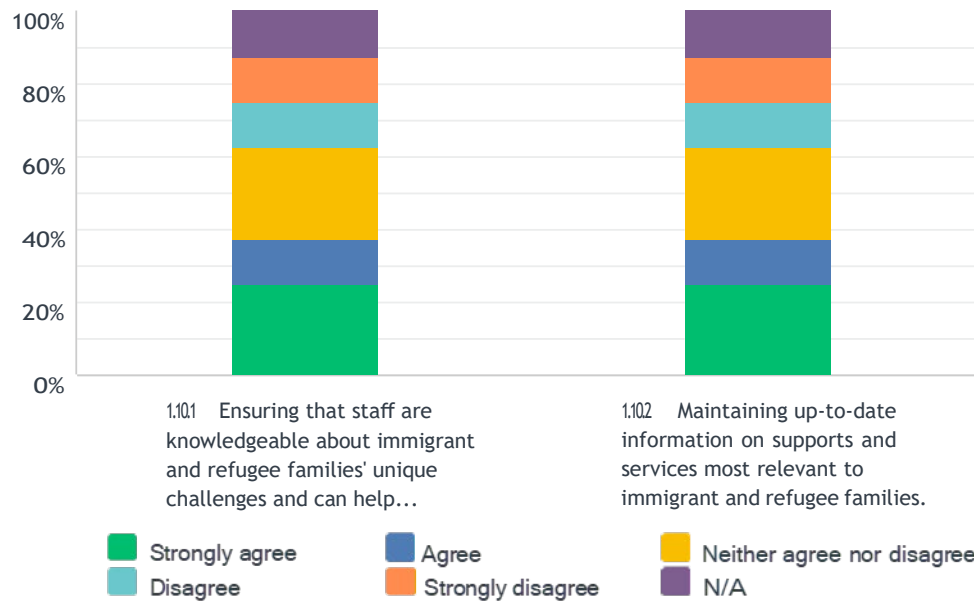|	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.8.1 Inviting partner organizations to provide workshops for staff on working with diverse families.	30.00% 3	40.00% 4	0.00% 0	10.00% 1	10.00% 1	10.00% 1	10	3.78
1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.	30.00% 3	30.00% 3	20.00% 2	10.00% 1	0.00% 0	10.00% 1	10	3.89
1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.	30.00% 3	20.00% 2	30.00% 3	0.00% 0	10.00% 1	10.00% 1	10	3.67

Q 1.9 The program seeks to reflect the community and families it serves by:

Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.9.1 Building a staff that reflects the community and families served.	40.00% 4	50.00% 5	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.44
1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.	50.00% 5	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.44
1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.	50.00% 5	10.00% 1	20.00% 2	0.00% 0	10.00% 1	10.00% 1	10	4.00
1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society - even if the program's community is mono-lingual, mono-ethnic or mono-cultural.	40.00% 4	0.00% 0	50.00% 5	0.00% 0	0.00% 0	10.00% 1	10	3.89

Q 1.10 The program supports participating immigrant and refugee families by:

Answered: 8   Skipped: 4

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.10.1 Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.	25.00% 2	12.50% 1	25.00% 2	12.50% 1	12.50% 1	12.50% 1	8	3.29
1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.	25.00% 2	12.50% 1	25.00% 2	12.50% 1	12.50% 1	12.50% 1	8	3.29

#	COMMENTS FOR "1.10.1 ENSURING THAT STAFF ARE KNOWLEDGEABLE ABOUT IMMIGRANT AND REFUGEE FAMILIES' UNIQUE CHALLENGES AND CAN HELP ADDRESS THEM IN A RESPECTFUL MANNER."	DATE
1	not sure	8/11/2021 4:46 PM
2	not familiar	7/26/2021 3:52 PM

#	COMMENTS FOR "1.10.2 MAINTAINING UP-TO-DATE INFORMATION ON SUPPORTS AND SERVICES MOST RELEVANT TO IMMIGRANT AND REFUGEE FAMILIES."	DATE
1	not sure, really	8/11/2021 4:46 PM
2	not familiar	7/26/2021 3:52 PM

Q 1.11 When common signs of stress occur, program staff reach out tofamilies proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness ormissed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior.

Answered: 9   Skipped: 3
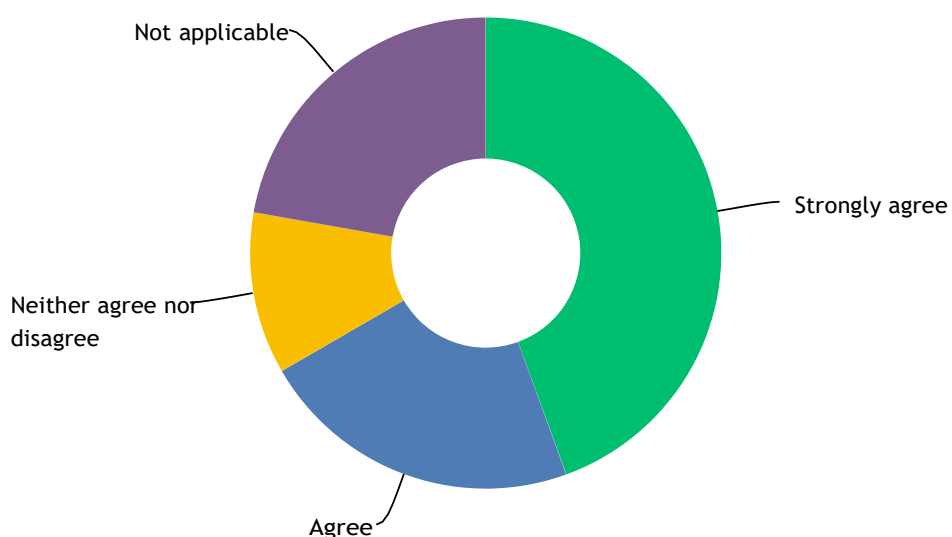
ANSWER CHOICES	RESPONSES	
Strongly agree	44.44%	4
Agree	22.22%	2
Neither agree nor disagree	11.11%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	22.22%	2
TOTAL		9

#	COMMENT	DATE
1	not sure	8/11/2021 4:48 PM

Q 1.12 The program provides regular opportunities for parents to relieve stress through:
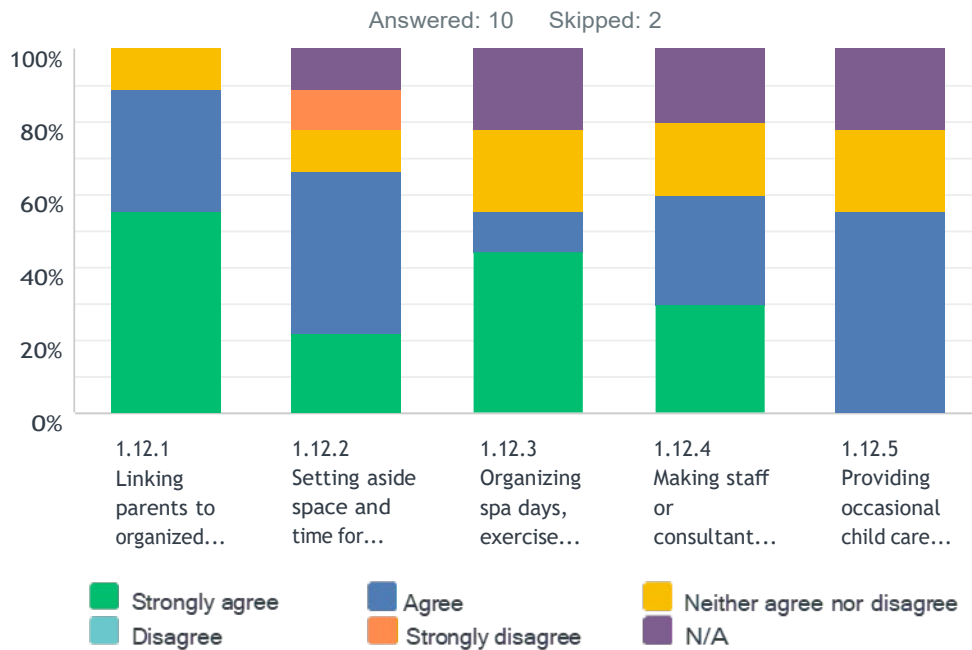
Answered: 10   Skipped: 2
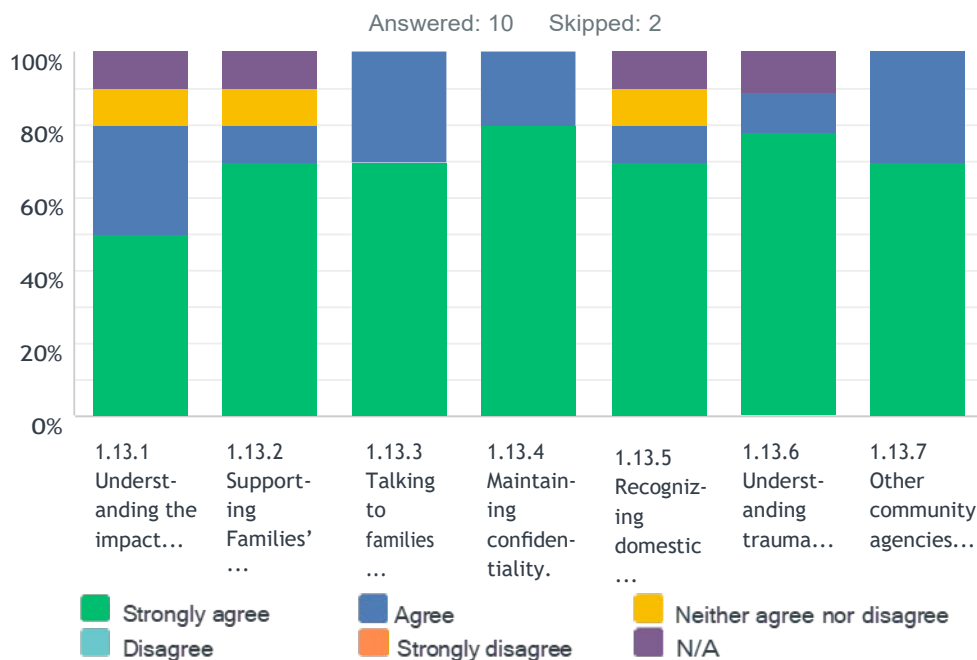

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.12.1 Linking parents to organized support groups.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.	22.22% 2	44.44% 4	11.11% 1	0.00% 0	11.11% 1	11.11% 1	9	3.75
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.	44.44% 4	11.11% 1	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	4.29
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.	30.00% 3	30.00% 3	20.00% 2	0.00% 0	0.00% 0	20.00% 2	10	4.13
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.	0.00% 0	55.56% 5	22.22% 2	0.00% 0	0.00% 0	22.22% 2	9	3.71

#	COMMENTS FOR "1.12.1 LINKING PARENTS TO ORGANIZED SUPPORT GROUPS."	DATE
1	not sure	8/11/2021 4:48 PM

#	COMMENTS FOR "1.12.2 SETTING ASIDE SPACE AND TIME FOR PARENTS TO GATHER, TALK AND PARTICIPATE IN INFORMAL ACTIVITIES."	DATE
1	not sure	8/11/2021 4:48 PM

#	COMMENTS FOR "1.12.3 ORGANIZING SPA DAYS, EXERCISE CLASSES OR OTHER PARENT-ONLY SOCIAL ACTIVITIES."	DATE
1	not sure	8/11/2021 4:48 PM

#	COMMENTS FOR "1.12.4 MAKING STAFF OR CONSULTANTS AVAILABLE FOR PARENTS TO TALK TO INDIVIDUALLY ABOUT ISSUES THAT ARE TROUBLING THEM."	DATE
	There are no responses.	

#	COMMENTS FOR "1.12.5 PROVIDING OCCASIONAL CHILD CARE SO PARENTS CAN TAKE A "NIGHT OUT," GO SHOPPING OR PARTICIPATE IN OTHER PARENT-ONLY ACTIVITIES."	DATE
1	I don't think there is a program such as this. However, it sounds good to have an occasional service for parents.	8/9/2021 10:48 AM
2	Not familiar	7/26/2021 3:53 PM

Q 1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staffmembers on:
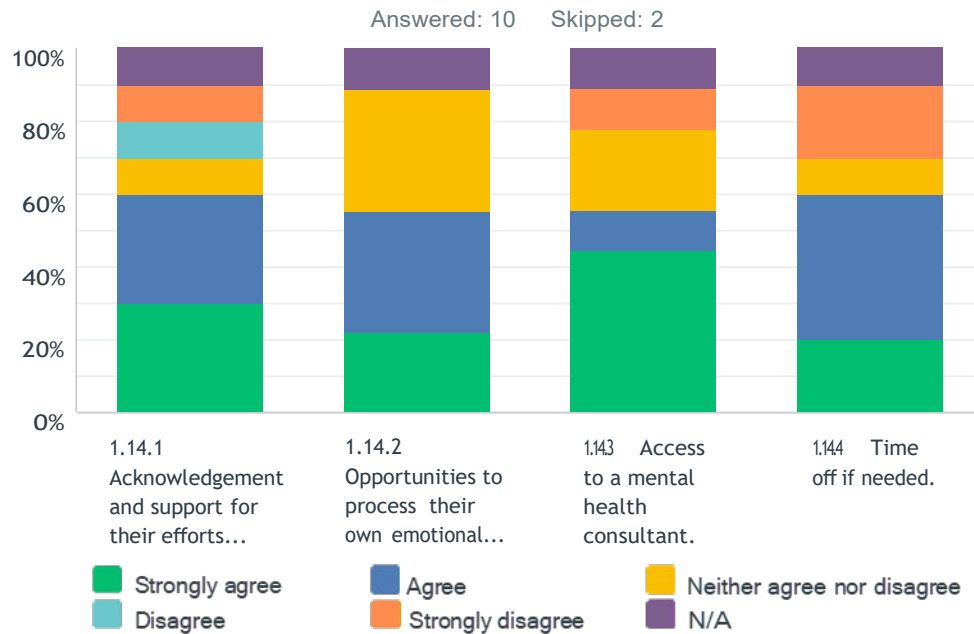
Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.13.1 Understanding the impact of family crises and/or loss on all family members -- especially children -- and how to respond appropriately.	50.00% 5	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.44
1.13.2 Supporting families' immediate and long-term plans.	70.00% 7	10.00% 1	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.67
1.13.3 Talking to families about difficult issues and helping them access additional help.	70.00% 7	30.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10	4.70
1.13.4 Maintaining confidentiality.	80.00% 8	20.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10	4.80
1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.	70.00% 7	10.00% 1	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.67
1.13.6 Understanding trauma and its impact on children and how staff can help.	77.78% 7	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.88
1.13.7 Other community agencies providing specialized services to families and children.	70.00% 7	30.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10	4.70

| #	COMMENTS FOR "1.13.1 UNDERSTANDING THE IMPACT OF FAMILY CRISES AND/OR LOSS ON ALL FAMILY MEMBERS -- ESPECIALLY CHILDREN -- AND HOW TO RESPOND APPROPRIATELY."	DATE
	There are no responses.	
#	COMMENTS FOR "1.13.2 SUPPORTING FAMILIES' IMMEDIATE AND LONG-TERM PLANS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.13.3 TALKING TO FAMILIES ABOUT DIFFICULT ISSUES AND HELPING THEM ACCESS ADDITIONAL HELP."	DATE
	There are no responses.	
#	COMMENTS FOR "1.13.4 MAINTAINING CONFIDENTIALITY."	DATE
	There are no responses.	
#	COMMENTS FOR "1.13.5 RECOGNIZING DOMESTIC VIOLENCE, DEPRESSION, DEVELOPMENTAL DELAYS, MENTAL ILLNESS, CHRONIC HEALTH PROBLEMS, SUBSTANCE ABUSE AND OTHER SIGNS OF IMMINENT CRISIS AND KNOWING HOW TO RESPOND APPROPRIATELY."	DATE
	There are no responses.	
#	COMMENTS FOR "1.13.6 UNDERSTANDING TRAUMA AND ITS IMPACT ON CHILDREN AND HOW STAFF CAN HELP."	DATE
1	not sure	8/11/2021 4:48 PM
#	COMMENTS FOR "1.13.7 OTHER COMMUNITY AGENCIES PROVIDING SPECIALIZED SERVICES TO FAMILIES AND CHILDREN."	DATE
	There are no responses.	

Q 1.14 Staff receive program support when working with families understress through:

Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.14.1 Acknowledgement and support for their efforts from supervisors and administrators.	30.00% 3	30.00% 3	10.00% 1	10.00% 1	10.00% 1	10.00% 1	10	3.67
1.14.2 Opportunities to process their own emotional reactions with appropriate support.	22.22% 2	33.33% 3	33.33% 3	0.00% 0	0.00% 0	11.11% 1	9	3.88
1.14.3 Access to a mental health consultant.	44.44% 4	11.11% 1	22.22% 2	0.00% 0	11.11% 1	11.11% 1	9	3.88
1.14.4 Time off if needed.	20.00% 2	40.00% 4	10.00% 1	0.00% 0	20.00% 2	10.00% 1	10	3.44

#	COMMENTS FOR "1.14.1 ACKNOWLEDGEMENT AND SUPPORT FOR THEIR EFFORTS FROM SUPERVISORS AND ADMINISTRATORS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.14.2 OPPORTUNITIES TO PROCESS THEIR OWN EMOTIONAL REACTIONS WITH APPROPRIATE SUPPORT."	DATE
1	D K	7/22/2021 1:31 PM
#	COMMENTS FOR "1.14.3 ACCESS TO A MENTAL HEALTH CONSULTANT."	DATE

Q 1.15 Staff reinforce parental authority by:
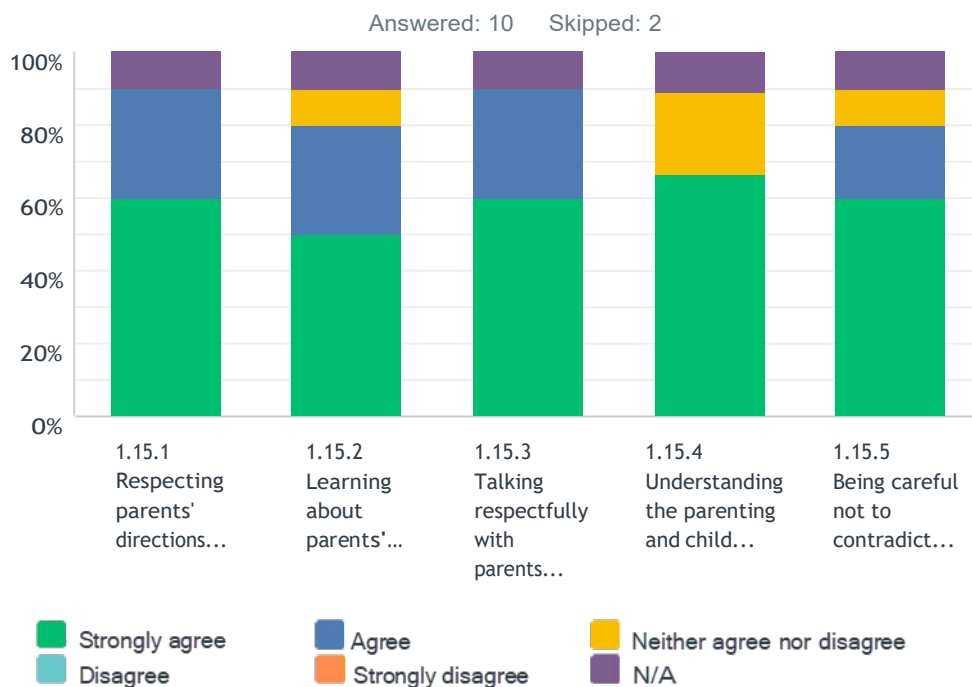
Answered: 10   Skipped: 2

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A

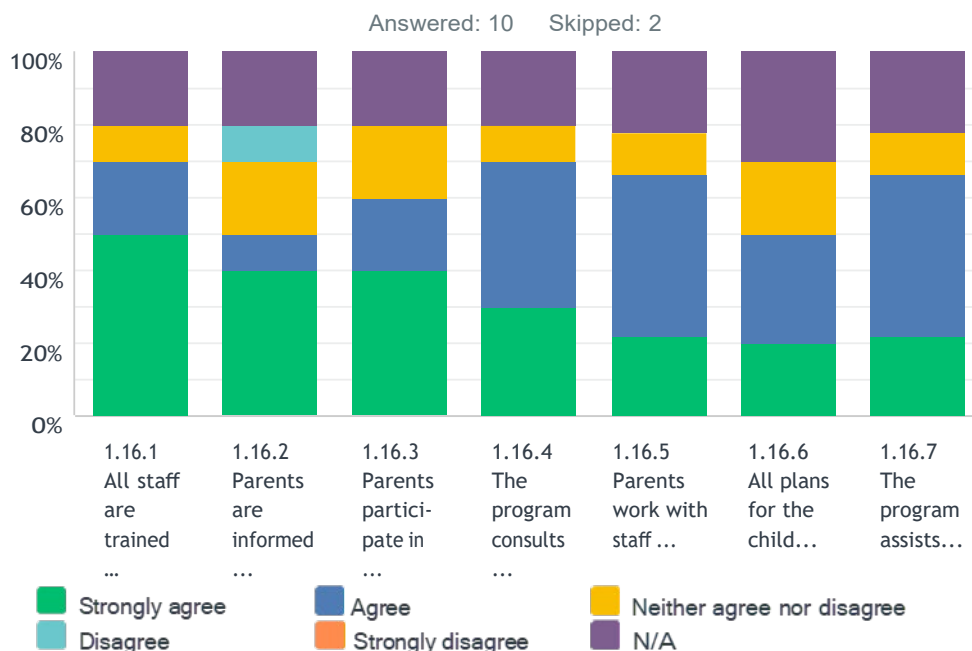|	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.15.1 Respecting parents' directions and/or decisions about their children.	60.00% 6	30.00% 3	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.67
1.15.2 Learning about parents' expectations and limits for their children.	50.00% 5	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.44
1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.	60.00% 6	30.00% 3	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.67
1.15.4 Understanding the parenting and child behavior norms of the parent's culture.	66.67% 6	0.00% 0	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.50
1.15.5 Being careful not to contradict a parent in front of his or her child or other children.	60.00% 6	20.00% 2	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.56

#	COMMENTS FOR "1.15.1 RESPECTING PARENTS' DIRECTIONS AND/OR DECISIONS ABOUT THEIR CHILDREN."	DATE
	There are no responses.	

#	COMMENTS FOR "1.15.2 LEARNING ABOUT PARENTS' EXPECTATIONS AND LIMITS FOR THEIR CHILDREN."	DATE
	There are no responses.	

#	COMMENTS FOR "1.15.3 TALKING RESPECTFULLY WITH PARENTS ABOUT HOW TO HANDLE DIFFERENCES IN EXPECTATIONS REGARDING CHILDREN'S BEHAVIOR AND DEVELOPMENT."	DATE
	There are no responses.	

#	COMMENTS FOR "1.15.4 UNDERSTANDING THE PARENTING AND CHILD BEHAVIOR NORMS OF THE PARENT'S CULTURE."	DATE
1	not sure	8/11/2021 4:51 PM

#	COMMENTS FOR "1.15.5 BEING CAREFUL NOT TO CONTRADICT A PARENT IN FRONT OF HIS OR HER CHILD OR OTHER CHILDREN."	DATE
	There are no responses.	

Q 1.16 Parents are engaged as partners in developmental screenings or assessments of their child:

Answered: 10   Skipped: 2
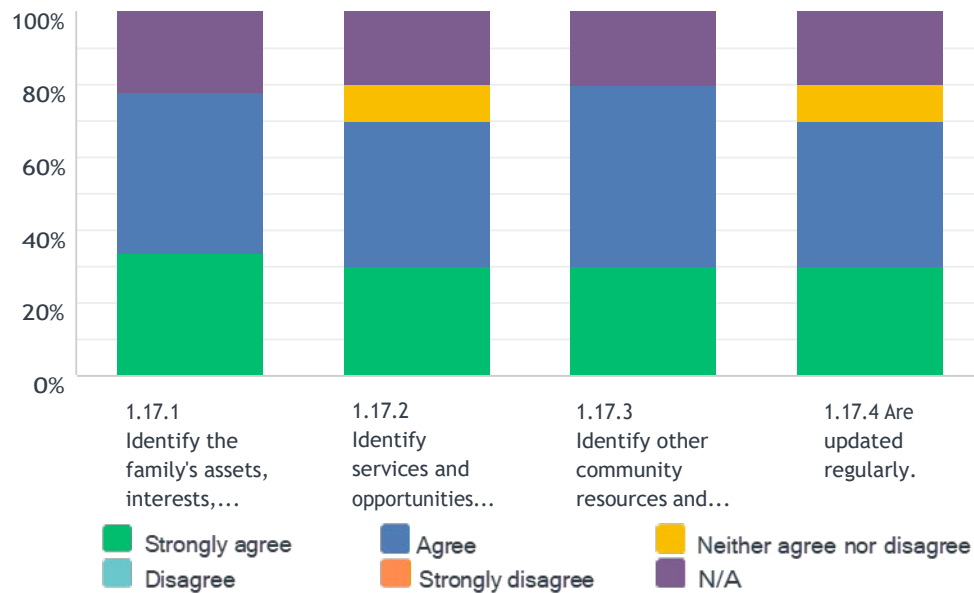

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.16.1 All staff are trained in the program's confidentiality policy regarding screening and results.	50.00% 5	20.00% 2	10.00% 1	0.00% 0	0.00% 0	20.00% 2	10	4.50
1.16.2 Parents are informed about the confidentiality policy and what it means to them.	40.00% 4	10.00% 1	20.00% 2	10.00% 1	0.00% 0	20.00% 2	10	4.00
1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.	40.00% 4	20.00% 2	20.00% 2	0.00% 0	0.00% 0	20.00% 2	10	4.25
1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.	30.00% 3	40.00% 4	10.00% 1	0.00% 0	0.00% 0	20.00% 2	10	4.25
1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.	22.22% 2	44.44% 4	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.14
1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.	20.00% 2	30.00% 3	20.00% 2	0.00% 0	0.00% 0	30.00% 3	10	4.00
1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.	22.22% 2	44.44% 4	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.14

#	COMMENTS FOR "1.16.1 ALL STAFF ARE TRAINED IN THE PROGRAM'S CONFIDENTIALITY POLICY REGARDING SCREENING AND RESULTS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.16.2 PARENTS ARE INFORMED ABOUT THE CONFIDENTIALITY POLICY AND WHAT IT MEANS TO THEM."	DATE
	There are no responses.	
#	COMMENTS FOR "1.16.3 PARENTS PARTICIPATE IN THE SCREENING AND/OR ARE INFORMED OF THE RESULTS OF ALL SCREENINGS AS SOON AS POSSIBLE."	DATE
1	This is more of registration process and eligibility criteria for programs.	8/3/2021 4:05 PM
#	COMMENTS FOR "1.16.4 THE PROGRAM CONSULTS WITH PARENTS IMMEDIATELY WHEN CHILD HEALTH, BEHAVIOR OR DEVELOPMENTAL PROBLEMS ARE SUSPECTED OR IDENTIFIED."	DATE
	There are no responses.	
#	COMMENTS FOR "1.16.5 PARENTS WORK WITH STAFF TO DEVELOP PLANS AND ACCOMMODATIONS FOR THEIR CHILDREN BASED ON THE SCREENING."	DATE
1	not sure	8/11/2021 4:51 PM
#	COMMENTS FOR "1.16.6 ALL PLANS FOR THE CHILD THAT RESULT FROM ASSESSMENTS ARE FULLY DISCUSSED WITH PARENTS AND DOCUMENTED IN THE CHILDREN'S FILES, AND PARENTS ARE PROVIDED COPIES OF THE PLAN."	DATE
1	We do not conduct formal child assessments	8/3/2021 4:05 PM
#	COMMENTS FOR "1.16.7 THE PROGRAM ASSISTS PARENTS IN FINDING AND CONNECTING TO SPECIALISTS (E.G., A PHYSICIAN, PHYSICAL THERAPIST OR CHILD STUDY TEAM) FOR FURTHER EVALUATION WHEN THEIR CHILDREN ARE IDENTIFIED IN THE SCREENING PROCESS AS HAVING POSSIBLE SPECIAL NEEDS."	DATE
1	not sure	8/11/2021 4:51 PM
2	We connect families to providers based on observations and interactions with the child and parent.	8/3/2021 4:05 PM

Q 1.17 Parents and staff develop family plans together that:
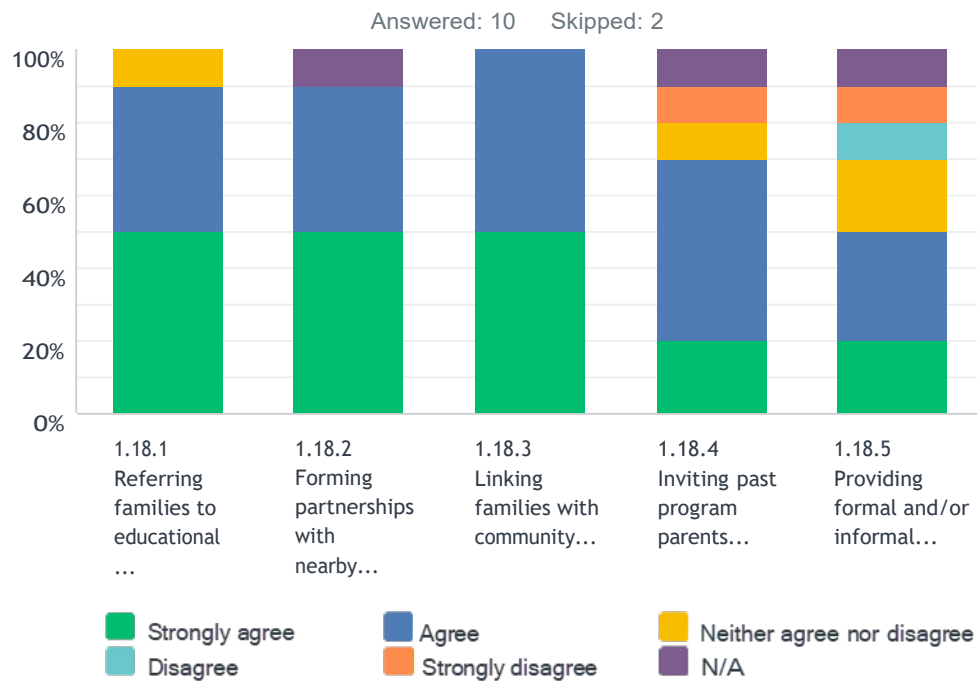
Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.17.1 Identify the family's assets, interests, skills, needs and goals for themselves and their children.	33.33% 3	44.44% 4	0.00% 0	0.00% 0	0.00% 0	22.22% 2	9	4.43
1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.	30.00% 3	40.00% 4	10.00% 1	0.00% 0	0.00% 0	20.00% 2	10	4.25
1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.	30.00% 3	50.00% 5	0.00% 0	0.00% 0	0.00% 0	20.00% 2	10	4.38
1.17.4 Are updated regularly.	30.00% 3	40.00% 4	10.00% 1	0.00% 0	0.00% 0	20.00% 2	10	4.25

#	COMMENTS FOR "1.17.1 IDENTIFY THE FAMILY'S ASSETS, INTERESTS, SKILLS, NEEDS AND GOALS FOR THEMSELVES AND THEIR CHILDREN."	DATE
1	not sure	8/11/2021 4:51 PM

#	COMMENTS FOR "1.17.2 IDENTIFY SERVICES AND OPPORTUNITIES WITHIN THE PROGRAM THAT MAY HELP PARENTS ACHIEVE THEIR GOALS AND EFFECTIVELY USE THEIR SKILLS AND TALENTS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.17.3 IDENTIFY OTHER COMMUNITY RESOURCES AND OPPORTUNITIES THAT MAY HELP FAMILIES ACHIEVE THEIR GOALS, CONTINUE THEIR LEARNING AND/OR PROVIDE OTHER AVENUES FOR INVOLVEMENT AND LEADERSHIP."	DATE
	There are no responses.	
#	COMMENTS FOR "1.17.4 ARE UPDATED REGULARLY."	DATE
	There are no responses.	

Q 1.18 The program supports a parent's personal education and career goals by:

Answered: 10   Skipped: 2

1.18.1
Referring
families to
educational
...

1.18.2
Forming
partnerships
with
nearby...

1.18.3
Linking
families with
community...

1.18.4
Inviting past
program
parents...

1.18.5
Providing
formal and/or
informal...

- Strongly agree
- Agree
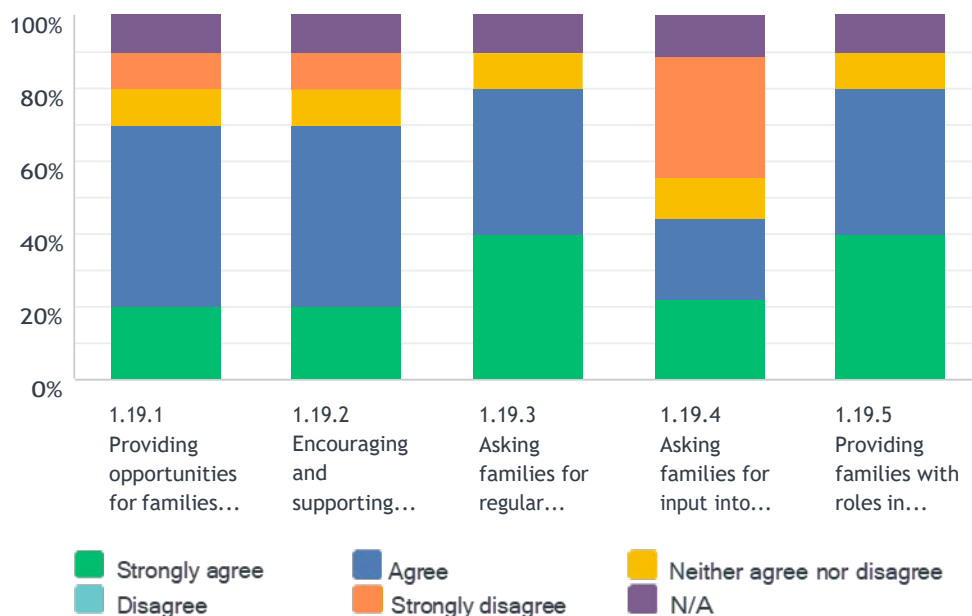- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A

Library Partnership - Strengthening Families Self-Assessment Tool - Resilience

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.18.1 Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).	50.00% 5	40.00% 4	10.00% 1	0.00% 0	0.00% 0	0.00% 0	10	4.40
1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.	50.00% 5	40.00% 4	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.56
1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.	50.00% 5	50.00% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10	4.50
1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.	20.00% 2	50.00% 5	10.00% 1	0.00% 0	10.00% 1	10.00% 1	10	3.78
1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.	20.00% 2	30.00% 3	20.00% 2	10.00% 1	10.00% 1	10.00% 1	10	3.44

Q 1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:

Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.19.1 Providing opportunities for families to volunteer and contribute to the program.	20.00% 2	50.00% 5	10.00% 1	0.00% 0	10.00% 1	10.00% 1	10	3.78
1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles	20.00% 2	50.00% 5	10.00% 1	0.00% 0	10.00% 1	10.00% 1	10	3.78
1.19.3 Asking families for regular input on programmatic decisions.	40.00% 4	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.33
1.19.4 Asking families for input into staff hiring and training.	22.22% 2	22.22% 2	11.11% 1	0.00% 0	33.33% 3	11.11% 1	9	3.00
1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).	40.00% 4	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.33

#	COMMENTS FOR "1.19.1 PROVIDING OPPORTUNITIES FOR FAMILIES TO VOLUNTEER AND CONTRIBUTE TO THE PROGRAM."	DATE

There are no responses.

#	COMMENTS FOR "1.19.2 ENCOURAGING AND SUPPORTING PARENTS IN BECOMING ACTIVE MEMBERS OF THE PROGRAM'S GOVERNING/ADVISORY GROUPS AND IN TAKING ON LEADERSHIP ROLES"	DATE
	There are no responses.	
#	COMMENTS FOR "1.19.3 ASKING FAMILIES FOR REGULAR INPUT ON PROGRAMMATIC DECISIONS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.19.4 ASKING FAMILIES FOR INPUT INTO STAFF HIRING AND TRAINING."	DATE
1	D K	7/22/2021 1:31 PM
#	COMMENTS FOR "1.19.5 PROVIDING FAMILIES WITH ROLES IN EVALUATING THE PROGRAM (E.G., PARENT QUESTIONNAIRES, GROUP EVALUATION MEETINGS)."	DATE
	There are no responses.	

Q 1.20 The program promotes participation in activities by:
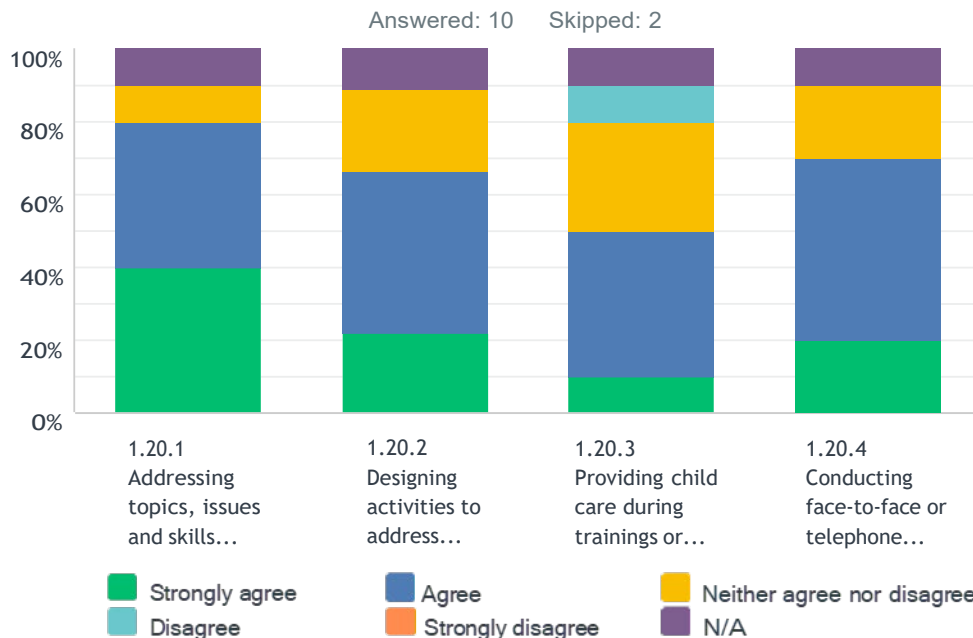
Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.20.1 Addressing topics, issues and skills that families identify as important to them.	40.00% 4	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.33
1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).	22.22% 2	44.44% 4	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.00
1.20.3 Providing child care during trainings or workshops.	10.00% 1	40.00% 4	30.00% 3	10.00% 1	0.00% 0	10.00% 1	10	3.56
1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.	20.00% 2	50.00% 5	20.00% 2	0.00% 0	0.00% 0	10.00% 1	10	4.00

#	COMMENTS FOR "1.20.1 ADDRESSING TOPICS, ISSUES AND SKILLS THAT FAMILIES IDENTIFY AS IMPORTANT TO THEM."	DATE
	There are no responses.	
#	COMMENTS FOR "1.20.2 DESIGNING ACTIVITIES TO ADDRESS INTERESTS OF DIFFERENT FAMILY MEMBERS (E.G., FATHERS, MOTHERS, OTHER FAMILY MEMBERS)."	DATE
	There are no responses.	
#	COMMENTS FOR "1.20.3 PROVIDING CHILD CARE DURING TRAININGS OR WORKSHOPS."	DATE

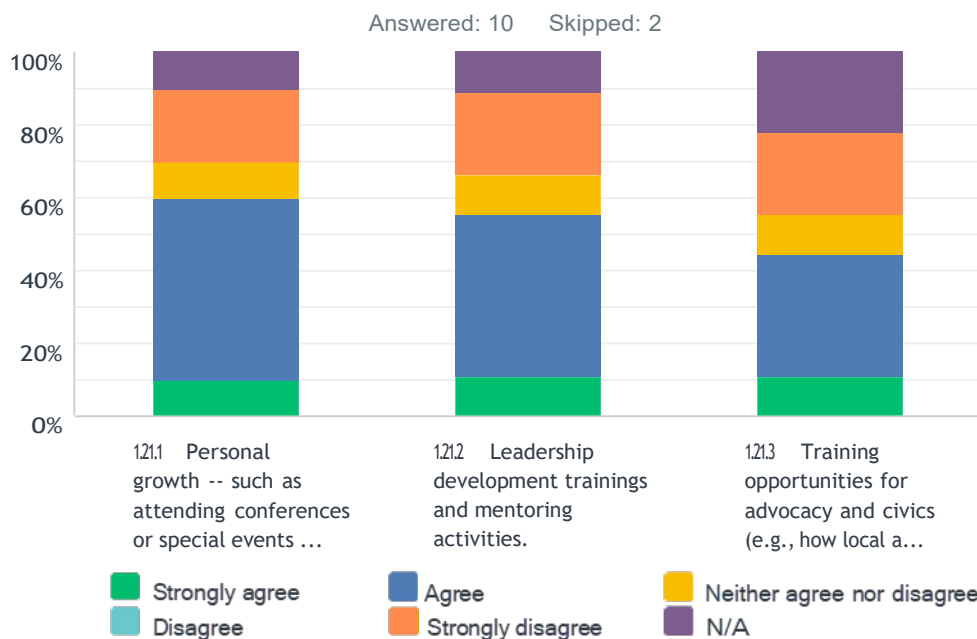| 1	Only when there's full staff is when childcare is available.	8/9/2021 10:53 AM

| #	COMMENTS FOR "1.20.4 CONDUCTING FACE-TO-FACE OR TELEPHONE OUTREACH TO FAMILIES WHO MIGHT NOT OTHERWISE PARTICIPATE."	DATE
	There are no responses.	

Q 1.21 The program helps to support the continued development of parent leaders by supporting:

Answered: 10   Skipped: 2

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.21.1 Personal growth -- such as attending conferences or special events and collecting and sharing information of interest to other parents.	10.00% 1	50.00% 5	10.00% 1	0.00% 0	20.00% 2	10.00% 1	10	3.33
1.21.2 Leadership development trainings and mentoring activities.	11.11% 1	44.44% 4	11.11% 1	0.00% 0	22.22% 2	11.11% 1	9	3.25
1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).	11.11% 1	33.33% 3	11.11% 1	0.00% 0	22.22% 2	22.22% 2	9	3.14

#	COMMENTS FOR "1.21.1 PERSONAL GROWTH -- SUCH AS ATTENDING CONFERENCES OR SPECIAL EVENTS AND COLLECTING AND SHARING INFORMATION OF INTEREST TO OTHER PARENTS."	DATE
	There are no responses.	

#	COMMENTS FOR "1.21.2 LEADERSHIP DEVELOPMENT TRAININGS AND MENTORING ACTIVITIES."	DATE
1	not sure	8/11/2021 4:51 PM

#	COMMENTS FOR "1.21.3 TRAINING OPPORTUNITIES FOR ADVOCACY AND CIVICS (E.G., HOW LOCAL AND STATE GOVERNMENT WORKS, HOW TO FOSTER CHANGE)."	DATE
1	D K	7/22/2021 1:31 PM

Q 1.22 The program helps to support parents' opportunities for leadership in community change by:

Answered: 10   Skipped: 2
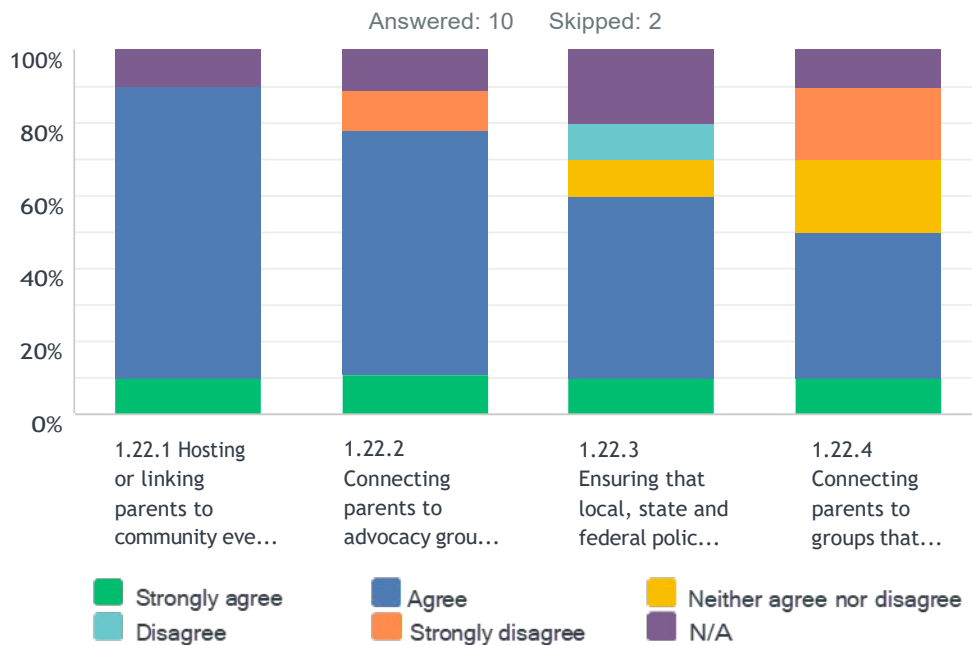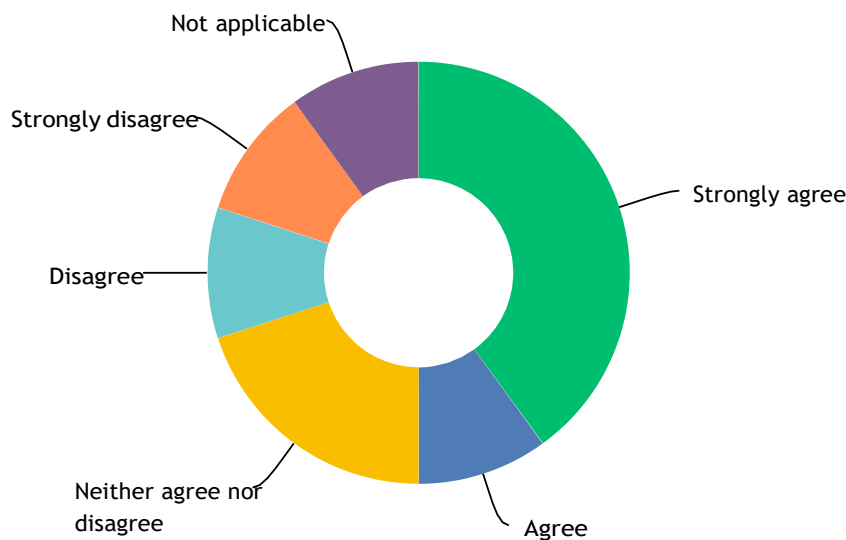

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.22.1 Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.	10.00% 1	80.00% 8	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.11
1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.	11.11% 1	66.67% 6	0.00% 0	0.00% 0	11.11% 1	11.11% 1	9	3.75
1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.	10.00% 1	50.00% 5	10.00% 1	10.00% 1	0.00% 0	20.00% 2	10	3.75
1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.	10.00% 1	40.00% 4	20.00% 2	0.00% 0	20.00% 2	10.00% 1	10	3.22

#	COMMENTS FOR "1.22.1 HOSTING OR LINKING PARENTS TO COMMUNITY EVENTS THAT HELP RAISE AWARENESS OF EMERGING COMMUNITY NEEDS AND ASSETS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.22.2 CONNECTING PARENTS TO ADVOCACY GROUPS THAT WORK ON ISSUES RELATED TO CHILD, FAMILY AND COMMUNITY NEEDS."	DATE
1	not sure	8/11/2021 4:51 PM
#	COMMENTS FOR "1.22.3 ENSURING THAT LOCAL, STATE AND FEDERAL POLICY INFORMATION IS DISCUSSED AT STAFF MEETINGS/ADVISORY COUNCIL MEETINGS AND RELEVANT INFORMATION IS SHARED WITH FAMILIES."	DATE
	There are no responses.	
#	COMMENTS FOR "1.22.4 CONNECTING PARENTS TO GROUPS THAT INFORM AND SHAPE POLICY AT THE LOCAL, STATE OR NATIONAL LEVEL."	DATE
	There are no responses.	

Q 1.23 Staff receive training on talking with parents about helping children in times of family crisis.

Answered: 10   Skipped: 2

ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	10.00%	1
Neither agree nor disagree	20.00%	2
Disagree	10.00%	1
Strongly disagree	10.00%	1
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
	There are no responses.	

Q 1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior andhow to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times

Answered: 10   Skipped: 2
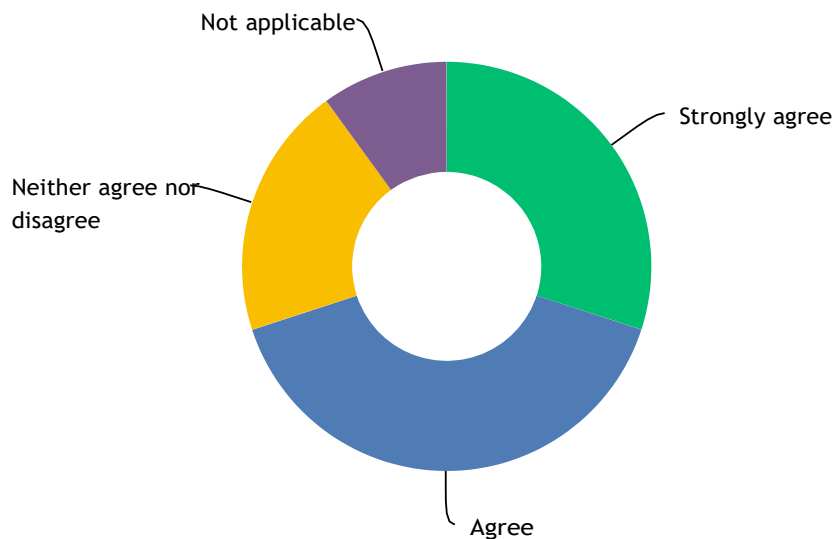
ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	40.00%	4
Neither agree nor disagree	20.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	There are emails about opportunities	8/10/2021 12:48 PM

Q 1.25 Parents and staff have access to a mental health consultantwho can help them proactively address the needs of children and otherfamily members during stressful times.

Answered: 9   Skipped: 3
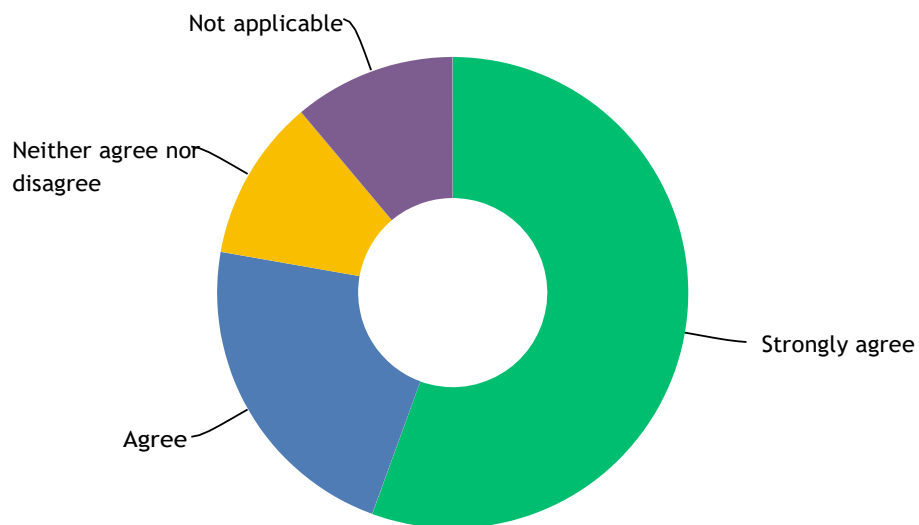
ANSWER CHOICES	RESPONSES	
Strongly agree	55.56%	5
Agree	22.22%	2
Neither agree nor disagree	11.11%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
1	not sure	8/11/2021 4:51 PM

The Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (SFSA) Team's Findings and Recommendations/Action Items Associated with Supporting Families by **Promoting Social and Emotional Competence of Children**

Elizabeth Snow (Library Partnership Resource Center Community Research Coordinator), Robin Perry (Lead Evaluator), John Barli, Tina Bushnell, Kenydra Donalson, Denise Fanning, Rebecca "Jazmen" Hightower, LaToya Jennings Lopez, Cherie Kelly, Sarah Livingstone, Nipapat McDow, Toni Spoliansky, Sharon Walters, Staci White (LP SFSA Team)

Institute for Child and Family Services Research

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Introduction

This report summarizes the findings and recommendations of the Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (LP SFSA) Team. The team utilized the Strengthening Families Self-Assessment Tool for Community-Based Programs and the associated standardized processes developed by the Center for the Study of Social Policy. This report focuses specifically on the findings generated by the LP SFSA team's responses to the items/measures associated with supporting families by promoting social and emotional competence of children. Social and emotional competence of children is one of five protective factors that serve as an organizing framework for the structure and delivery of supports and services to the community served by the LP Resource Center (LPRC). Specific strengths associated with promoting social and emotional competence of children have been identified along with recommended action items for enhancing responsiveness to address this protective factor.

The Library Partnership Resource Center—Brief History

Partnership for Strong Families (PSF), the lead community-based care agency under contract with the Florida Department of Children and Families (since 2003) to provide comprehensive child welfare services in 13 North Central Florida counties, has been leading innovative approaches to strengthen families and increase the presence of protective factors for more than a decade in North Central Florida (Alachua, Dixie, Gilchrist, Lake, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening families approach while utilizing a Protective Factors Framework to provide prevention services and supports to families.

The PSF Resource Center model is built upon a multi-system collaborative focusing on primary prevention that works toward strengthening families with the goal of preventing child maltreatment and reducing entries into foster care. One of the major strengths of the Resource Center Model utilized at the four existing sites (which includes the LP Resource Center) is its strong focus on community collaborations as a means of addressing identified needs in at-risk neighborhoods. There is a strong history of collaboration with each of the existing three Resource Centers in Gainesville. Over time, a network of over 75 community partners (across all sites) has been developed. These collaborative efforts have been well documented in select Resource Center reports (for each RC and PSF), website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. The services provided are free and are intended to be responsive to the needs of the surrounding community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. It is this multi-system collaborative, with representation from across the five sectors (public, business, philanthropy, community, and nonprofit), that has allowed a blending of funding, expansion of services to meet the needs of patrons and enhancement of the community's ability to leverage resources to benefit some of Gainesville's most at-risk populations.

The first Family Resource Center developed by Partnership for Strong Families was the Library Partnership Resource Center (developed in collaboration with the Alachua County Library District) which opened its doors to the community in July 2009. This initiative started in 2007 with a collaboration between the Partnership for Strong Families (PSF), the Department of Children and Families (DCF) and Casey Family Programs, all focused and interested in reducing the number of children entering the foster care system by targeting vulnerable communities. Two zip code areas of most concern (identified as "hotspots") included 32601 and 32609, which had some of the disproportionately highest levels of child maltreatment and shelter stays in Alachua County (and Florida), especially among the African American and Black population (Casey Family Programs, 2016). In June 2008, PSF partnered with

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Alachua County Library District (ACLD) to identify a place to open a Resource Center with a goal to reduce the stigma people may feel about going into a social services center and encourage community members to seek out resources before a crisis occurs, subsequently preventing risks to child safety. The initial Resource Center was located at a local shopping center close to an existing community center and within walking distance of area schools (elementary, middle, and high schools). With support and input of a variety of community partners, a list of potential services was developed to (initially) support job readiness, mental health, physical health, and early learning. The Library Partnership Resource Center opened its doors to the community in July 2009. The array of services expanded and changed from one year to the next (given patron feedback), although all have been consistently linked to the five protective factors identified in the Center for the Study of Social Policy's Strengthening Families Protective Factors Framework (Center for the Study of Social Policy, 2015; FRIENDS National Resource Center for Community Based Child Abuse Prevention, 2011). By 2015, the number of visits to this resource center reportedly exceeded 11,000.

The impact upon child welfare outcomes appeared promising. Casey Family Programs (2016) reported a 76 percent decrease in the number of verified child maltreatment reports in the communities surrounding the Library Partnership (p.5). In 2018, the ACLD completed construction on a brand-new facility to permanently house the Library Partnership Resource Center. The 10,000 sq. ft. building features a large community meeting room, study rooms, a quiet reading room, a vibrant teen space, new children's area with a Snuggle Up Center and other spaces to provide innovative programming, classes, and essential social services.

All Gainesville Resource Centers are frequently described as "one-stop-shops" for local resources. Patrons may walk into the RCs for immediate access to available services or meet with professional RC staff to help determine needs and connect with local resources. Services provided through the RCs are voluntary and are free of charge to all community members as the result of community partnerships, various funding opportunities, and both monetary and in-kind donations.

The basis of PSF's RC Model is the Strengthening Families Approach and Protective Factors Framework (Center for the Study of Social Policy [CSSP], 2014). The model is a collection of services and supports (stratified by protective factor classification) that may be utilized (at different levels) by patrons at each RC. Although there may be some common services and supports across RCs, there can be variation in the service array based on variation in the target population needs within the geo spatial target area for each RC. The five protective factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

This report focuses specifically upon services, supports, and efforts of the LP Resource Center at promoting social and emotional competence of children. This report represents one small element of a comprehensive process evaluation meant to advance knowledge regarding the functioning, responsiveness, and impact of PSF Family Resource Centers upon the communities they serve. Since supports and services at the LP Resource Center are structured in accordance with the CSSP Protective

Factors framework, the Strengthening Families Self-Assessment Tool for Community-Based Programs, and associated processes are being used to help determine the fidelity of specific implementation strategies at promoting social and emotional competence of children and strengthening families. This process will help identify existing strengths of select supports and services and help identify areas for potential improvements.

The Strengthening Families Self-Assessment Tool and Process for Community-Based Programs

The *Strengthening Families Self-Assessment Tool for Community-Based Programs* and associated protocols were developed by the Center for the Study of Social Policy (CSSP). This is a comprehensive, research- informed approach (based on national studies) that will aid in assessing the extent to which each of the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors.[1] The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each Resource Center has implemented services/activities in alignment with core strategies for building each of the protective factors (see above).

There are five main sections of the Strengthening Families Self-Assessment process (one for each Protective Factor). See **Appendix A** for a copy of the assessment tool and protocol. Protocols require the establishment and utilization of a Self-Assessment Team that includes at a minimum: Administrative Staff and/or Program Director, Direct Service Staff, and Parents who participated in the program/received services (or whose children participated in service activities). For this project, it was deemed important to also include collaborative partners and other stakeholders in the process (as informed parties/members). There is one team per project Resource Center. Planned membership was to include a minimum of eight representatives from each site including (but not limited to) two administrative and direct service staff, three community collaborators, and three parents who have been active participants in the program (or whose children participate in the program). The four parents/patrons initially selected to be members of each assessment team were chosen from a list of patrons that consented to be part of the broader study and who, following a review of data obtained from the Community Module Data System (which tracks service requests and utilization trends for individual patrons), received services or participated in activities linked to protective factors. These processes were followed in the establishment of the LP SFSA Team. Composition (see below) includes two administrators and direct service staff (Cherie Kelly and Sarah Livingstone), five community collaborators (John Barli, Denise Fanning, LaToya Jennings Lopez, Tina Bushnell, and Staci White) and four Community Ambassadors (Kenydra Donalson, Nipapat McDow, Sharon Walters, and Rebecca Hightower). The term "Community Ambassador" was decided by the team to better represent the status and role of patrons participating in this process given their potential knowledge (content and experiential) contributions to this process. Profiles of team members are denoted below.

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[1] For more information regarding CSSP's Strengthening Families and Protective Factors Framework, please see: https://cssp.org/our-work/project/strengthening-families/   Additional information regarding the self-assessment model and associated methodology, tools, and recommended processes, see: https://cssp.org/our-work/projects/self-assessments-for-programs/ and Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

As highlighted in **Appendix A**, there are a series of indicators and associated items linked with each Protective Factor. These indicators and items represent a series of actions/activities, program elements, protocols, and policies associated with implementation of services meant to enhance each Protective Factor according to best-practice/evidence-based standards. For services and supports focused on Social and Emotional Competence of Children there are 16 indicators with 48 associated items for which each team member is asked to individually rate their level of item statement agreement on a five-point Likert-type scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) with an option for Not Applicable. This same scale is used for an assessment of all Protective Factor items/indicators. Collectively (for Social and Emotional Competence of Children), responses to these assessment items are meant to respond to the following questions:

How Does the Library Partnership Resource Center Help Parents Foster Their Child's Social Emotional Development? (Items 5.1.1 through 5.3)

How Does the Library Partnership Resource Center Model Nurturing Care to Children? (Items 5.4.1 through 5.6)

How Does the Library Partnership Resource Center Include Children's Social and Emotional Development Activities in Programming? (Items 5.7.1 through 5.8.2)

How Does the Library Partnership Resource Center Help Children Develop a Positive Cultural Identity and Learn to Interact in a Diverse Society? (Items 5.9.1 through 5.14)

How Does the Library Partnership Resource Center Respond Proactively When Social or Emotional Development Needs Extra Support? (Items 5.15.1 through 5.16.2)

Team members received an orientation to the CSSP Protective Factors framework, its relationship to the LP Resource Center service model, and the *Strengthening Families Self-Assessment Tool for Community-Based Programs* and its associated protocol. Individual members had the choice of completing paper or electronic versions of the Strengthening Families Self-Assessment Tool. Since the completion of the tool requires an investment of time (60-90 minutes) and reflection, individual members could decide if they wanted to complete the tool at one time or in sections. To accommodate these preferences, electronic versions of the tool were stratified by section/protective factor. See **Appendix B** for a copy of the electronic version of the tool associated with Social and Emotional Competence of Children questions/items (the focus of this report). For the electronic versions, each team member was provided a unique (and secure) web link and a QR code, providing them with two electronic link options for responding to the survey (a preference/option desired by team members) but informed to respond only once. Although the names of members/respondents were known to all team members and the evaluation team, only their role on the team was requested as identifying information and recorded in the database. If a team member completed a paper version of the tool, that tool was submitted to the Community Research Coordinator for data entry into a system that would combine that respondent's scores with any electronically submitted responses from other members. The Community Research Coordinator was available on site and via e-mail and the Lead Evaluator was available via phone and e-mail to field any questions related to the tool and associated processes and address any technical issues associated with tool/survey completion.

After individual team members complete their scores, these data were shared via a written summary report (see **Appendix C** for the *SFSA Tool for Community-Based Programs— Social and Emotional Competence of Children Results*) highlighting the distribution of responses by team members for each item. Efforts were made through critical discussion and dialog to arrive at a consensus assessment for each item and indicator (if such was possible) so that a collective assessment could lead to a structured action plan to address any fidelity concerns and program needs. Although the specific process for moving toward consensus is not itemized in the tool protocols (it is left to the team), the Lead Evaluator suggested some processes and the team made initial decisions regarding how to proceed. Each question and associated items were reviewed as a collective and then as individual items. For many items established consensus and agreement was evident, especially for select items and questions identified as observed strengths of the LP Resource Center. These strengths were noted with expanded discussion (at times) highlighting examples of how strengths were manifested. Given the robustness of discussion and shared ideas, concentrated focus addressed those items where there was variation in the level and type of statement/item agreement (including by role of the respondent as a stratum) and /or the weighted mean score for a select item was below 4.0 (the threshold of agreement). If an item was identified as an area of difference/variation of assessment, open discussion ensued to clarify the source and reasons of these differences and a collective decision was made regarding whether an action item was needed or should be considered. The team engaged in facilitated brainstorming to identify potential recommendations for action items. Although action items were identified (some more immediate than others) for select items/questions, any structured plan for action item implementation will follow the completion of all discussions related to self-assessment findings linked to each protective factor. However, if modifications to select supports and services (i.e., recommended action items) were feasible and could be made concurrent with the SFSA process, such would happen and be reported on in subsequent meetings.

The initial meeting of the LP SFSA Team took place on July 21, 2021. Following a review of the SFSA, associated process, and expected deliverables, the team decided to meet monthly over an extended timeframe through the fall months instead of other options, including multiple times over a more concentrated time frame. Communication with, between, and among individual team members could take place in-between meetings but all discussion and brainstorming activities would take place during in-person, web-based, or hybrid meetings. Due to variations in community spread of COVID-19 during this timeframe, the meeting format changed/varied in accordance with safety concerns and Partnership for Strong Families service and administrative pandemic protocols. Items related to Social and Emotional Competence of Children were mostly discussed on November 15, 2021, although due to the interconnected nature of the protective factors, team members also spoke about activities related to children's social and emotional development while discussing other protective factor SFSA tools. The dates and times of meetings were in accordance with preferred times and schedules of all team members and attendees.

The Library Partnership Strengthening Families Self-Assessment Team

As denoted earlier, a team of dedicated community ambassadors, LP RC staff, and collaborative partners worked together to engage in a comprehensive assessment of the supports and services provided by the LP RC in accordance with the CSSP's protective factors framework. The names and/or biographies of these team members are detailed below.

John Barli – Catholic Charities

John Barli came to Gainesville in 1974 to attend the University of Florida, after 38 years in the for-profit world, John made the jump to non- profits after serving on The Catholic Charities Gainesville Advisory Board. He is motivated every day by the opportunity to transform lives.

Tina Bushnell – Alachua County Library District, Library Partnership Branch

Tina Bushnell is originally from St. Petersburg, Florida and has been a Gainesville resident since 1985. She attended Santa Fe College and went on to receive a Bachelor of Arts in History and a Master of Arts in Mass Communication from University of Florida. She also holds a Master of Library and Information Science from Florida State University. Ms. Bushnell began working at the Alachua County Library District in 2011 and became the manager of the Library Partnership Branch in 2016. She is dedicated to collaborating with the resource center by providing complimentary services and programs to make the Library Partnership a "one stop shop" for the community. She enjoys spending time with her son and his family, who also live in Gainesville, but spends most of her time outside of work relaxing with her cats.

Kenydra Donalson – Community Ambassador

Denise Fanning – Catholic Charities

Denise Fanning is originally from Texas and has been in Gainesville since 2008. She is a Gator Grad, and Marine Veteran, with a bachelor's in psychology, and has been working in the nonprofit community since 2011. She joined the Catholic Charities family in November of 2020 and feels fortunate to be a part of an organization that truly embodies an ethos of providing compassionate services to the community.

Rebecca "Jazmen" Hightower – Community Ambassador and Community Advisory Council Member

Rebecca "Jazmen" Hightower was born in Philadelphia and has been a Florida resident since 2008 after moving here from South Carolina. She is the proud mother of three adult sons and one adult daughter who graduated from Santa Fe College. Ms. Jazmen is also a graduate of the Catholic Charities Bridges to Prosperity Class of 2012. This is where she learned the importance of being involved in her community. She has since served as an active member of the Gainesville Housing Authority Board from 2014 – 2018 and the Catholic Charities Board from 2018 – present. Ms. Jazmen has also been a key member of the Library Partnership Resource Center Community Advisory Council since 2019 and now brings her experience and enthusiasm to the Strengthening Families Self-Assessment Team. She believes strongly in taking an active role with community organizations and encourages others to do the same so they can help steer. She thanks God that she is able to be a help to her community.

LaToya Jennings-Lopez – Community Partnership School at Howard Bishop Middle School

Cherie Kelly – LP RC Staff (Resource Center Manager)

Cherie holds a Master's in Clinical Psychology and Bachelor's in Psychology from the University of Louisville. She is certified in the Standards of Quality for Family Strengthening and Support and the WhyTry Youth Resiliency Program. In 2009, Cherie joined Partnership for Strong Families (PSF) as part of their Family Team Conferencing program. Since 2013, Cherie has worked with PSF's Resource Centers, and has served as the Library Partnership Resource Center Manager for 5 years. Cherie has helped create programs designed to build family protective factors, including homework help, enrichment programs, a re-entry conference and job fair, and a Parent and Community Advisory Council. Cherie builds community collaborations by connecting with other non-profits, faith-based organizations, businesses, government, and schools, while also building a system of case management and supports for families. Cherie most enjoys grant writing, developing equitable, community-based programs and services by connecting with families to understand their needs and building meaningful relationships with children who participate in programs. Cherie serves on the Race Equity Workgroup at PSF, University of Florida's Workforce Development Committee, and the Community Partnership School Leadership Council.

Sarah Livingstone – LP RC Staff (Family Support Facilitator)

Ms. Sarah Livingstone grew up in Montclair, New Jersey, a diverse, arts focused town. She attended and graduated from Santa Fe College, with an associate degree in Early Education, and then obtained a bachelor's degree in Family, Youth, and Community Sciences from the University of Florida. After this schooling, Sarah moved back to New Jersey and continued her education, graduating from Rutgers University, with a master's in social work. She holds a licensure of social work in the state of New Jersey. Sarah is currently employed with Partnership for Strong Families. There, in her role as Family Support Facilitator, for the Library Partnership Resource Center, she works in tandem with all levels of stakeholders on behalf of families in the Northeast side of Gainesville, Florida. Sarah is an author and an owner of ARE U Motivated LLC. She coordinates and facilitates mental health discussions in the community. Sarah is a member of the Child Protection Task Force, based in Gainesville, FL. She is the middle child and very close to her family members. Her mother and father attended the University of Florida, as well, her mother graduating from the nursing program, and her father, the chemical engineering program. Sarah involves herself in activity groups in the community and prioritizes self-care. Sarah appreciates that the Library Partnership Resource Center (LPRC) is available to the public, without regard to a person's demographics, income, and/or plight in life. It is a non-discriminatory environment and reparative in nature. With a strengths-based approach, LPRC focuses on infusing and enhancing protective factors in the lives of the patrons served. Sarah finds joy in being a part of the Strengthening Families Self-Assessment Team. She believes that the existence of the team not only encourages communication between the community members, researchers, and the resource centers, but the functioning of the team creates cohesion within the resource centers; awareness of gaps in services; room for adjustment and solutions, and responsiveness to all families, family members, and community members.

Nipapat McDow – Community Ambassador

Sharon Walters – Community Ambassador

Staci White – Community Partnership School at Howard Bishop Middle School

Staci White is from Gainesville, Florida. She holds a bachelor's degree in English with a minor in African American Studies and earned her master's degree in Educational Leadership and Administration. After teaching with Alachua County Public Schools, Ms. White joined the Children's Home Society of Florida in her current role at Howard Bishop Middle School in 2020. She is passionate about providing resources for all families and communities.

Although not formally members of the LP SFSA Team, Robin Perry (Lead Evaluator), Elizabeth Snow (Community Research Coordinator for the LP Resource Center), and Toni Spoliansky (Project Director for

the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the LP SFSA Team meetings and served as key supports for team processes. Robin Perry provided initial training and overview of the Center for the Study of Social Policy's SFSA Tool for Community-Based Programs and associated processes for review of findings and development of an action plan and recommendations by the team. Robin Perry was the lead facilitator of select group meetings; summarizing findings generated from the self-assessment tool/survey, asking questions, and clarifying team members' views as they discussed survey results with the goal of moving toward a consensus of perspective related to select survey questions and recommended action items for the LP Resource Center. Elizabeth Snow is the Community Research Coordinator for the LP Resource Center and a principal on-site contact for Team members. Ms. Snow maintained regular contact with team members and distributed meeting materials; aided with facilitation of group processes, and (along with Robin Perry) took detailed notes of comments and discussion items. Ms. Spoliansky served as an information support and assisted in answering any questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the LP Resource Center. It is important to note that the role of the above three individuals was seen as supportive in nature. An empowerment perspective was adopted, as a team they would decide the meeting schedule and facilitation process with all members assuming equal status as knowledge experts with respect to community needs and the role, value, functioning, and responsiveness of the LP Resource Center to community need related to supporting families through the promotion of parental resilience. There was no effort by those in supportive roles to censure conversation and discussion points; efforts were made as feedback was regularly sought regarding facilitation processes and preferences of group members for these processes. All notes were converted into minutes that were distributed to team members for their review, edits, and approval. Feedback and recommended edits to documented discussion items and decisions could be provided within scheduled meetings (the team decided on monthly two-hour meetings) or in dialog/e-mails to Robin Perry and/or Elizabeth Snow in-between meetings (which would then be discussed with all team members at the next in-person or virtual meeting).

Strengthening Families Self-Assessment (SFSA) Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Social and Emotional Competence of Children

The following is a summary of key findings and recommendations by the SFSA Team for items associated with promoting social and emotional competence of children. For a more detailed profile of all responses, please see **Appendix C** for *the SFSA Tool for Community-Based Programs—Social and Emotional Competence of Children Results*; distributed to all Team members as a starting point for discussion and brainstorming activities. For the purposes of this summary, findings are presented in accordance with the broader questions and sets of items the tool was structured to answer. Each summary is followed by an itemization of key discussion points and identified strengths. While some previously identified overarching action items also apply to this protective factor, the SFSA team did not identify any specific action items needed for the LP RC in regard to children's social and emotional development.

> **How Does the Library Partnership Resource Center Help Parents Foster Their Child's Social Emotional Development?** (Items 5.1.1 through 5.3)

Table 1 (see below) provides a summary of the items associated with measuring how the LP Resource Center (LP RC) helps parents foster their child's social and emotional development and the average team score (weighted) for each item. Ratings for each item were scored as follows: Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, and Strongly Disagree=1. The weighted average score for each item reflects the average score across all team members, excluding any Not Applicable responses. There were no items that a majority of team members found to be not applicable, with no more than 1 team member giving a not applicable response to any item in this section (see Appendix C). The Team Scores in all tables are color coded by where green represents team consensus of Strongly Agree and Agree, yellow represents scores in the Neither Agree nor Disagree range, and red represents a level of Disagreement (either Disagree or Strongly Disagree). Findings in Table 1 demonstrate team consensus of agreement (reaching an average threshold score of 4.0 or higher) for 6 of the 7 items (85.7%) measuring how LP RC helps parents foster social and emotional development in their children. There was a team score representing a consensus of neither agree nor disagree for 1 item (Item 5.1.2) and no items for which there was a consensus of disagreement.

The items for which there was a consensus of agreement were as follows:

5.1 The program introduces family members to social and emotional development by:

5.1.1 Providing parents with information on the importance of supporting children's healthy social and emotional development— and its connection to success in school and life.

5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.

5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.

5.1.5 Asking about parents' observations of their child's social and emotional development.

5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).

5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.

One example of how staff provide this [social and emotional developmental] support is through goal-setting meetings with children and their parents who participate in the Strong Kids Afterschool Program. During these meetings, staff listen to parents' observations and model how to actively involve their child in the discussion by helping them recognize their strengths and achievements and by having them identify their own goals and ideas for improvement. These goals are most often academic, social, or behavioral goals.

These results suggest that, in general, SFSA team members view staff's ability to help parents foster their child's social and emotional development as a strength of the LP RC. One example of how staff provide this support is through goal-setting meetings with children and their parents who participate in the Strong Kids Afterschool Program. During these meetings, staff listen to parents' observations and model how to actively involve their child in the discussion by helping them recognize their strengths and achievements and by having them identify their own goals and ideas for improvement. These goals are most often academic, social, or behavioral goals. Two SFSA Community Ambassador team members have children who participate in the afterschool program. One team member highlighted that staff are positive and encouraging when reviewing report cards with children and their parents, especially when children have shown improvement in their schoolwork.

Parents and caregivers are also encouraged to support their children's social and emotional development through meaningful shared activities. Family events hosted by the LP RC such as Family Movie Night, Back to School Readiness, and an annual Holiday Health and Wellness Fair provide opportunities for family bonding through activities that parents and children can enjoy together.

The following item received an average team score in the neither agree nor disagree range:

5.1 The program introduces family members to social and emotional development by:

     5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.

The score for this item was 3.9, falling just below a weighted average of 4.0, with 7 out of 11 (63.6%) team members responding Strongly Agree or Agree. During team discussions, there were no comments made specific to this item nor any action items recommended.

Table 1: How Does Library Partnership Family Resource Center Help Parents Foster Their Child's Social Emotional Development?	Team Score (Weighted Average)
5.1 The program introduces family members to social and emotional development by:	
5.1.1 Providing parents with information on the importance of supporting children's healthy social and emotional development— and its connection to success in school and life.	4.20
5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.	3.90
5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.	4.30
5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.	4.30
5.1.5 Asking about parents' observations of their child's social and emotional development.	4.22
5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).	4.00
5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.	4.30

How Does the Library Partnership Resource Center Model Nurturing Care to Children? (Items 5.4.1 through 5.6)

Table 2 provides a summary of the items associated with measuring how the staff at LP RC model nurturing care to children and the average team score for each item. The weighted average score for

each item reflects the average score across all team members, excluding any Not Applicable responses. There were no SFSA tool items in this section that a majority of team members found to be not applicable. At most, there were 2 team members who found 1 item (Item 5.6) to be not applicable (see Appendix C). The team scores shown in Table 2 demonstrate a consensus of agreement for 14 of the 16 items (87.5%) relating to how LP RC staff model nurturing care to children. For the remaining 2 items (Items 5.5.5 and 5.6), there was a team score representing consensus of neither agree nor disagree.

Findings suggest that staff, interns, and volunteers at LP RC are consistently welcoming, warm, and empathetic toward children participating in programs and events. Among SFSA team members, there was general agreement that staff are nurturing towards children who attend programs at LP RC and that staff support parents by modeling nurturing interactions. Average team scores reflected consensus agreement for the following items:

5.4 Staff nurture children and model nurturing for parents by:
      5.4.1 Responding consistently to children in a warm, supportive manner.
      5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.
      5.4.3 Showing warmth through appropriate physical contact.
      5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).
      5.4.5 Responding sympathetically to help children who are upset, hurt or angry.
      5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.
      5.4.7 Modeling empathy and appropriate emotional responsiveness.

5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:
      5.5.1 Fostering children's social and emotional development in the context of their culture and language.
      5.5.2 Recognizing behavioral/emotional problems or developmental delays.
      5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.
      5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.
      5.5.6 Promoting positive relationships among children living in the same house hold.
      5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.
      5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.

The two items with average team scores within the neither agree nor disagree range were:

5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:
      5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.

5.6 Families are invited to observe their children interacting with other children and/or staff in the program.

Findings suggest that staff, interns, and volunteers at LP RC are consistently welcoming, warm, and empathetic toward children participating in programs and events…and that staff support parents by modeling nurturing interactions.

Table 2: How Does Library Partnership Family Resource Center Model Nurturing Care to Children?	Team Score (Weighted Average)
5.4 Staff nurture children and model nurturing for parents by:	
5.4.1 Responding consistently to children in a warm, supportive manner.	4.40
5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.	4.40
5.4.3 Showing warmth through appropriate physical contact.	4.50
5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).	4.40
5.4.5 Responding sympathetically to help children who are upset, hurt or angry.	4.30
5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.	4.33
5.4.7 Modeling empathy and appropriate emotional responsiveness.	4.30
5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:	
5.5.1 Fostering children's social and emotional development in the context of their culture and language.	4.10
5.5.2 Recognizing behavioral/emotional problems or developmental delays.	4.00
5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.	4.25
5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.	4.00
5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.	3.89
5.5.6 Promoting positive relationships among children living in the same house hold.	4.10
5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.	4.30
5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.	4.30
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.	3.88

How Does the Library Partnership Resource Center Include Children's Social and Emotional Development Activities in Programming? (Items 5.7.1 through 5.8.2)

Table 3 highlights items associated with measuring how the LP RC includes children's social and emotional development activities in programming. The average team scores reflect a consensus of agreement for 5 of the 7 items (71.4%). This consensus of agreement was present for all items related to

13

supporting children's social and emotional development with intentional practices, suggesting that team members perceived the following items as strengths of the LP RC:

5.7 The program supports children's social and emotional development with intentional practices that include:
      5.7.1 Encouraging children to express their feelings in ways that are the most comfortable for them.
      5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.
      5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).
      5.7.4 Setting clear expectations and limits for behavior.
      5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).

Staff support children's development of social skills, emotional regulation, and conflict resolution in the milieu of one-on-one interactions and throughout all after school programming. During enrichment programs led by community partners such as Girl Scouts and Capoeira, LP RC staff and/or trained interns are always present to provide consistant expectations and behavioral boundaries. Additionally, the LP RC partners with other organizations to provide programming specifically tailored to support social and emotional competence, such as a weekly social and emotional skills class co-facilitated with University of Florida Clinical Psychology graduate students.

Staff support children's development of social skills, emotional regulation, and conflict resolution in the milieu of one-on-one interactions and throughout all after school programming.

The LP RC partners with other organizations to provide programming specifically tailored to support social and emotional competence, such as a weekly social and emotional skills class co-facilitated with University of Florida Clinical Psychology graduate students.

The other two items in this section, which relate to assistance from mental health consultants, received average team scores in the neither agree nor disagree range:

5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:
      5.8.1 Providing coaching on how to support social and emotional learning for all children.
      5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.

SFSA team members noted that LP RC does not have a specific person who is designated as a "mental health consultant" but instead receives mental health training and support from community partners such as the Child Advocacy Center (CAC) and the Village Counseling Center.

Table 3: How Does Library Partnership Family Resource Center Include Children's Social and Emotional Development Activities in Programming?	Team Score (Weighted Average)
5.7 The program supports children's social and emotional development with intentional practices that include:	
5.7.1 Encouraging children to express their feelings in ways that are the most comfortable for them.	4.30
5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.	4.50
5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).	4.50
5.7.4 Setting clear expectations and limits for behavior.	4.56
5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).	4.44
5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:	
5.8.1 Providing coaching on how to support social and emotional learning for all children.	3.67
5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.	3.90

How Does the Library Partnership Resource Center Help Children Develop a Positive Cultural Identity and Learn to Interact in a Diverse Society? (Items 5.9 through 5.14)

Table 4 highlights the team's level of agreement with items measuring how the LP RC helps children develop a positive cultural identity and learn to interact in a diverse society. The weighted average team scores for this section demonstrate a consensus of agreement for 5 of the 12 items (41.7%), with 7 out of 12 items (58.3%) scoring in the neither agree nor disagree range. There were no items for which there was a consensus of disagreement.

The following items showed a consensus of agreement:

5.9 The program welcomes and affirms the cultures of families it serves by:
    5.9.1 Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.
    5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.
    5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.

5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:
    5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.

5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.

LP RC provides opportunities to learn about, and celebrate, different cultural groups, especially those most represented by families in the LP RC community. For example, throughout Black History Month, students in after school programming read aloud and discussed a "quote of the day," with quotes from current and historic prominent Black American individuals including activists, athletes, political leaders, and inventors. The LP RC also hosts an annual Black History Month family event which involves family activities such as crafts related to notable Black and African American inventors and a story time station with books written by Black and African American authors.

Older youth are given opportunities to share their experiences related to their cultural identity and to explore the challenges of living in a diverse society. Most recently, LP RC developed a Youth Advisory Board, where teens from East Gainesville met monthly to discuss cyberbullying and online racial discrimination and developed ideas for how to prevent it in the future. This board held a Cyberbullying and Online Discrimination Awareness event where they presented their experiences and ideas for change to parents, teachers, and mentors.

> *LP RC provides opportunities to learn about, and celebrate, different cultural groups, especially those most represented by families in the LP RC community… Older youth are given opportunities to share their experiences related to their cultural identity and to explore the challenges of living in a diverse society. Most recently, LP RC developed a Youth Advisory Board, where teens from East Gainesville met monthly to discuss cyberbullying and online racial discrimination and developed ideas for how to prevent it in the future.*

The following items received average team scores within the neither agree nor disagree range:

5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:
> 5.10.1 How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.
> 5.10.2 The extent to which nonverbal communication is predominant across cultures.
> 5.10.3 Diverse cultural views success and appropriate child development.

5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:
> 5.11.1 Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.
> 5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.

5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.

5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.

Like other sections within the Social and Emotional Competence of Children SFSA Tool, the above items receiving average scores of neither agree nor disagree mostly pertain to staff training. As was true for other protective factor sections, it is possible these ratings were influenced by non-staff SFSA team members' lack of knowledge about training requirements at LP RC. While not recommended as a formal action item, team members have previously discussed the potential for providing patrons and other stakeholders with more insight into what training staff receive.

Table 4: How Does Library Partnership Family Resource Center Help Children Develop a Positive Cultural Identity and Learn to Interact in a Diverse Society?	Team Score (Weighted Average)
5.9 The program welcomes and affirms the cultures of families it serves by:	
5.9.1 Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.	4.30
5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.	4.00
5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.	4.40
5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:	
5.10.1 How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.	3.60
5.10.2 The extent to which nonverbal communication is predominant across cultures.	3.22
5.10.3 Diverse cultural views success and appropriate child development.	3.50
5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:	
5.11.1 Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.	3.56
5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.	4.33
5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.	3.89
5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.	3.56
5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.	4.25
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.	3.40

How Does the Library Partnership Resource Center Respond Proactively When Social or Emotional Development Needs Extra Support? (Items 5.15.1 through 5.16.2)

Table 5 shows the average weighted team scores for items pertaining to how LP RC responds proactively when social or emotional development needs extra support. For 5 out of 6 items (83.3%) there was

team consensus of agreement, while 1 item received an average team score of neither agree nor disagree. Items for which there was a consensus of agreement were as follows:

5.15 When staff are concerned about a child's social and emotional development, they respond by:

    5.15.1 Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.

    5.15.2 Arranging for appropriate screenings and assessments.

    5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).

    5.15.4 Helping parents develop strategies for addressing the issue at home.

5.16 Staff have access to a mental health consultant to help them:

    5.16.2 Talk respectfully with parents about the child's development, needs or challenges.

These results suggest that SFSA team members feel that responding when children need extra social and emotional support is a strength of the LP RC. SFSA staff team members noted that like addressing other significant developmental needs, extra social and emotional support is handled on a case-by-case basis. Depending on the need, staff may help parents with the process of getting their child an IEP or 504 at school for accommodations, or they may contact an appropriate provider who can offer developmental, behavioral, or mental health services. Frequently used outside providers include Early Steps, the Child Advocacy Center, Village Counseling, and Meridian Behavioral Health.

One item in this section received an average team score of neither agree nor disagree:

5.16 Staff have access to a mental health consultant to help them:

    5.16.1 Identify and receive additional resources and/or training to work effectively with individual children and parents.

As mentioned earlier in this report, LP RC does not have a designated mental health consultant that provides training or resources, which could account for this rating. LP RC instead utilizes appropriate community partner organizations for mental health service referrals and staff trainings as needed.

Table 5: How Does Library Partnership Family Resource Center Respond Proactively When Social or Emotional Development Needs Extra Support?	Team Score (Weighted Average)
5.15 When staff are concerned about a child's social and emotional development, they respond by:	
5.15.1 Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.	4.40
5.15.2 Arranging for appropriate screenings and assessments.	4.10
5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).	4.50
5.15.4 Helping parents develop strategies for addressing the issue at home.	4.30
5.16 Staff have access to a mental health consultant to help them:	
5.16.1 Identify and receive additional resources and/or training to work effectively with individual children and parents.	3.78
5.16.2 Talk respectfully with parents about the child's development, needs or challenges.	4.11

Fidelity of Social and Emotional Competence of Children Services and Supports to CSSP Protective Factor

As denoted earlier, the SFSA team identified the weighted average team score as the consensus measure for each item associated with the Social and Emotional Competence of Children assessment questions. Following the development of a consensus rating, individual item scores were converted —in keeping with Harnar and Tarr, (n.d.) and Tarr, Harnar, & Ahsan (2014)[2] method recommendations—to binary/dichotomous scores where 1=Agree and Strongly Agree, and 0=Disagree, Strongly Disagree, Neither Agree or Disagree, and Not Applicable. Within the Tables denoted in this report, any green shaded cells (Agree and Strongly Agree) reflect a score of 1 and any yellow (Neither Agree or Disagree), red (Disagree and Strongly Disagree), or no shade (Not Applicable) reflects a score of 0 (zero). These scores were summed for the Social and Emotional Competence of Children Protective Factor where scores <50% of the total score possible represent low fidelity, 50-74% represent moderate fidelity, and >75% possible scores represent high fidelity. The aggregate fidelity score from all tabled findings is 35 (of a possible score of 48) or 73%, suggesting that the services and supports associated with the Social and Emotional Competence of Children were implemented with moderate fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

> *The aggregate fidelity score from all tabled findings is 35 (of a possible score of 48) or 73%, suggesting that the services and supports associated with the Social and Emotional Competence of Children were implemented with **moderate fidelity** to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.*

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[2] Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

Tarr, J., Harnar, M. A., & Ahsan, N. (2014). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Unpublished whitepaper presented at the National Association for the Education of Young Children's annual conference in Dallas, TX.

Appendix A

STRENGTHENING FAMILIES SELF-ASSESSMENT TOOL FOR COMMUNITY-BASED PROGRAMS

STRENGTHENING FAMILIES™ SELF-ASSESSMENT TOOL FOR **COMMUNITY-BASED** PROGRAMS

ABOUT THE SELF-ASSESSMENT

The Program Self-Assessment helps programs determine how well they are implementing strategies to strengthen families. The Self-Assessment is based on findings from a national study that identified exemplary programs across the country. It allows all programs to compare their practices with those of the exemplary programs and identify areas for improvement. The Self-Assessment outlines how the protective factors can be supported through small but significant changes in program practice. It is written for programs committed to working with and supporting the families they serve. Versions of the Self-Assessment are available for:

- Center-based early care and education programs
- Family child care settings
- Home visiting programs
- Community-based programs such as family resource centers

While there is significant overlap across these different versions, each also contains unique strategies specific to each setting.

The Program Self-Assessment materials in this document are applicable to community-based programs serving children and families. The concrete actions described in the self-assessment can be carried out in a variety of settings such as family support and parenting education programs, health care settings, community centers and others. The strategies described can be implemented without creating new staff positions, making significant changes to existing facilities or raising additional financial resources.

ORGANIZATION

The Self-Assessment outlines practices used by exemplary programs to support families, organized around five protective factors:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

Each section starts with a brief description of the protective factor and core strategies for building that protective factor. Self-Assessment items are organized under each of these core strategies. In this version of the Self-Assessment there is also a special section about Responding to Possible Child Abuse or Neglect.

COMPLETING THE SELF-ASSESSMENT

While the Self-Assessment forms may appear long at first glance, most sections have fewer than ten items. To make the process easier, the forms address specific practices; thus, multiple practice examples often appear under a single strategy. While the time it takes to complete the Self-Assessment will vary from program to program and from form to form, on average, each form can be completed in approximately 90 minutes.

CSSP strongly recommends that programs create a Self-Assessment team that represents a number of different perspectives at your program, including:

- Administrative staff and/or program director
- Direct service staff
- Parents who participate in the program (or whose children participate in the program)

Including a diverse group of participants in the Self-Assessment evaluation process allows programs to benefit from a large variety of viewpoints and perspectives. Once a team has been identified, the process begins by following the steps outlined below.

First, each member of the team should fill out the Self-Assessment forms individually.

Next, the team should convene to share and compare assessments. Teams should use this time to discuss rating results that differ among various team members, giving each person an opportunity to describe why they rated the practice the way they did and—if appropriate—to provide an example. Once everyone has had a chance to speak, all team members should be given an opportunity to re-rate the practice. It is not necessary for the entire team to come to consensus on every practice, but it is important that all team members come to understand each other's perspectives and that a final decision is made on how to rate the item based on broad input.

The consensus version of the Self-Assessment can be entered online at www.mosaic-network.com/gemslive/cssp/. Completing the Self-Assessment online allows the program to print reports showing strengths and areas to focus on improvement, as well as to link to parent and staff surveys.

CREATING AN ACTION PLAN

Once all team members have re-rated the practices, the team should identify areas where the program scored highly. Next, the team should create a sustainability plan to keep these areas strong. In developing a sustainability plan for each successful area, teams should be sure to specify:

- Key reasons for success in the area
- What needs to be done to ensure continued strength in the area
- Who will be responsible for maintaining successful outcomes in the area

Next, the team should highlight practice areas that a majority of the team rated poorly. While we encourage programs to work on each of these areas eventually, the team can begin by deciding whether each poorly rated practice should be addressed (1) immediately, (2) over time, or (3) not at all. Again, teams should allow time for discussion and

reevaluation if/when team members disagree on practice ratings. When a majority of team members identify items that should be addressed immediately, teams should brainstorm plans to improve associated area outcomes. Teams should be sure to specify:

- The expected results
- All required resources (including staff hour costs)
- A timeline for achieving the desired results
- Who is responsible for each action step
- Check-in points for monitoring implementation progress
- How and when longer term action steps will be addressed/implemented

PARENTAL RESILIENCE

Being a parent can be a very rewarding and joyful experience. But being a parent can also come with its share of stress. Parental resilience is the process of calling forth one's inner strength to proactively manage stress, meet personal/family challenges and be able to function well. Parental resilience includes the ability to provide nurturing and supportive care to one's child, even when faced with challenges, adversity or trauma. Programs can provide a variety of resources for families to help build and support parental resilience—all with low or no-cost to the program. For example, programs can:

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, ethnicity, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build parents' decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

When supported by program policies, staff can employ these concrete Everyday Actions to help families reduce personal/parental stress and gain confidence in their ability to overcome challenges.

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.							
1.2 The program has multiple avenues for regular communication with families.	**1.2.1** The program provides an orientation for families about the program philosophy, goals and objectives.						
	1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.						
	1.2.3 Staff regularly ask parents about their observations of their child.						
1.3 All family members are made to feel welcome:	**1.3.1** Someone is available to greet families when they come in.						
	1.3.2 Staff are respectful even when family visits are unexpected.						

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.4 Staff develop mutually respectful relationships with all family members by:	**1.4.1** Taking time to get to know family members individually, by name.							
	1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.							
	1.4.3 Regularly inquiring about what is happening in their lives.							
	1.4.4 Providing emotional support and encouragement.							
	1.4.5 Sharing appropriate information about themselves.							
	1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.							
	1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.							
	1.4.8 Using intake forms, applications and surveys that are gender-neutral.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.5 Staff show that they value fathers and are sensitive to their unique needs by:	**1.5.1** Taking part in periodic training on understanding and appreciating fathers' needs and parenting.							
	1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.							
	1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.							
	1.5.4 Providing peer activities or services that are man-to-man, father-to-father.							
	1.5.5 Engaging male participants to greet other men at program activities.							
	1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.							
	1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.							
	1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.							
	1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs honor each family's race, language, culture, history and approach to parenting?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.6 Program staff ensure that all families, regardless of family structure; socio-economic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.	**1.6.1** Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.							
	1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.							
	1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.							
	1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.							
	1.6.5 The program displays diverse families and family structures in books, posters and program materials.							
1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:	**1.7.1** Translated, whenever possible, into the language(s) spoken by all families in the community served.							
	1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.							
	1.7.3 Designed or selected to reflect the culture(s) of the community served.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:	**1.8.1** Inviting partner organizations to provide workshops for staff on working with diverse families.							
	1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.							
	1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.							
1.9 The program seeks to reflect the community and families it serves by:	**1.9.1** Building a staff that reflects the community and families served.							
	1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.							
	1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.							
	1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society—even if the program's community is mono-lingual, mono-ethnic or mono-cultural.							
1.10 The program supports participating immigrant and refugee families by:	**1.10.1** Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.							
	1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness or missed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior							
1.12 The program provides regular opportunities for parents to relieve stress through: **1.12.1** Linking parents to organized support groups.							
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.							
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.							
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.							
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:	**1.13.1** Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately.							
	1.13.2 Supporting families' immediate and long-term plans.							
	1.13.3 Talking to families about difficult issues and helping them access additional help.							
	1.13.4 Maintaining confidentiality.							
	1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.							
	1.13.6 Understanding trauma and its impact on children and how staff can help.							
	1.13.7 Other community agencies providing specialized services to families and children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.14 Staff receive program support when working with families under stress through:	**1.14.1** Acknowledgement and support for their efforts from supervisors and administrators.							
	1.14.2 Opportunities to process their own emotional reactions with appropriate support.							
	1.14.3 Access to a mental health consultant.							
	1.14.4 Time off if needed.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.15 Staff reinforce parental authority by:	**1.15.1** Respecting parents' directions and/or decisions about their children.							
	1.15.2 Learning about parents' expectations and limits for their children.							
	1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.							
	1.15.4 Understanding the parenting and child behavior norms of the parent's culture.							
	1.15.5 Being careful not to contradict a parent in front of his or her child or other children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.16 Parents are engaged as partners in developmental screenings or assessments of their child:	**1.16.1** All staff are trained in the program's confidentiality policy regarding screening and results.							
	1.16.2 Parents are informed about the confidentiality policy and what it means to them.							
	1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.							
	1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.							
	1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.							
	1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.							
	1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.							
1.17 Parents and staff develop family plans together that:	**1.17.1** Identify the family's assets, interests, skills, needs and goals for themselves and their children.							
	1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.							
	1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.							
	1.17.4 Are updated regularly.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.18 The program supports a parent's personal education and career goals by:	**1.18.1** Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).							
	1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.							
	1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.							
	1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.							
	1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.							
1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:	**1.19.1** Providing opportunities for families to volunteer and contribute to the program.							
	1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles.							
	1.19.3 Asking families for regular input on programmatic decisions.							
	1.19.4 Asking families for input into staff hiring and training.							
	1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.20 The program promotes participation in activities by:	**1.20.1** Addressing topics, issues and skills that families identify as important to them.							
	1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).							
	1.20.3 Providing child care during trainings or workshops.							
	1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.							
1.21 The program helps to support the continued development of parent leaders by supporting:	**1.21.1** Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents.							
	1.21.2 Leadership development trainings and mentoring activities.							
	1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).							
1.22 The program helps to support parents' opportunities for leadership in community change by:	**1.22.1** Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.							
	1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.							
	1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.							
	1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs help parents understand how to buffer their child during stressful times?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.23 Staff receive training on talking with parents about helping children in times of family crisis.							
1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times							
1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.							

SOCIAL CONNECTIONS

People need people. Parents need people who care about them and their children; who can be good listeners; who they can turn to for well-informed advice, hope and encouragement; and who they can call on for help in solving problems. Parents' supportive social connections—that is, high quality relationships with family members, friends, neighbors, co-workers, community members and service providers—help buffer parents from stressors. Good social connections also support nurturing parenting behaviors that promote secure attachments in young children. Programs can provide opportunities for parents to create and strengthen positive social connections. Programs should:

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.1 Families have access to a comfortable space where they can meet informally							
2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another: **2.2.1** Formally, through parent support groups (including those with both broad and narrow focuses).							
2.2.2 Through parent mentoring and matching for one-on-one support.							
2.2.3 Informally, by introducing parents to one another.							

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/ hosting:	**2.3.1** Regularly scheduled parent-child activities such as Play and Learn groups.							
	2.3.2 Periodic events like coffee breaks and breakfasts.							
	2.3.3 Celebrations, graduations and holidays.							
	2.3.4 Field trips and community events.							
	2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.							
	2.3.6 Affordable family activities.							
	2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.							
	2.3.8 Social media groups or web pages where parents can get program information and interact with one another.							
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.								
2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:	**2.6.1** Calling, sending notes or making home visits inviting them to program activities.							
	2.6.2 Connecting with them on social media platforms through program pages or groups.							
	2.6.3 Offering support with transportation, child care or other barriers to participation.							
	2.6.4 Making special efforts to connect them with other families who share similar interests.							
	2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.							
	2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.							
2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs create an inclusive environment?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.8 The program and its staff model positive social skills and community building by:	**2.8.1** Welcoming all families.							
	2.8.2 Inviting all families to program parties or social events.							
	2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.							
	2.8.4 Helping to resolve conflicts among participants.							
	2.8.5 Promoting families' understandings of different cultures and backgrounds.							
	2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.							
2.9 The program helps staff learn how to reduce stereotyping and bias by:	**2.9.1** Modeling inclusive behavior among the staff.							
	2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).							
	2.9.3 Providing training and support for helping families and children resolve conflicts effectively.							
	2.9.4 Intervening appropriately to counteract prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).							
	2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.							
	2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.							
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs facilitate mutual support?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).							
2.12 There is time built in to program activities for parents to network and share with each other.							
2.13 Parent-organized social/educational events and activities are encouraged and supported by: — **2.13.1** Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).							
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.							
2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).							
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.							
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.							
2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).							
2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Mounting scientific evidence points to the critical importance of early childhood as the period in which children's foundations for cognitive, language, social, emotional and moral development are established. While no parent knows everything about children, all parents can benefit from increasing their knowledge of parenting best practices. Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase. Programs can help parents increase their knowledge of parenting and child development. Programs should:

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

Program staff can help parents gain a high level of expertise about child development and parenting. It is crucial that staff provide information in multiple ways and at times that parents really need it and will put it into practice.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.1 Staff demonstrate a strong understanding of child development:	**3.1.1** Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.							
	3.1.2 Staff understand and can explain the development arc for young children.							
	3.1.3 Staff can explain to parents how various activities and interactions support their child's development.							
	3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.							
3.2 Staff work collaboratively with parents to coordinate support for children's development:	**3.2.1** Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.							
	3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.							
3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.								

**KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS**

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.4 When staff talk with parents about discipline, they:	**3.4.1** Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.							
	3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.							
	3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.							
	3.4.4 Encourage parents to discuss behavior challenges they may have at home.							
	3.4.5 Connect parents to other parents who can share or model positive parenting approaches.							
	3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.							
	3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.								
3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:	**3.6.1** Parents go through a series of classes as a group – with other forms of contact between classes to maintain their engagement.							
	3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.							
	3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.							
	3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).							
	3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.							
	3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.							
	3.6.7 Child care is offered while parents are in classes.							
	3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.							
	3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.							
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:	**3.8.1** Are available in the language spoken by program families.							
	3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.							
	3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.							
3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:	**3.9.1** Books and videos in a resource library.							
	3.9.2 Parenting classes.							
	3.9.3 Support groups.							
	3.9.4 Regular postings on bulletin boards in public spaces.							
	3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.							
	3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.							
3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:	**3.10.1** Parent education groups (including fatherhood groups).							
	3.10.2 Counseling.							
	3.10.3 Support groups.							
	3.10.4 Mentors/coaches.							
	3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented the community.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: • Different parenting styles of mothers and fathers and the strengths of each • Needs and concerns of first time parents • Needs of parents who are parenting a child with a disability • Noncustodial parents • Nontraditional caregivers (e.g., grandparents, foster parents)							
3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when: **3.12.1** Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).							
3.12.2 A parent appears to be frustrated or stressed and in need of support.							
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.							
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: • Prenatal and infant health and development • The birth process and what to expect • The needs of postnatal women and their families • The developing role of first time parents (including adolescent parents, if appropriate) • Planning for the child's needs after birth (e.g, car seats, cribs).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:	**3.14.1** Cultural/ethnic expectations and practices about parenting.							
	3.14.2 Different parenting practices.							
	3.14.3 Parent/child relationships.							
	3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).							
	3.14.5 Being especially supportive at the time that special needs are initially identified.							
	3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:	**3.15.1** Regularly checking in with parents about parenting issues.							
	3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.							
	3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.							
	3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.							
	3.15.5 Being especially supportive at the time that special needs are initially identified.							
	3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs address parenting issues from a strength-based perspective?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.16 Home visitors share their observations of children with parents to help the parents recognize:	**3.16.1** Their children's unique assets, temperament, personality, communication styles and behavioral cues.							
	3.16.2 Their children's growth and development patterns.							
	3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.							
	3.16.4 Their children's independence and abilities.							
	3.16.5 Activities families can use to enhance their children's skills and development.							
	3.16.6 Signals that development may not be on track.							
3.17 Staff reinforce positive parent-child interactions by:	**3.17.1** Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.							
	3.17.2 Sharing something positive with parents about their children's behavior and development.							
3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:	**3.18.1** Asking open-ended questions to understand the behavior from the parent's perspective.							
	3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.							
	3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.							
	3.18.4 Connecting parents to resources and supports that may help to address parenting issues.							

CONCRETE SUPPORT IN TIMES OF NEED

All parents need help sometimes. When parents are faced with very challenging situations, such as losing a job or not being able to feed their family, they need access to resources and services that address their needs and minimize their stress. This type of support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational or legal services they may need.

Programs can help parents to identify, find and receive concrete support in times of need. Programs should:

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

Even though community-based programs are not always equipped to provide all the services and supports families may need, they can still play a vital role in helping families access concrete supports in times of crisis. Programs can also play a critical role in helping families develop their own proactive strategies for meeting needs in the future.

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.1 Parents are encouraged to turn to staff in the event of a crisis through:	**4.1.1** The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.							
	4.1.2 Materials regularly provided to participating families.							
	4.1.3 Information on which staff members can help families with particular issues.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.2 Staff proactively respond to signs of parent or family distress by:	**4.2.1** Expressing concern and offering help in line with the program's philosophy and resources.							
	4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.2.3 Making space available for staff to meet with parents privately.							
	4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.							
	4.2.5 Being sensitive and responsive to the impact of family stress on children.							
	4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).							
4.3 When a family is experiencing extreme difficulties or crisis:	**4.3.1** At least one staff member with a close relationship with the family reaches out to the family proactively.							
	4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.							
	4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.							
	4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.							
	4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.							
	4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.4 Staff proactively respond to signs of parent or family distress by:	**4.4.1** Expressing concern and offering help.							
	4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.							
	4.4.4 Being sensitive and responsive to the impact of family stress on children.							
	4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).							
	4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.							
4.4 Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.								
4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: • Food pantries • Health providers • Domestic violence services • Shelters • Respite care for children • Alcohol and substance abuse services • Mental health services (for adults and children) • Economic supports • Legal assistance • Quality early care and education								

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.6 The program actively builds collaborative links with other service providers by:	**4.6.1** Bringing services on site, when possible.							
	4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.							
	4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.							
	4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.							
	4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs help families to develop skills they need to identify their needs and connect to supports?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:	**4.7.1** Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.							
	4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.							
	4.7.3 Encouraging parents to advocate for themselves and their child.							
	4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.							
	4.7.5 Connecting parents to peer-to-peer navigation support.							
4.8 When staff make referrals to outside services, they support family leadership by.	**4.8.1** Brainstorming with families about what resources would be helpful.							
	4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.							
	4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).							
	4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).							
	4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.							
	4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Early childhood experiences set the stage for later health, well-being and learning. A growing body of research has shown the relationship between young children's social and emotional competence and their cognitive development, language skills, mental health and school success. The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

Whether working primarily with parents or with young children themselves, program staff should receive training on the importance of social and emotional development – and can play a significant role in helping parents to both enjoy and facilitate children's growing competencies in this area.

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help parents foster their child's social emotional development?

		5: Strongly agree	4. Agree	3. Neither agree nor disagree	2. Disagree	1: Strongly disagree	Not Applicable	Comments
5.1 The program introduces family members to social and emotional development by:	**5.1.1** Providing parents with information on the importance of supporting children's healthy social and emotional development—and its connection to success in school and life.							
	5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.							
	5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.							
	5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.							
	5.1.5 Asking about parents' observations of their child's social and emotional development.							
5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).								
5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.								

**SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:
SELF-ASSESSMENT ITEMS**

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.4 Staff nurture children and model nurturing for parents by:	**5.4.1** Responding consistently to children in a warm, supportive manner.							
	5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.							
	5.4.3 Showing warmth through appropriate physical contact.							
	5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).							
	5.4.5 Responding sympathetically to help children who are upset, hurt or angry.							
	5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.							
	5.4.7 Modeling empathy and appropriate emotional responsiveness.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:	**5.5.1** Fostering children's social and emotional development in the context of their culture and language.							
	5.5.2 Recognizing behavioral/emotional problems or developmental delays.							
	5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.							
	5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.							
	5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.							
	5.5.6 Promoting positive relationships among children living in the same household.							
	5.5.7 Promoting positive relationships among children living in the same household.							
	5.5.8 Understanding how mental health and wellness affects family relationships and the developmental process of young children.							
	5.5.9 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.							
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs include children's social and emotional development activities in programming?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.7 The program supports children's social and emotional development with intentional practices that include:	**5.7.1** Encouraging children to express their feelings in ways that are the most comfortable for them.							
	5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.							
	5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).							
	5.7.4 Setting clear expectations and limits for behavior.							
	5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).							
5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:	**5.8.1** Providing coaching on how to support social and emotional learning for all children.							
	5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help children develop a positive cultural identity and learn to interact in a diverse society?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.9 The program welcomes and affirms the cultures of families it serves by:	**5.9.1** Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.							
	5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.							
	5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.							
5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:	**5.10.1** How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.							
	5.10.2 The extent to which nonverbal communication is predominant across cultures.							
	5.10.3 Diverse cultural views success and appropriate child development.							
5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:	**5.11.1** Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.							
	5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.							
	5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.							
5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.								
5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.								
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs respond proactively when social or emotional development needs extra support?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.15 When staff are concerned about a child's social and emotional development, they respond by:	**5.15.1** Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.							
	5.15.2 Arranging for appropriate screenings and assessments.							
	5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).							
	5.15.4 Helping parents develop strategies for addressing the issue at home.							
5.16 Staff have access to a mental health consultant to help them:	**5.16.1** Identify and receive additional resources and/or training to work effectively with individual children and parents.							
	5.16.2 Talk respectfully with parents about the child's development, needs or challenges.							

STRENGTHENING FAMILIES IN SPECIAL CIRCUMSTANCES

One responsibility of all child- and family-serving programs is to respond to possible child abuse and neglect when it is observed. Staff are mandatory reporters of child abuse and neglect in most states and should receive training every year on the state requirements on reporting. However, long before a report needs to be made, staff can also respond positively and supportively to early signs that have the potential to lead to maltreatment. The following items reflect best practices for programs in working effectively with child welfare officials.

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.1 When children enter the program, staff discuss child abuse and neglect prevention with all parents and caretakers. This discussion includes explanations of:	**6.1.1** The program's policies and practices that are designed to keep children safe from harm.							
	6.1.2 Staff members' responsibility as mandatory child abuse and neglect reporters.							
	6.1.3 How the state defines child abuse and neglect.							
	6.1.4 The program's protocols regarding child abuse and neglect reports.							
6.2 All staff members are trained according to their state's mandatory child abuse reporting laws.								
6.3 Staff receive additional training on child abuse and neglect including:	**6.3.1** Recognizing and responding to early signs of possible child abuse and neglect, including physical and behavioral indicators.							
	6.3.2 Following the program's protocols for reporting child abuse and neglect.							
	6.3.3 Understanding how cases are generally handled by the child protective services agency once a report is made.							
	6.3.4 The relationship between domestic violence and reporting of child abuse and neglect, and clear protocols to follow when domestic violence is suspected or disclosed.							
	6.3.5 Recognizing cultural practices that can trigger reporting of child abuse and neglect (e.g., the practice of coining to treat fevers, the use of corporal punishment for toilet training, leaving a young sibling in the care of an older sibling under the age of ten) and respectfully discussing ways that parents can prevent the likelihood of mandatory reporting.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.4 The program's protocols for reporting possible child abuse and neglect:	**6.4.1** Are consistent with state child welfare reporting guidelines.							
	6.4.2 Are reviewed annually or anytime changes are made to state guidelines.							
6.5 Staff members are trained that when a child abuse or neglect report needs to be filed, they have specific responsibilities to both the child welfare agency and to families that include:	**6.5.1** Coordinating with investigative authorities to ensure that staff actions and interactions with the family do not hinder the investigation.							
	6.5.2 Providing objective and accurate information on the concerns that led to the report, as well as information on family strengths.							
	6.5.3 Explaining their status as mandated reporters to families and their commitment to the goal of keeping children safe.							
	6.5.4 Striving to be calm, caring and supportive of the family during the reporting process.							
	6.5.5 Answering questions that the family may have regarding the reporting process and how the Child Protective Services system typically responds.							
	6.5.6 Offering support for families by answering questions, connecting them to resources they may need listening attentively and providing and friendly advice.							
6.6 If a child is placed into child welfare custody, staff are trained to continue to support the child and the family by:	**6.6.1** Maintaining contact with the child and family, if possible.							
	6.6.2 Advocating for the family with the Child Protective Services system, when possible.							
	6.6.3 Helping parents connect with resources to help reunite them with their child.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.7 Program staff seek to collaborate with child welfare caseworkers and Child Protective Services staff to promote the child's ongoing healthy development by:	**6.7.1** Helping to maintain stability for children involved in the system.							
	6.7.2 Engaging in co-case management practices, if possible.							
	6.7.3 Conducting joint home visits.							
	6.7.4 Attending Child Protective Services meetings to share information.							

Appendix B

Electronic Version of Social and Emotional Competence of Children Questions of SFSA Tool

Social and Emotional Competence of Children-Self Assessment Items

Early childhood experiences set the stage for later health, well-being and learning. A growing body of research has shown the relationship between young children's social and emotional competence and their cognitive development, language skills, mental health and school success. The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

• **Help parents foster their child's social emotional development**
• **Model nurturing care to children**
• **Include children's social and emotional development activities in programming**
• **Help children develop a positive cultural identity and interact in a diverse society**
• **Respond proactively when social or emotional development needs extra support**

Whether working primarily with parents or with young children themselves, program staff should receive training on the importance of social and emotional development – and can play a significant role in helping parents to both enjoy and facilitate children's growing competencies in this area.

Given your knowledge and experiences, please respond to the series of questions about the Resource Center as such relate to select core strategies for building the protective factor associated with Social and Emotional Competence of Children. You will be asked to identify (on a 5-point scale) your level of agreement with a series of statements associated with questions related to promoting social and emotional competence of children. A Not Applicable (N/A) option is also provided. If desired, a comments text box is provided for each question should you wish to provide additional thoughts, reflections, and/or clarifications regarding your response.

This tool/survey was developed by the Center for the Study of Social Policy as part of their Strengthening Families Protective Factors Framework initiative.

Thank you for participating in this process. Your feedback and participation as a Team member is important.

What best describes your role/perspective as a Team Member?

◯ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community

◯ Administrative Staff and/or Program Director

◯ Direct Service Staff and/or Volunteer

◯ Community Collaborator/Partner that Works with Resource Center

Library Partnership - Strengthening Families Self-Assessment - Social and Emotional Competence of Children

How do programs help parents foster their child's social emotional development?

5.1 The program introduces family members to social and emotional development by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.1.1 Providing parents with information on the importance of supporting children's healthy social and emotional development and its connection to success in school and life.	○	○	○	○	○	○

Comments

_____

5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.	○	○	○	○	○	○

Comments

_____

5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.	○	○	○	○	○	○

Comments

_____

5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.	○	○	○	○	○	○

Comments

_____

5.1.5 Asking about parents' observations of their child's social and emotional development.	○	○	○	○	○	○

Comments

_____

5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

Library Partnership - Strengthening Families Self-Assessment - Social and Emotional Competence of Children

How do programs model nurturing care to children?

5.4 Staff nurture children and model nurturing for parents by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.1 Responding consistently to children in a warm, supportive manner.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.3 Showing warmth through appropriate physical contact.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.5 Responding sympathetically to help children who are upset, hurt or angry.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.4.7 Modeling empathy and appropriate emotional responsiveness.	○	○	○	○	○	○

Comments

_____

5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.1 Fostering children's social and emotional development in the context of their culture and language.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.2 Recognizing behavioral/emotional problems or developmental delays.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.6 Promoting positive relationships among children living in the same household.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.	○	○	○	○	○	○

Comments

_____

5.6 Families are invited to observe their children interacting with other children and/or staff in the program.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

Library Partnership - Strengthening Families Self-Assessment - Social and Emotional Competence of Children

How do programs include children's social and emotional development activities in programming?

5.7 The program supports children's social and emotional development with intentional practices that include:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.7.1 Encouraging children to express their feelings in ways that are the most comfortable for them.	○	○	○	○	○	○

Comments

_____

5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.	○	○	○	○	○	○

Comments

_____

5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).	○	○	○	○	○	○

Comments

_____

5.7.4 Setting clear expectations and limits for behavior.	○	○	○	○	○	○

Comments

_____

5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).	○	○	○	○	○	○

Comments

_____

5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.8.1 Providing coaching on how to support social and emotional learning for all children.	○	○	○	○	○	○

Comments

[   ]

5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.	○	○	○	○	○	○

Comments

[   ]

How do programs help children develop a positive cultural identity and learn to interact in a diverse society?

5.9 The program welcomes and affirms the cultures of families it serves by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.9.1 Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.	○	○	○	○	○	○

Comments

5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.	○	○	○	○	○	○

Comments

5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.	○	○	○	○	○	○

Comments

5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.10.1 How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.	◯	◯	◯	◯	◯	◯

Comments

[ ]

5.10.2 The extent to which nonverbal communication is predominant across cultures.	◯	◯	◯	◯	◯	◯

Comments

[ ]

5.10.3 Diverse cultural views of success and appropriate child development.	◯	◯	◯	◯	◯	◯

Comments

[ ]

5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.11.1 Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.	◯	◯	◯	◯	◯	◯

Comments

[ ]

5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.	◯	◯	◯	◯	◯	◯

Comments

[ ]

5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.	◯	◯	◯	◯	◯	◯

Comments

[ ]

5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

![Library Partnership Resource Center logo]

Library Partnership - Strengthening Families Self-Assessment - Social and Emotional Competence of Children
How do programs respond proactively when social or emotional development needs extra support?

5.15 When staff are concerned about a child's social and emotional development, they respond by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.15.1 Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.	○	○	○	○	○	○
Comments						
5.15.2 Arranging for appropriate screenings and assessments.	○	○	○	○	○	○
Comments						
5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).	○	○	○	○	○	○
Comments						
5.15.4 Helping parents develop strategies for addressing the issue at home.	○	○	○	○	○	○
Comments						

5.16 Staff have access to a mental health consultant to help them:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.16.1 Identify and receive additional resources and/or training to work effectively with individual children and parents.	○	○	○	○	○	○

Comments

_____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
5.16.2 Talk respectfully with parents about the child's development, needs or challenges.	○	○	○	○	○	○

Comments

_____

Appendix C

Library Partnership Resource Center
Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Library Partnership Family Resource Center Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q1 What best describes your role/perspective as a Team Member?

Answered: 11   Skipped: 0
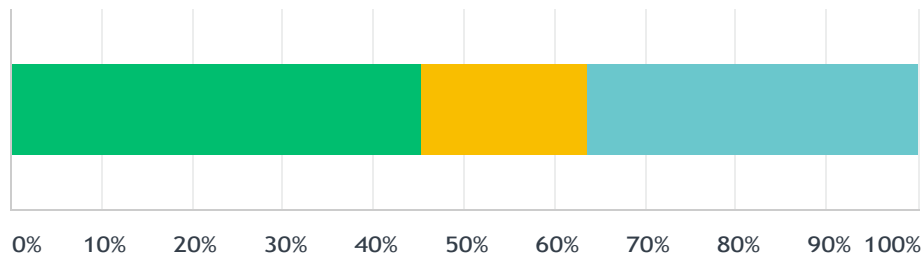
- Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center...
- Administrative Staff and/or Program Director
- Direct Service Staff and/or Volunteer
- Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	45.45%	5
Administrative Staff and/or Program Director	0.00%	0
Direct Service Staff and/or Volunteer	18.18%	2
Community Collaborator/Partner that Works with Resource Center	36.36%	4
TOTAL		11

Q 5.1 The program introduces family members to social and emotional development by:

Answered: 11   Skipped: 0
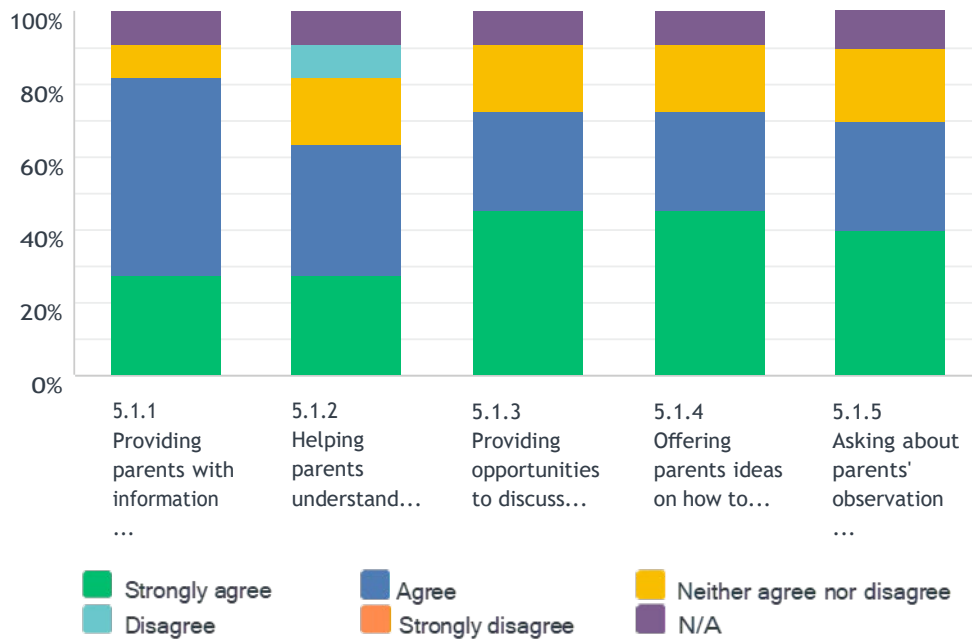
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.1.1 Providing parents with information on the importance of supporting children's healthy social and emotional development and its connection to success in school and life.	27.27% 3	54.55% 6	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.20
5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.	27.27% 3	36.36% 4	18.18% 2	9.09% 1	0.00% 0	9.09% 1	11	3.90
5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.	45.45% 5	27.27% 3	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.30
5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.	45.45% 5	27.27% 3	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.30
5.1.5 Asking about parents' observations of their child's social and emotional development.	40.00% 4	30.00% 3	20.00% 2	0.00% 0	0.00% 0	10.00% 1	10	4.22

#	COMMENTS FOR "5.1.1 PROVIDING PARENTS WITH INFORMATION ON THE IMPORTANCE OF SUPPORTING CHILDREN'S HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT AND ITS CONNECTION TO SUCCESS IN SCHOOL AND LIFE."	DATE
1	N/A	7/29/2021 6:32 PM

#	COMMENTS FOR "5.1.2 HELPING PARENTS UNDERSTAND AGE-APPROPRIATE SOCIAL AND EMOTIONAL SKILLS AND BEHAVIORS."	DATE
1	N/A	7/29/2021 6:32 PM

#	COMMENTS FOR "5.1.3 PROVIDING OPPORTUNITIES TO DISCUSS SOCIAL AND EMOTIONAL ISSUES WITHIN A RACIAL AND CULTURAL CONTEXT."	DATE
1	N/A	7/29/2021 6:32 PM

#	COMMENTS FOR "5.1.4 OFFERING PARENTS IDEAS ON HOW TO FOSTER A CHILD'S SOCIAL AND EMOTIONAL LEARNING AT HOME."	DATE
1	N/A	7/29/2021 6:32 PM

#	COMMENTS FOR "5.1.5 ASKING ABOUT PARENTS' OBSERVATIONS OF THEIR CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT."	DATE
1	N/A	7/29/2021 6:32 PM

Q 5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).

Answered: 11   Skipped: 0
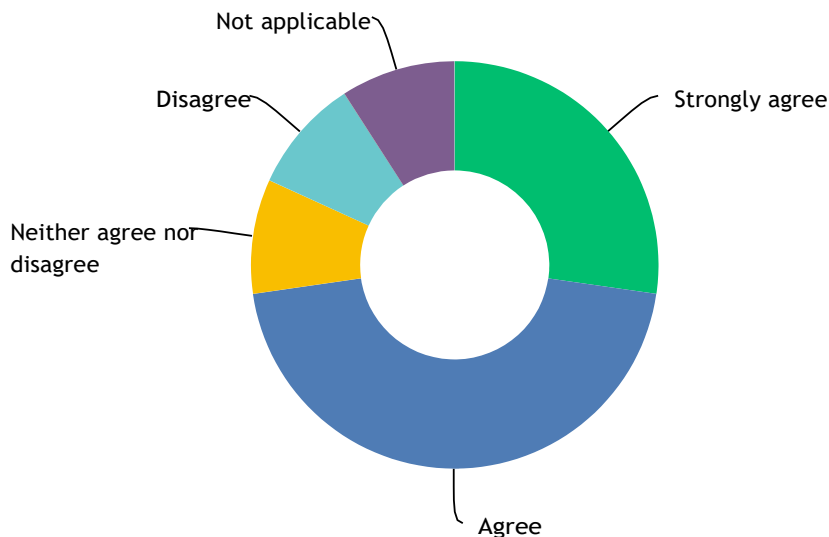
ANSWER CHOICES	RESPONSES	
Strongly agree	27.27%	3
Agree	45.45%	5
Neither agree nor disagree	9.09%	1
Disagree	9.09%	1
Strongly disagree	0.00%	0
Not applicable	9.09%	1
TOTAL		11

#	COMMENT	DATE
1	N/A	7/29/2021 6:32 PM

Q 5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information aboutsocial and emotional competence.

Answered: 11   Skipped: 0
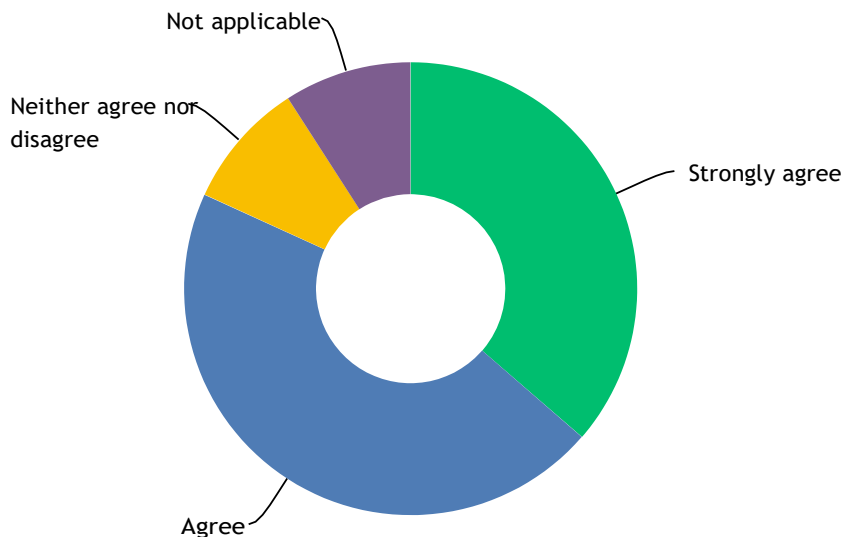
ANSWER CHOICES	RESPONSES	
Strongly agree	36.36%	4
Agree	45.45%	5
Neither agree nor disagree	9.09%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	9.09%	1
TOTAL		11

#	COMMENT	DATE
1	N/A	7/29/2021 6:32 PM

Q 5.4 Staff nurture children and model nurturing for parents by:

Answered: 11   Skipped: 0
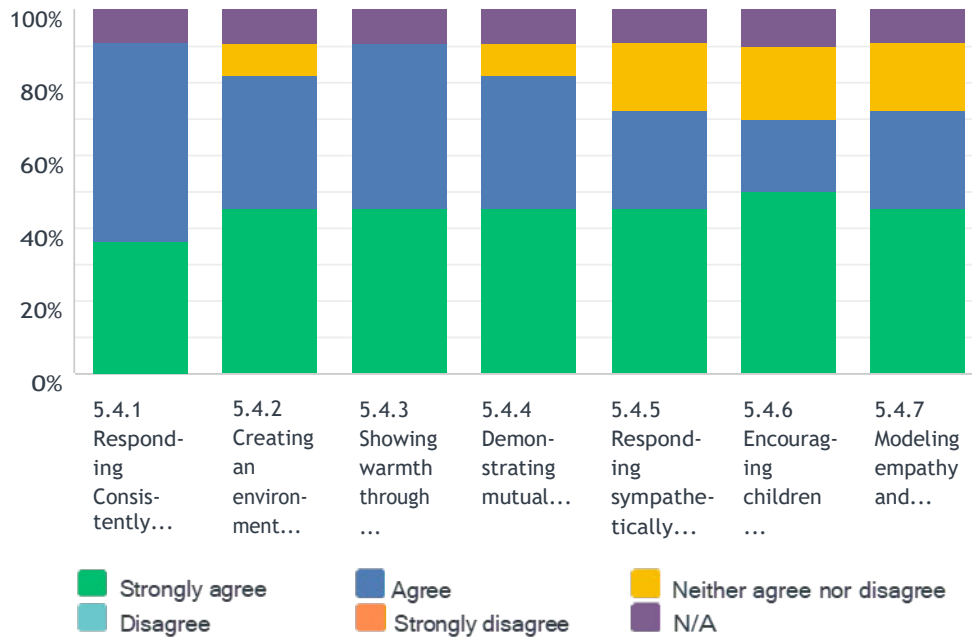
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.4.1 Responding consistently to children in a warm, supportive manner.	36.36% 4	54.55% 6	0.00% 0	0.00% 0	0.00% 0	9.09% 1	11	4.40
5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.	45.45% 5	36.36% 4	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.40
5.4.3 Showing warmth through appropriate physical contact.	45.45% 5	45.45% 5	0.00% 0	0.00% 0	0.00% 0	9.09% 1	11	4.50
5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).	45.45% 5	36.36% 4	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.40
5.4.5 Responding sympathetically to help children who are upset, hurt or angry.	45.45% 5	27.27% 3	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.30
5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.	50.00% 5	20.00% 2	20.00% 2	0.00% 0	0.00% 0	10.00% 1	10	4.33
5.4.7 Modeling empathy and appropriate emotional responsiveness.	45.45% 5	27.27% 3	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.30

#	COMMENTS FOR "5.4.1 RESPONDING CONSISTENTLY TO CHILDREN IN A WARM, SUPPORTIVE MANNER."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.4.2 CREATING AN ENVIRONMENT IN WHICH CHILDREN FEEL SAFE TO COMFORTABLY EXPRESS THEIR EMOTIONS WITHOUT FEAR OF JUDGMENT."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.4.3 SHOWING WARMTH THROUGH APPROPRIATE PHYSICAL CONTACT."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.4.4 DEMONSTRATING MUTUAL RESPECT BETWEEN CHILDREN AND ADULTS (E.G., LISTENING ATTENTIVELY, MAKING EYE CONTACT, TREATING CHILDREN FAIRLY)."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.4.5 RESPONDING SYMPATHETICALLY TO HELP CHILDREN WHO ARE UPSET, HURT OR ANGRY."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.4.6 ENCOURAGING CHILDREN TO EXPRESS THEIR FEELINGS THROUGH WORDS, ARTWORK AND EXPRESSIVE PLAY."	DATE
1	N/A	7/29/2021 6:37 PM
2	not familiar	7/27/2021 2:18 PM

#	COMMENTS FOR "5.4.7 MODELING EMPATHY AND APPROPRIATE EMOTIONAL RESPONSIVENESS."	DATE
1	N/A	7/29/2021 6:37 PM

Q 5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:

Answered: 11   Skipped: 0
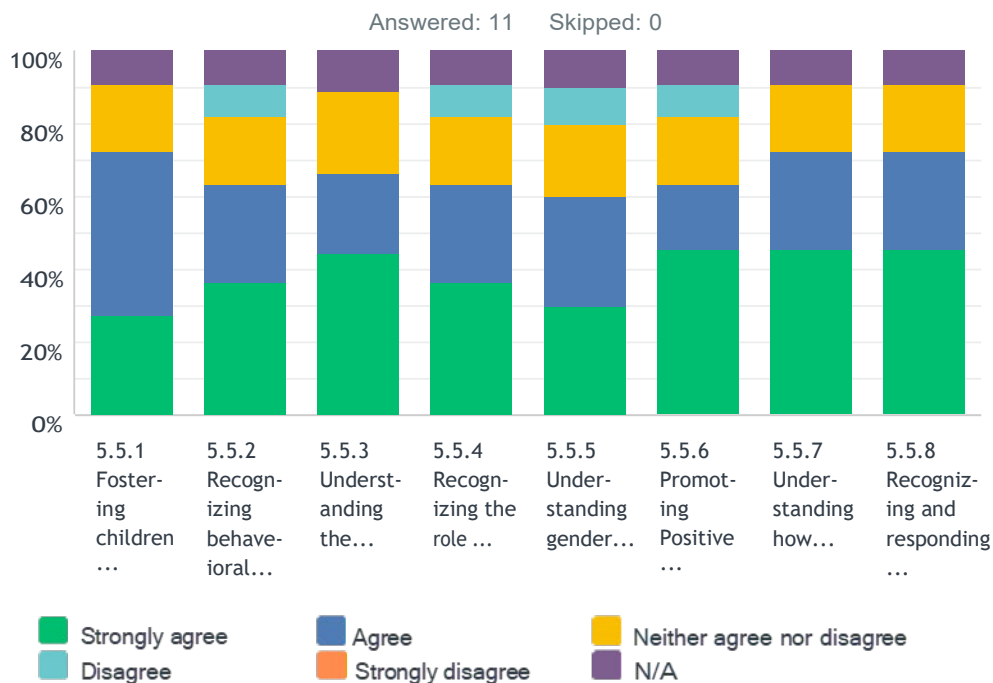
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.5.1 Fostering children's social and emotional development in the context of their culture and language.	27.27% 3	45.45% 5	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.10
5.5.2 Recognizing behavioral/emotional problems or developmental delays.	36.36% 4	27.27% 3	18.18% 2	9.09% 1	0.00% 0	9.09% 1	11	4.00
5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.	44.44% 4	22.22% 2	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.25
5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.	36.36% 4	27.27% 3	18.18% 2	9.09% 1	0.00% 0	9.09% 1	11	4.00
5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.	30.00% 3	30.00% 3	20.00% 2	10.00% 1	0.00% 0	10.00% 1	10	3.89
5.5.6 Promoting positive relationships among children living in the same household.	45.45% 5	18.18% 2	18.18% 2	9.09% 1	0.00% 0	9.09% 1	11	4.10
5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.	45.45% 5	27.27% 3	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.30
5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.	45.45% 5	27.27% 3	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.30

#	COMMENTS FOR "5.5.1 FOSTERING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT IN THE CONTEXT OF THEIR CULTURE AND LANGUAGE."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.5.2 RECOGNIZING BEHAVIORAL/EMOTIONAL PROBLEMS OR DEVELOPMENTAL DELAYS."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.5.3 UNDERSTANDING THE IMPACT OF LOSS OR TRAUMA ON CHILDREN AND HOW TO RESPOND APPROPRIATELY."	DATE
1	N/A	7/29/2021 6:37 PM
2	not familiar	7/27/2021 2:18 PM

#	COMMENTS FOR "5.5.4 RECOGNIZING THE ROLE OF SENSORY AWARENESS AND INTEGRATION IN SOCIAL EMOTIONAL DEVELOPMENT AND UNDERSTANDING HOW TO PROMOTE IT."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.5.5 UNDERSTANDING GENDER DIFFERENCES IN CHILD REARING AND ITS IMPACT ON SOCIAL AND EMOTIONAL DEVELOPMENT."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.5.6 PROMOTING POSITIVE RELATIONSHIPS AMONG CHILDREN LIVING IN THE SAME HOUSEHOLD."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.5.7 UNDERSTANDING HOW MENTAL HEALTH AND WELLNESS AFFECTS FAMILY RELATIONSHIPS AND THE DEVELOPMENTAL PROCESS OF YOUNG CHILDREN."	DATE
1	N/A	7/29/2021 6:37 PM

#	COMMENTS FOR "5.5.8 RECOGNIZING AND RESPONDING TO THE IMPACT OF CHILD OR PARENTAL TRAUMA ON PARENT-CHILD RELATIONSHIPS."	DATE
1	N/A	7/29/2021 6:37 PM

Q 5.6 Families are invited to observe their children interacting with other children and/or staff in the program.

Answered: 10   Skipped: 1
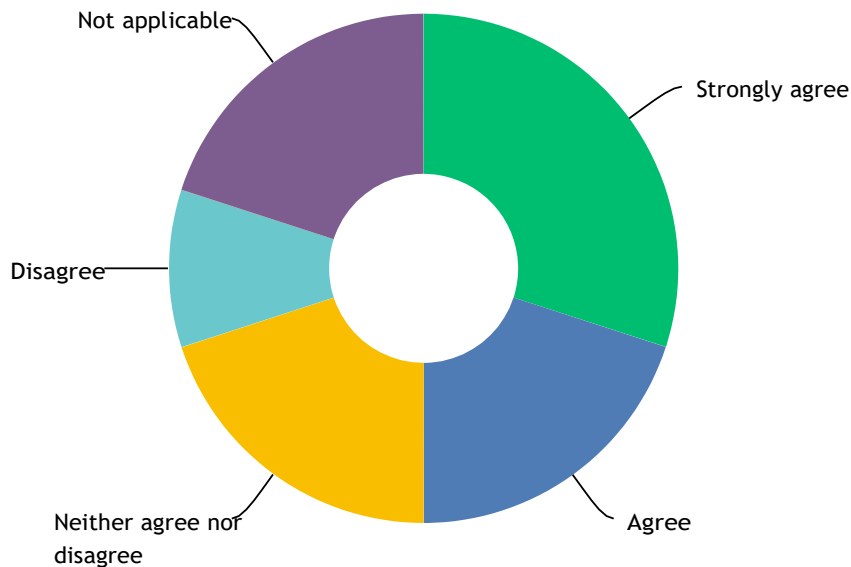
ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	20.00%	2
Neither agree nor disagree	20.00%	2
Disagree	10.00%	1
Strongly disagree	0.00%	0
Not applicable	20.00%	2
TOTAL		10

#	COMMENT	DATE
1	N/A	7/29/2021 6:37 PM

Q 5.7 The program supports children's social and emotional development with intentional practices that include:

Answered: 11   Skipped: 0
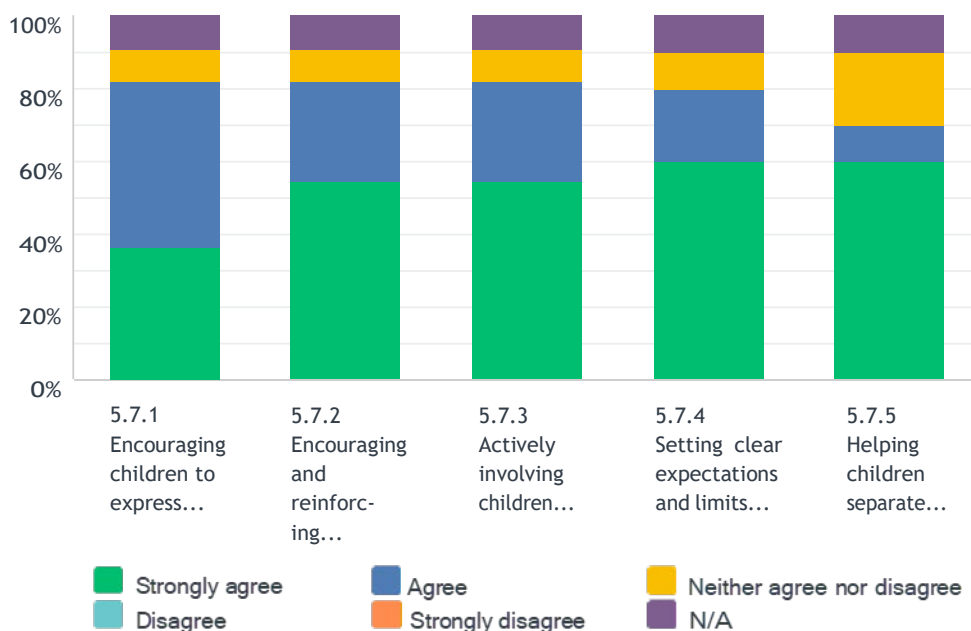
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.7.1 Encouraging children to express their feelings in ways that are the most comfortable for them.	36.36% 4	45.45% 5	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.30
5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.	54.55% 6	27.27% 3	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.50
5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).	54.55% 6	27.27% 3	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.50
5.7.4 Setting clear expectations and limits for behavior.	60.00% 6	20.00% 2	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.56
5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).	60.00% 6	10.00% 1	20.00% 2	0.00% 0	0.00% 0	10.00% 1	10	4.44

#	COMMENTS FOR "5.7.1 ENCOURAGING CHILDREN TO EXPRESS THEIR FEELINGS IN WAYS THAT ARE THE MOST COMFORTABLE FOR THEM."	DATE
1	N/A	7/29/2021 6:39 PM

#	COMMENTS FOR "5.7.2 ENCOURAGING AND REINFORCING SOCIAL SKILLS SUCH AS SHARING, TAKING TURNS AND COOPERATIVE PLAY."	DATE
1	N/A	7/29/2021 6:39 PM

#	COMMENTS FOR "5.7.3 ACTIVELY INVOLVING CHILDREN IN SOLVING THEIR CONFLICTS AND PROBLEMS (E.G., HELPING CHILDREN TALK OUT PROBLEMS AND THINK OF SOLUTIONS; SENSITIZING CHILDREN TO FEELINGS OF OTHERS)."	DATE
1	N/A	7/29/2021 6:39 PM

#	COMMENTS FOR "5.7.4 SETTING CLEAR EXPECTATIONS AND LIMITS FOR BEHAVIOR."	DATE
1	N/A	7/29/2021 6:39 PM
2	not familiar	7/27/2021 2:19 PM

#	COMMENTS FOR "5.7.5 HELPING CHILDREN SEPARATE EMOTIONS FROM ACTIONS (E.G., NOT REACTING BY HITTING EVEN WHEN ANGRY)."	DATE
1	N/A	7/29/2021 6:39 PM
2	not familiar	7/27/2021 2:19 PM

Q 5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:

Answered: 11   Skipped: 0
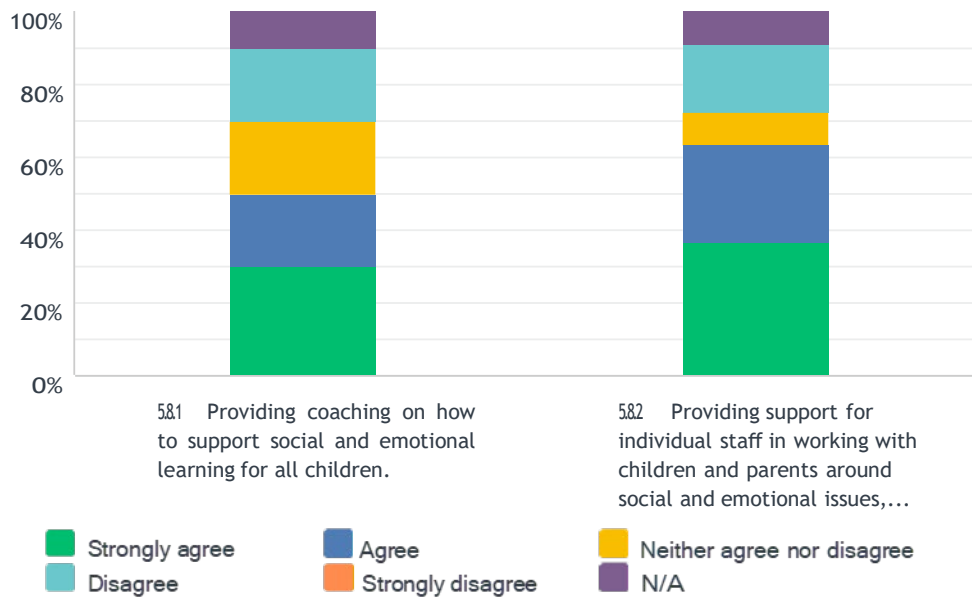
5.8.1   Providing coaching on how to support social and emotional learning for all children.

5.8.2   Providing support for individual staff in working with children and parents around social and emotional issues,...

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.8.1 Providing coaching on how to support social and emotional learning for all children.	30.00% 3	20.00% 2	20.00% 2	20.00% 2	0.00% 0	10.00% 1	10	3.67
5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.	36.36% 4	27.27% 3	9.09% 1	18.18% 2	0.00% 0	9.09% 1	11	3.90

#	COMMENTS FOR "5.8.1 PROVIDING COACHING ON HOW TO SUPPORT SOCIAL AND EMOTIONAL LEARNING FOR ALL CHILDREN."	DATE
1	DK	8/2/2021 12:44 PM
2	N/A	7/29/2021 6:39 PM

#	COMMENTS FOR "5.8.2 PROVIDING SUPPORT FOR INDIVIDUAL STAFF IN WORKING WITH CHILDREN AND PARENTS AROUND SOCIAL AND EMOTIONAL ISSUES, INCLUDING CHALLENGING BEHAVIORS."	DATE
1	N/A	7/29/2021 6:39 PM

Q 5.9 The program welcomes and affirms the cultures of families it serves by:

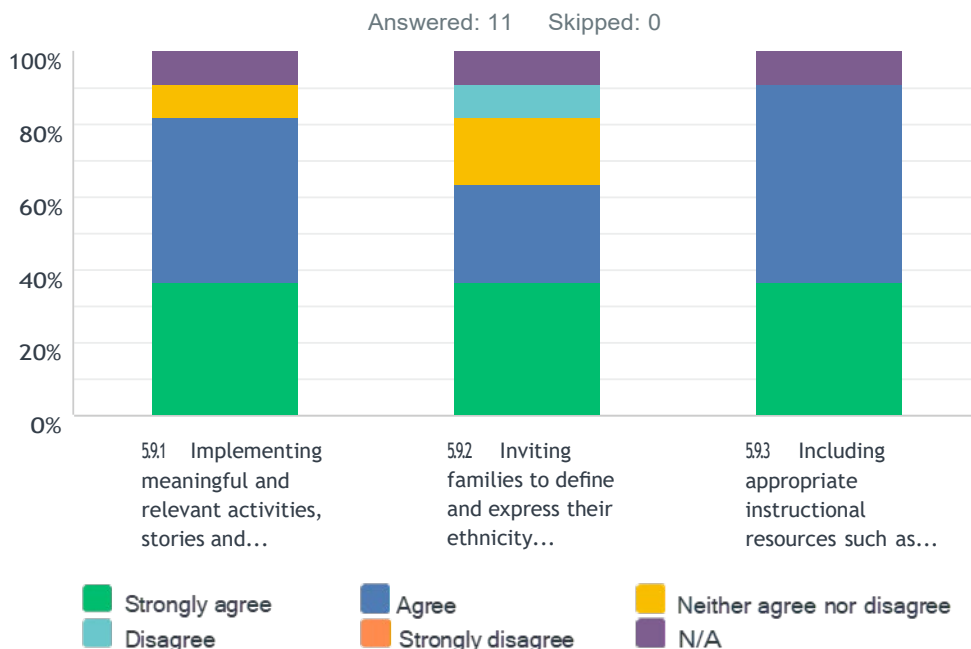Answered: 11   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.9.1 Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.	36.36% 4	45.45% 5	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.30
5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.	36.36% 4	27.27% 3	18.18% 2	9.09% 1	0.00% 0	9.09% 1	11	4.00
5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.	36.36% 4	54.55% 6	0.00% 0	0.00% 0	0.00% 0	9.09% 1	11	4.40

#	COMMENTS FOR "5.9.1 IMPLEMENTING MEANINGFUL AND RELEVANT ACTIVITIES, STORIES…"	DATE
1	N/A	7/29/2021 6:47 PM

#	COMMENTS FOR "5.9.2 INVITING FAMILIES TO DEFINE AND EXPRESS THEIR ETHNICITY…	DATE
1	N/A	7/29/2021 6:47 PM

#	COMMENTS FOR "5.9.3 INCLUDING APPROPRIATE INSTRUCTIONAL RESOURCES SUCH AS BOOKS AND TOYS…"	DATE
1	N/A	7/29/2021 6:47 PM

Q 5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:

Answered: 11   Skipped: 0
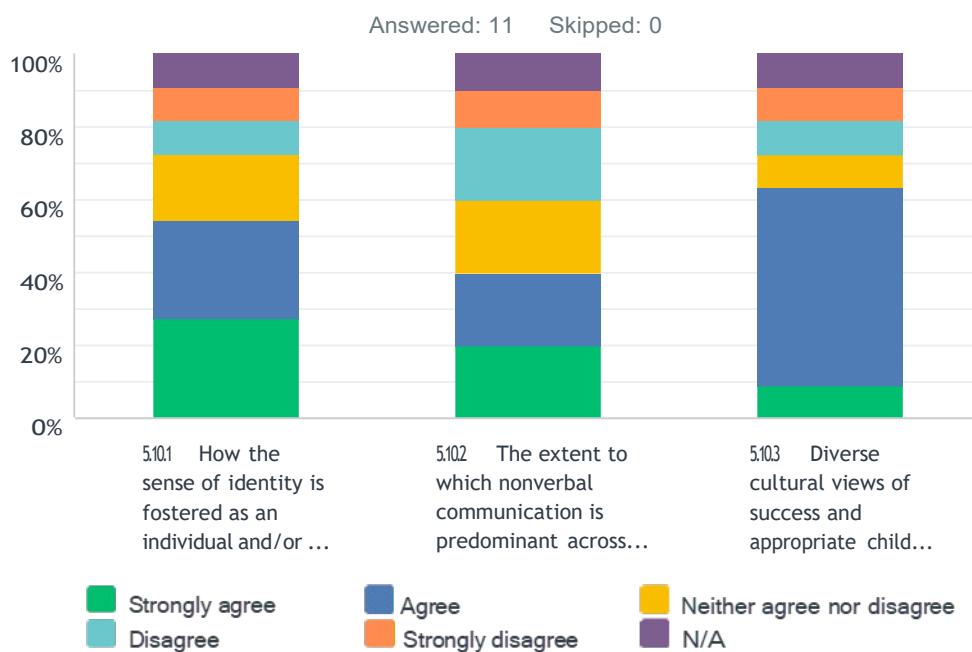
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.10.1 How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.	27.27% 3	27.27% 3	18.18% 2	9.09% 1	9.09% 1	9.09% 1	11	3.60
5.10.2 The extent to which nonverbal communication is predominant across cultures.	20.00% 2	20.00% 2	20.00% 2	20.00% 2	10.00% 1	10.00% 1	10	3.22
5.10.3 Diverse cultural views of success and appropriate child development.	9.09% 1	54.55% 6	9.09% 1	9.09% 1	9.09% 1	9.09% 1	11	3.50

#	COMMENTS FOR "5.10.1 HOW THE SENSE OF IDENTITY IS FOSTERED AS AN INDIVIDUAL AND/OR AS PART OF A FAMILY OR CLAN IN DIFFERENT CULTURES."	DATE
1	N/A	7/29/2021 6:47 PM

#	COMMENTS FOR "5.10.2 THE EXTENT TO WHICH NONVERBAL COMMUNICATION IS PREDOMINANT ACROSS CULTURES."	DATE
1	DK	8/2/2021 12:46 PM
2	N/A	7/29/2021 6:47 PM

#	COMMENTS FOR "5.10.3 DIVERSE CULTURAL VIEWS OF SUCCESS AND APPROPRIATE CHILD DEVELOPMENT."	DATE
1	N/A	7/29/2021 6:47 PM

Q 5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languagesand cultural expressions through:

Answered: 10   Skipped: 1
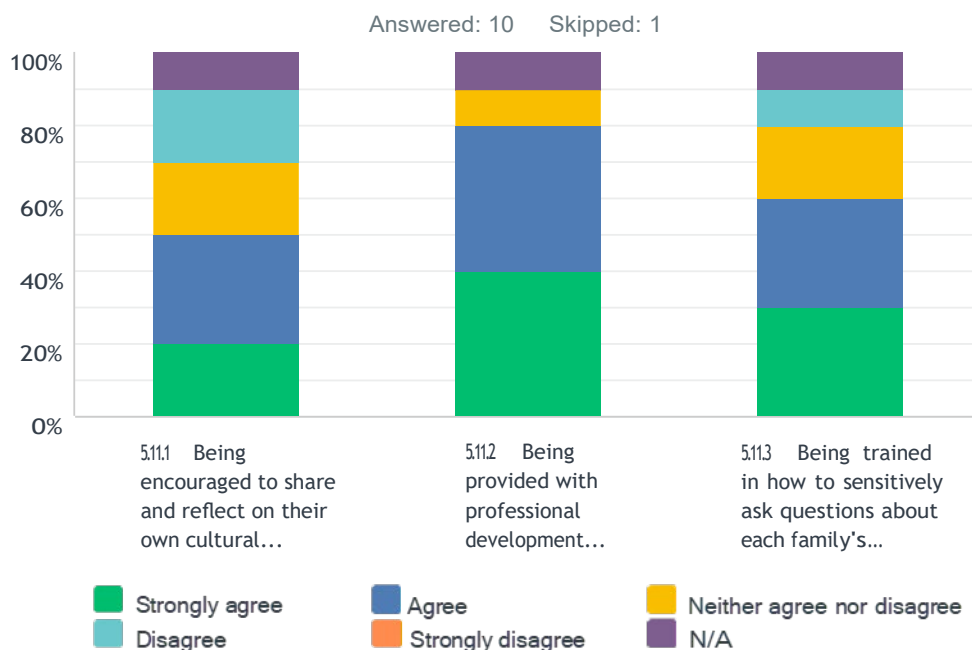
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.11.1 Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.	20.00% 2	30.00% 3	20.00% 2	20.00% 2	0.00% 0	10.00% 1	10	3.56
5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.	40.00% 4	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.33
5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.	30.00% 3	30.00% 3	20.00% 2	10.00% 1	0.00% 0	10.00% 1	10	3.89

#	COMMENTS FOR "5.11.1 BEING ENCOURAGED TO SHARE AND REFLECT ON THEIR OWN CULTURAL BACKGROUND, INCLUDING SELF-AWARENESS OF BIASES THEY MAY HOLD."	DATE
1	N/A	7/29/2021 6:47 PM

| 2 | not familiar | 7/27/2021 2:21 PM |

#	COMMENTS FOR "5.11.2 BEING PROVIDED WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT ALLOW THEM TO LEARN MORE ABOUT THE HISTORY AND EXPERIENCES OF DIFFERENT RACIAL AND CULTURAL GROUPS."	DATE
1	N/A	7/29/2021 6:47 PM
2	not familiar	7/27/2021 2:21 PM

#	COMMENTS FOR "5.11.3 BEING TRAINED IN HOW TO SENSITIVELY ASK QUESTIONS ABOUT EACH FAMILY'S SPECIFIC EXPERIENCE AND CULTURAL PERSPECTIVES."	DATE
1	N/A	7/29/2021 6:47 PM
2	not familiar	7/27/2021 2:21 PM

Q 5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.

Answered: 10   Skipped: 1
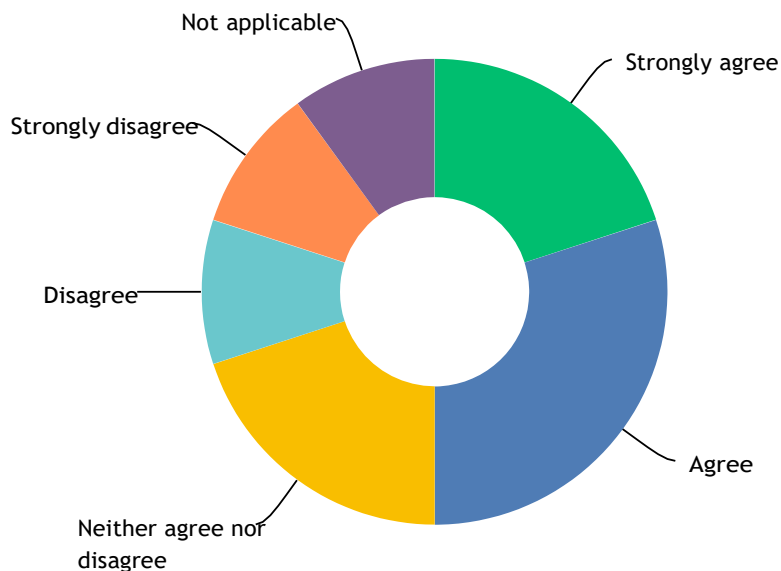
ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	2
Agree	30.00%	3
Neither agree nor disagree	20.00%	2
Disagree	10.00%	1
Strongly disagree	10.00%	1
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	DK	8/2/2021 12:46 PM
2	N/A	7/29/2021 6:47 PM

Q 5.13 The program's mental health consultant offers consultation thatis respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.

Answered: 11   Skipped: 0
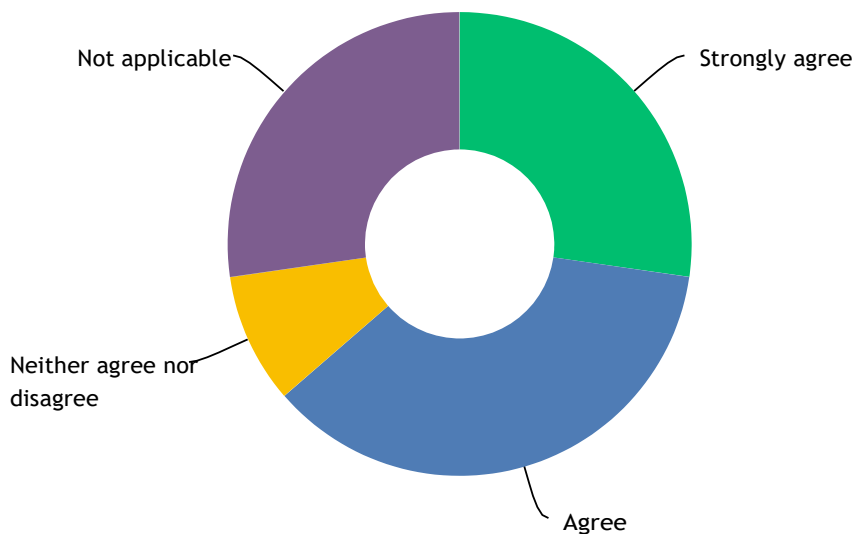
ANSWER CHOICES	RESPONSES	
Strongly agree	27.27%	3
Agree	36.36%	4
Neither agree nor disagree	9.09%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	27.27%	3
TOTAL		11

#	COMMENT	DATE
1	We do not have a mental health consultant	8/9/2021 9:52 AM
2	N/A	7/29/2021 6:47 PM

Q 5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.

Answered: 11   Skipped: 0
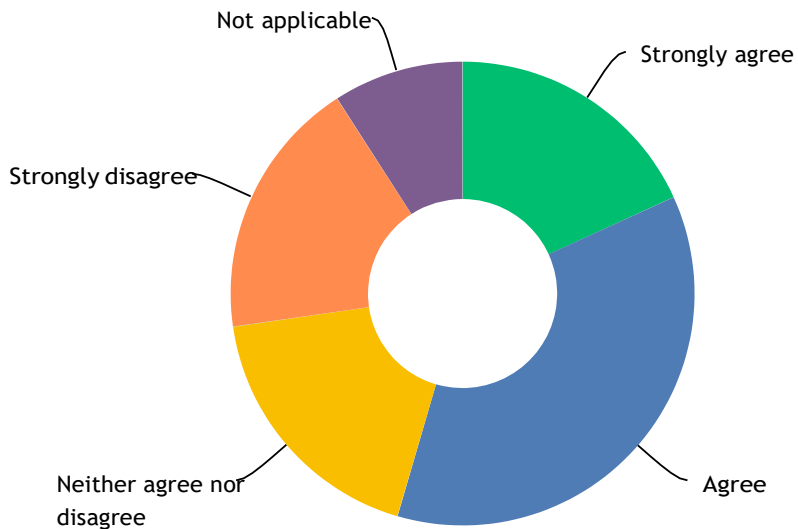
ANSWER CHOICES	RESPONSES	
Strongly agree	18.18%	2
Agree	36.36%	4
Neither agree nor disagree	18.18%	2
Disagree	0.00%	0
Strongly disagree	18.18%	2
Not applicable	9.09%	1
TOTAL		11

#	COMMENT	DATE
1	N/A	7/29/2021 6:47 PM

Q 5.15 When staff are concerned about a child's social and emotional development, they respond by:

Answered: 11   Skipped: 0
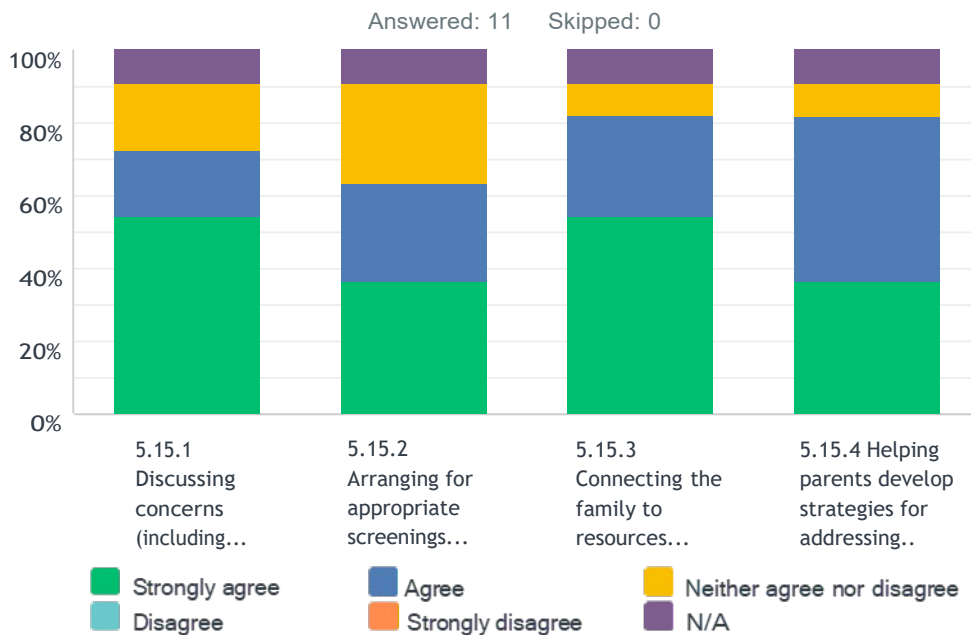
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.15.1 Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.	54.55% 6	18.18% 2	18.18% 2	0.00% 0	0.00% 0	9.09% 1	11	4.40
5.15.2 Arranging for appropriate screenings and assessments.	36.36% 4	27.27% 3	27.27% 3	0.00% 0	0.00% 0	9.09% 1	11	4.10
5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).	54.55% 6	27.27% 3	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.50
5.15.4 Helping parents develop strategies for addressing the issue at home.	36.36% 4	45.45% 5	9.09% 1	0.00% 0	0.00% 0	9.09% 1	11	4.30

#	COMMENTS FOR "5.15.1 DISCUSSING CONCERNS (INCLUDING OBJECTIVE DESCRIPTIONS OF BEHAVIORS) WITH THE CHILD'S PARENTS WITHOUT CASTING BLAME ON THE PARENTS."	DATE
1	N/A	7/29/2021 6:49 PM

#	COMMENTS FOR "5.15.2 ARRANGING FOR APPROPRIATE SCREENINGS AND ASSESSMENTS."	DATE
1	N/A	7/29/2021 6:49 PM

#	COMMENTS FOR "5.15.3 CONNECTING THE FAMILY TO RESOURCES THAT CAN SUPPORT THE CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT (E.G., PLAY THERAPY, MENTAL HEALTH SERVICES, PARENTING CLASSES)."	DATE
1	N/A	7/29/2021 6:49 PM

#	COMMENTS FOR "5.15.4 HELPING PARENTS DEVELOP STRATEGIES FOR ADDRESSING THE ISSUE AT HOME."	DATE
1	N/A	7/29/2021 6:49 PM

Q 5.16 Staff have access to a mental health consultant to help them:

Answered: 11   Skipped: 0
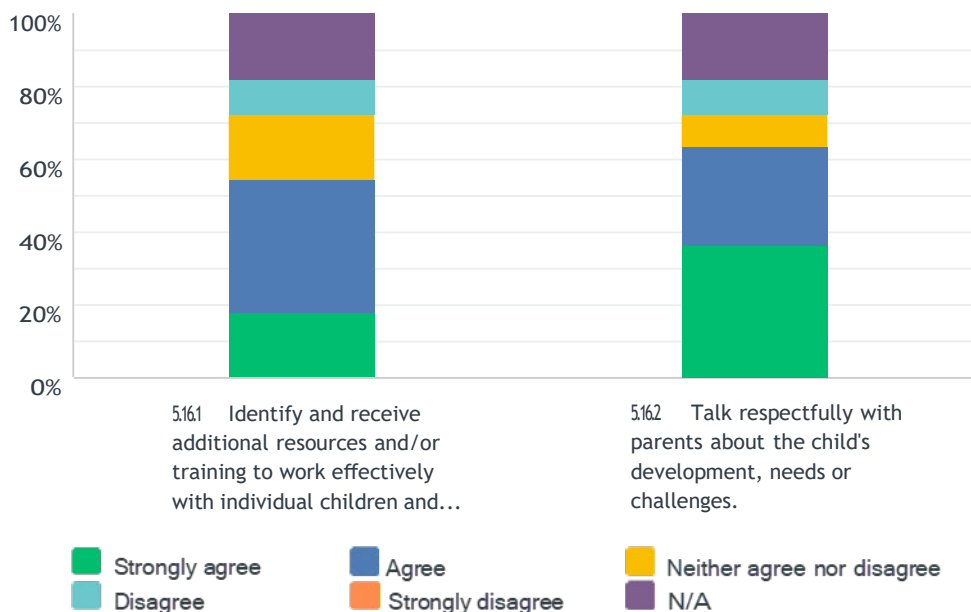
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.16.1 Identify and receive additional resources and/or training to work effectively with individual children and parents.	18.18% 2	36.36% 4	18.18% 2	9.09% 1	0.00% 0	18.18% 2	11	3.78
5.16.2 Talk respectfully with parents about the child's development, needs or challenges.	36.36% 4	27.27% 3	9.09% 1	9.09% 1	0.00% 0	18.18% 2	11	4.11

#	COMMENTS FOR "5.16.1 IDENTIFY AND RECEIVE ADDITIONAL RESOURCES AND/OR TRAINING TO WORK EFFECTIVELY WITH INDIVIDUAL CHILDREN AND PARENTS."	DATE
1	We do not have a mental health consultant	8/9/2021 9:54 AM
2	N/A	7/29/2021 6:49 PM

#	COMMENTS FOR "5.16.2 TALK RESPECTFULLY WITH PARENTS ABOUT THE CHILD'S DEVELOPMENT, NEEDS OR CHALLENGES."	DATE
1	We do not have a mental health consultant	8/9/2021 9:54 AM
2	N/A	7/29/2021 6:49 PM

The Library Partnership (LP) Resource Center Strengthening
Families Self-Assessment (SFSA) Team's
Findings and Recommendations/Action Items
Associated with Supporting Families by
Promoting Social Connections

Robin Perry (Lead Evaluator), Elizabeth Snow (Library Partnership Resource Center
Community Research Coordinator, John Barli, Tina Bushnell, Kenydra Donalson, Denise
Fanning, Rebecca "Jazmen" Hightower, LaToya Jennings Lopez, Cherie Kelly, Sarah
Livingstone, Nipapat McDow, Toni Spoliansky, Sharon Walters, Staci White (LP SFSA
Team)

Institute for Child and Family Services Research

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Introduction

This report summarizes findings from, and recommendations developed by, the Library Partnership Resource Center Strengthening Families Self-Assessment (SFSA) Team utilizing a standardized process developed by the Center for the Study of Social Policy. This report focuses specifically upon findings generated from the utilization of the Strengthening Families Self-Assessment Tool for Community-Based Programs (and associated processes) by the LP SFSA Team with a specific focus on items/measures associated with supporting families by promoting social connections. Social Connections is one of five protective factors that serve as an organizing framework for the structure and delivery of supports and services to the neighborhood/community served by the LP Resource Center. Specific strengths associated with promoting social connections have been identified along with recommended action items for enhancing/strengthening responsiveness to address this protective factor.

The Library Partnership Resource Center—Brief History

Partnership for Strong Families (PSF), the lead community-based care agency under contract with the Florida Department of Children and Families (since 2003) to provide comprehensive child welfare services in 13 North Central Florida counties, has been leading innovative approaches to strengthen families and increase the presence of protective factors for more than a decade in North Central Florida (Alachua, Dixie, Gilchrist, Lake, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening families approach while utilizing a Protective Factors Framework to provide prevention services and supports to families.

The PSF Resource Center model is built upon a multi-system collaborative focusing on primary prevention that works toward strengthening families with the goal of preventing child maltreatment and reducing entries into foster care. One of the major strengths of the Resource Center Model utilized at the four existing sites (which includes the LP Resource Center) is its strong focus on community collaborations as a means of addressing identified needs in at-risk neighborhoods. There is a strong history of collaboration with each of the existing three Resource Centers in Gainesville. Over time, a network of over 75 community partners (across all sites) has been developed. These collaborative efforts have been well documented in select Resource Center reports (for each RC and PSF), website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. The services provided are free and are intended to be responsive to the needs of the surrounding community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. It is this multi-system collaborative, with representation from across the five sectors (public, business, philanthropy, community, and nonprofit), that has allowed a blending of funding, expansion of services to meet the needs of patrons and enhancement of the community's ability to leverage resources to benefit some of Gainesville's most at-risk populations.

The first Family Resource Center developed by Partnership for Strong Families was the Library Partnership Resource Center (developed in collaboration with the Alachua County Library District) which opened its doors to the community in July 2009. This initiative started in 2007 with a collaboration between the Partnership for Strong Families (PSF), the Department of Children and Families (DCF) and Casey Family Programs, all focused and interested in reducing the number of children entering the foster care system by targeting vulnerable communities. Two zip code areas of most concern (identified as "hotspots") included 32601 and 32609, which had some of the disproportionately highest levels of child maltreatment and shelter stays in Alachua County (and Florida), especially among the African American and Black population (Casey Family Programs, 2016). In June 2008, PSF partnered with

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Alachua County Library District (ACLD) to identify a place to open a Resource Center with a goal to reduce the stigma people may feel about going into a social services center and encourage community members to seek out resources before a crisis occurs, subsequently preventing risks to child safety. The initial Resource Center was located at a local shopping center close to an existing community center and within walking distance of area schools (elementary, middle, and high schools). With support and input of a variety of community partners, a list of potential services was developed to (initially) support job readiness, mental health, physical health, and early learning. The Library Partnership Resource Center opened its doors to the community in July 2009. The array of services expanded and changed from one year to the next (given patron feedback), although all have been consistently linked to the five protective factors identified in the Center for the Study of Social Policy's Strengthening Families Protective Factors Framework (Center for the Study of Social Policy, 2015; FRIENDS National Resource Center for Community Based Child Abuse Prevention, 2011). By 2015, the number of visits to this resource center reportedly exceeded 11,000.

The impact upon child welfare outcomes appeared promising. Casey Family Programs (2016) reported a 76 percent decrease in the number of verified child maltreatment reports in the communities surrounding the Library Partnership (p.5). In 2018, construction was completed on a brand-new facility to permanently house the Library Partnership Resource Center. The 10,000 sq. ft. building features a large community meeting room, study rooms, a quiet reading room, a vibrant teen space, new children's area with a Snuggle Up Center and other spaces to provide innovative programming, classes, and essential social services.

All Gainesville Resource Centers are frequently described as "one-stop-shops" for local resources. Patrons may walk into the RCs for immediate access to available services or meet with professional RC staff to help determine needs and connect with local resources. Services provided through the RCs are voluntary and are free of charge to all community members as the result of community partnerships, various funding opportunities, and both monetary and in-kind donations.

The basis of PSF's RC Model is the Strengthening Families Approach and Protective Factors Framework (Center for the Study of Social Policy [CSSP], 2014). The model is a collection of services and supports (stratified by protective factor classification) that may be utilized (at different levels) by patrons at each RC. Although there may be some common services and supports across RCs, there can be variation in the service array based on variation in the target population needs within the geo spatial target area for each RC. The five protective factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

This report focuses specifically upon services, supports, and efforts of the LP Resource Center at promoting social connections. This report represents one small element of a comprehensive process evaluation meant to advance knowledge regarding the functioning, responsiveness, and impact of PSF Family Resource Centers upon the communities they serve. Since supports and services at the LP Resource Center are structured in accordance with the CSSP Protective Factors framework, the

Strengthening Families Self-Assessment Tool for Community-Based Programs, and associated processes (see below) are being used to help determine the fidelity of specific implementation strategies (in accordance with the above noted framework) at promoting social connections and strengthening families. This process will help identify existing strengths of select supports and services and help identify areas for potential improvements.

The Strengthening Families Self-Assessment Tool and Process for Community-Based Programs

The *Strengthening Families Self-Assessment Tool for Community-Based Programs* and associated protocols were developed by the Center for the Study of Social Policy (CSSP). This is a comprehensive, research- informed approach (based on national studies) that will aid in assessing the extent to which each of the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors[1]. The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each Resource Center has implemented services/activities in alignment with core strategies for building each of the following protective factors (see above).

There are five main sections of the Strengthening Families Self-Assessment process (one for each Protective Factor). See **Appendix A** for a copy of the assessment tool and protocol. Protocols require the establishment and utilization of a Self-Assessment Team that includes at a minimum: Administrative Staff and/or Program Director, Direct Service Staff, and Parents who participated in the program/received services (or whose children participated in service activities). For this project, it was deemed important to also include collaborative partners and other stakeholders in the process (as informed parties/members). There is one team per project Resource Center. Planned membership was to include a minimum of eight representatives from each site including (but not limited to) two administrative and direct service staff, three community collaborators, and three parents who have been active participants in the program (or whose children participate in the program). The four parents/patrons initially selected to be members of each assessment team were chosen from a list of patrons that consented to be part of the broader study and who, following a review of data obtained from the Community Module Data System (which tracks service requests and utilization trends for individual patrons), received services or participated in activities linked to protective factors. These processes were followed in the establishment of the LP SFSA Team. Composition (see below) includes two administrators and direct service staff (Cherie Kelly and Sarah Livingstone), five community collaborators (John Barli, Denise Fanning, LaToya Jennings Lopez, Tina Bushnell, and Staci White) and four Community Ambassadors (Kenydra Donalson, Nipapat McDow, Sharon Walters, and Rebecca "Jazmen" Hightower). The term "Community Ambassador" was decided by the team to better represent the status and role of patrons participating in this process given their potential knowledge (content and experiential) contributions to this process. Profiles of team members are denoted below.

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[1] For more information regarding CSSP's Strengthening Families and Protective Factors Framework, please see: https://cssp.org/our-work/project/strengthening-families/   Additional information regarding the self-assessment model and associated methodology, tools, and recommended processes, see: https://cssp.org/our-work/projects/self-assessments-for-programs/ and Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

As highlighted in **Appendix A**, there are a series of indicators and associated items linked with each protective factor. These indicators and items represent a series of actions/activities, program elements, protocols, and policies associated with implementation of services meant to enhance each protective factor according to best-practice/evidence-based standards. For services and supports focused on social connections there are 18 indicators with 43 associated items for which each team member is asked to individually rate their level of item statement agreement on a five-point Likert-type scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree) with an option for Not Applicable. This same scale is used for an assessment of all Protective Factor items/indicators. Collectively (for Social Connections), responses to these assessment items are meant to respond to the following questions:

> How Does Library Partnership Resource Center Help Families Value, Build, Sustain and Use Social Connections? (Items 2.1 through 2.7)

> How Does Library Partnership Resource Center Create an Inclusive Environment? (Items 2.8.1 through 2.10)

> How Does Library Partnership Resource Center Facilitate Mutual Support? (Items 2.11 through 2.18)

Team members received an orientation to the CSSP Protective Factors framework, its relationship to the LP Resource Center service model, and the *Strengthening Families Self-Assessment Tool for Community-Based Programs* and its associated protocol. Individual members had the choice of completing paper or electronic versions of the Strengthening Families Self-Assessment Tool. Since the completion of the tool requires an investment of time (60-90 minutes) and reflection, individual members could decide if they wanted to complete the tool at one time or in sections. To accommodate these preferences, electronic versions of the tool were stratified by section/protective factor. See **Appendix B** for a copy of the electronic version of the tool associated with social connections questions/items (the focus of this report). For the electronic versions, each team member was provided a unique (and secure) web link and a Q-R code, providing them with two electronic link options for responding to the survey (a preference/option desired by team members) but informed to respond only once. Although the names of members/respondents were known to all team members and the evaluation team, only their role on the team was requested as identifying information and recorded in the database. If a team member completed a paper version of the Tool, that tool was submitted to the Community Research Coordinator for data entry into a system that would combine that respondent's scores with any electronically submitted responses from other members. The Community Research Coordinator was available on site and via e-mail and the Lead Evaluator was available via phone and e-mail to field any questions related to the Tool and associated processes and address any technical issues associated with tool/survey completion.

After individual team members complete their scores, these data were shared via a written summary report (see **Appendix C** for the *SFSA Tool for Community-Based Programs— Social Connections Results*) highlighting the distribution of responses by team members for each item. Efforts were made through critical discussion and dialog to arrive at a consensus assessment for each item and indicator (if such was possible) so that a collective assessment could lead to a structured action plan to address any fidelity concerns and program needs. Although the specific process for moving toward consensus is not itemized in the tool protocols (it is left to the team), the lead evaluator suggested some processes and the team

made initial decisions regarding how to proceed. Each question and associated items were reviewed as a collective and then as individual items. For many items established consensus and agreement was evident, especially for select items and questions identified as observed strengths of the LP Resource Center. These strengths were noted with expanded discussion (at times) highlighting examples of how strengths were manifested. Given the robustness of discussion and shared ideas, concentrated focus addressed those items where there was variation in the level and type of statement/item agreement (including by role of the respondent as a stratum) and /or the weighted mean score for a select item was below 4.0 (the threshold of agreement). If an item was identified as an area(s) of difference/variation of assessment, open discussion ensued to clarify the source and reasons of these differences and a collective decision was made regarding whether an action item was needed or should be considered. The team engaged in facilitated brainstorming to identify potential recommendations for action items. Although action items were identified (some more immediate than others) for select items/questions, any structured plan for action item implementation will follow the completion of all discussions related to self-assessment findings linked to each protective factor. However, if modifications to select supports and services (i.e., recommended action items) were feasible and could be made concurrent with the SFSA process, such would happen and be reported on in subsequent meetings.

The initial meeting of the LP SFSA Team took place on July 21, 2021. Following a review of the SFSA, associated process, and expected deliverables, the team decided to meet monthly over an extended timeframe through the fall months instead of other options, including multiple times over a more concentrated time frame. Communication with, between, and among individual team members could take place in-between meetings but all discussion and brainstorming activities would take place during in-person, web-based, or hybrid meetings. Due to variations in community spread of COVID-19 during this timeframe, the meeting format changed/varied in accordance with safety concerns and Partnership for Strong Families service and administrative pandemic protocols. Subsequent meetings that involved the discussion of social connections items took place on October 11, and November 15, 2021. The dates and times of meeting were in accordance with preferred times and schedules of all team members and attendees.

The Library Partnership Strengthening Families Self-Assessment Team

As denoted earlier, a team of dedicated community ambassadors, LP RC staff, and collaborative partners worked together to engage in a comprehensive assessment of the supports and services provided by the LP RC in accordance with the CSSP's protective factors framework. The names and/or biographies of these team members are detailed below.

John Barli – Catholic Charities

John Barli came to Gainesville in 1974 to attend the University of Florida, after 38 years in the for-profit world, John made the jump to non- profits after serving on The Catholic Charities Gainesville Advisory Board. He is motivated every day by the opportunity to transform lives.

Tina Bushnell – Alachua County Library District, Library Partnership Branch

Tina Bushnell is originally from St. Petersburg, Florida and has been a Gainesville resident since 1985. She attended Santa Fe College and went on to receive a Bachelor of Arts in History and a Master of Arts in Mass Communication from University of Florida. She also holds a Master of Library and Information Science from Florida State University. Ms. Bushnell began working at the Alachua County Library District in 2011 and became the manager of the Library Partnership Branch in 2016. She is dedicated to collaborating with the resource center by providing complimentary services and programs to make the Library Partnership a "one stop shop" for the community. She enjoys spending time with her son and his family, who also live in Gainesville, but spends most of her time outside of work relaxing with her cats.

Kenydra Donalson – Community Ambassador

Denise Fanning – Catholic Charities

Denise Fanning is originally from Texas and has been in Gainesville since 2008. She is a Gator Grad, and Marine Veteran, with a bachelor's in psychology, and has been working in the nonprofit community since 2011. She joined the Catholic Charities family in November of 2020 and feels fortunate to be a part of an organization that truly embodies an ethos of providing compassionate services to the community.

Rebecca "Jazmen" Hightower – Community Ambassador and Community Advisory Council Member

Rebecca "Jazmen" Hightower was born in Philadelphia and has been a Florida resident since 2008 after moving here from South Carolina. She is the proud mother of three adult sons and one adult daughter who graduated from Santa Fe College. Ms. Jazmen is also a graduate of the Catholic Charities Bridges to Prosperity Class of 2012. This is where she learned the importance of being involved in her community. She has since served as an active member of the Gainesville Housing Authority Board from 2014 – 2018 and the Catholic Charities Board from 2018 – present. Ms. Jazmen has also been a key member of the Library Partnership Resource Center Community Advisory Council since 2019 and now brings her experience and enthusiasm to the Strengthening Families Self-Assessment Team. She believes strongly in taking an active role with community organizations and encourages others to do the same so they can help steer. She thanks God that she is able to be a help to her community.

LaToya Jennings-Lopez – Community Partnership School at Howard Bishop Middle School

Cherie Kelly – LP RC Staff (Resource Center Manager)

Cherie holds a Master's in Clinical Psychology and Bachelor's in Psychology from the University of Louisville. She is certified in the Standards of Quality for Family Strengthening and Support and the WhyTry Youth Resiliency Program. In 2009, Cherie joined Partnership for Strong Families (PSF) as part of their Family Team Conferencing program. Since 2013, Cherie has worked with PSF's Resource Centers, and has served as the Library Partnership Resource Center Manager for 5 years. Cherie has helped create programs designed to build family protective factors, including homework help, enrichment programs, a re-entry conference and job fair, and a Parent and Community Advisory Council. Cherie builds community collaborations by connecting with other non-profits, faith-based organizations, businesses, government, and schools, while also building a system of case management and supports for families. Cherie most enjoys grant writing, developing equitable, community-based programs and services by connecting with families to understand their needs and building meaningful relationships with children who participate in programs. Cherie serves on the Race Equity Workgroup at PSF, University of Florida's Workforce Development Committee, and the Community Partnership School Leadership Council.

Sarah Livingstone – LP RC Staff (Family Support Facilitator)

Ms. Sarah Livingstone grew up in Montclair, New Jersey, a diverse, arts focused town. She attended and graduated from Santa Fe College, with an associate degree in Early Education, and then obtained a bachelor's degree in Family, Youth, and Community Sciences from the University of Florida. After this schooling, Sarah moved back to New Jersey and continued her education, graduating from Rutgers University, with a master's in social work. She holds a licensure of social work in the state of New Jersey. Sarah is currently employed with Partnership for Strong Families. There, in her role as Family Support Facilitator, for the Library Partnership Resource Center, she works in tandem with all levels of stakeholders on behalf of families in the Northeast side of Gainesville, Florida. Sarah is an author and an owner of ARE U Motivated LLC. She coordinates and facilitates mental health discussions in the community. Sarah is a member of the Child Protection Task Force, based in Gainesville, FL. She is the middle child and very close to her family members. Her mother and father attended the University of Florida, as well, her mother graduating from the nursing program, and her father, the chemical engineering program. Sarah involves herself in activity groups in the community and prioritizes self-care. Sarah appreciates that the Library Partnership Resource Center (LPRC) is available to the public, without regard to a person's demographics, income, and/or plight in life. It is a non-discriminatory environment and reparative in nature. With a strengths-based approach, LPRC focuses on infusing and enhancing protective factors in the lives of the patrons served. Sarah finds joy in being a part of the Strengthening Families Self-Assessment Team. She believes that the existence of the team not only encourages communication between the community members, researchers, and the

resource centers, but the functioning of the team creates cohesion within the resource centers; awareness of gaps in services; room for adjustment and solutions, and responsiveness to all families, family members, and community members.

Nipapat McDow – Community Ambassador

Sharon Walters – Community Ambassador

Staci White – Community Partnership School at Howard Bishop Middle School

Staci White is from Gainesville, Florida. She holds a bachelor's degree in English with a minor in African American Studies and earned her master's degree in Educational Leadership and Administration. After teaching with Alachua County Public Schools, Ms. White joined the Children's Home Society of Florida in her current role at Howard Bishop Middle School in 2020. She is passionate about providing resources for all families and communities.

Although not formally members of the LP SFSA Team, Robin Perry (Lead Evaluator), Elizabeth Snow (Community Research Coordinator for the LP Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the LP SFSA Team meetings and served as key supports for team processes. Robin Perry provided initial training and overview of the Center for the Study of Social Policy's SFSA Tool for Community-Based Programs and associated processes for review of findings and development of an action plan and recommendations by the team. Robin Perry was the lead facilitator of select group meetings; summarizing findings generated from the self-assessment tool/survey, asking questions, and clarifying team members' views as they discussed survey results with the goal of moving toward a consensus of perspective related to select survey questions and recommended action items for the LP Resource Center. Elizabeth Snow is the Community Research Coordinator for the LP Resource Center and a principal on-site contact for Team members. Ms. Snow maintained regular contact with team members and distributed meeting materials; aided with facilitation of group processes, and (along with Robin Perry) took detailed notes of comments and discussion items. Ms. Spoliansky served as an information support and assisted in answering any questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the LP Resource Center. It is important to note that the role of the above three individuals was seen as supportive in nature. An empowerment perspective was adopted, as a team they would decide the meeting schedule and facilitation process with all members assuming equal status as knowledge experts with respect to community needs and the role, value, functioning, and responsiveness of the LP Resource Center to community need related to supporting families through the promotion of parental resilience. There was no effort by those in supportive roles to censure conversation and discussion points; efforts were made as feedback was regularly sought regarding facilitation processes and preferences of group members for these processes. All notes were converted into minutes that were distributed to team members for their review, edits, and approval. Feedback and recommended edits to documented discussion items and

decisions could be provided within scheduled meetings (the team decided on monthly two-hour meetings) or in dialog/e-mails to Robin Perry and/or Elizabeth Snow in-between meetings (which would then be discussed with all team members at the next in-person or virtual meeting).

Strengthening Families Self-Assessment (SFSA) Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Social Connections

The following represents a summary of key findings and recommendations by the team for questions and items associated with promoting social connections. For a more detailed itemization/descriptive profile of all responses, please see **Appendix C** for the *SFSA Tool for Community-Based Programs—Social Connections;* distributed to all team members as a starting point for discussion and brainstorming activities. For the purposes of this summary, findings are presented in accordance with select items and the broader questions the tool was structured to answer. Each summary is followed by an itemization of related discussion points and any identified action items for which there was consensus among team members.

> **How Does Library Partnership Resource Center Help Families Value, Build, Sustain, and Use Social Connections?**

Table 1 (see below) provides a detailed summary of the individual items/questions associated with a measure of how the LP Resource Center helps families value, build, sustain, and use social connections, and the average team score (weighted) associated with each. The following scores were associated with each rating of each item response, where Strongly Agree=5, Agree=4, Neither Agree nor Disagree=3, Disagree=2, Strongly Disagree=1. The weighted average score for each item reflects the average score across all team members, excluding any Not Applicable responses. There were no SFSA tool items that the majority of team members thought to be not applicable. At most, there were two team members who found select items represented in Table 1 to be not applicable for Items 2.3.1, 2.3.2, 2.3.5 through 2.3.8, 2.6.1 through 2.6.4, and 2.6.6. During discussions, some members indicated that on occasion not applicable ratings may have been entered for items for which they had no direct knowledge of their implementation. The Team Score (weighted average) cells are color coded by where green represents team consensus of Strongly Agree and Agree, yellow represents scores in the Neither Agree nor Disagree range, and red represents a level of Disagreement (either Disagree or Strongly Disagree).

Findings in Table 1 highlight an initial team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with only 10 of the 21 items/indicators of demonstrating how the LP Resource Center helps families to value, build, sustain, and use social connections; with 11 within the Neither Agree nor Disagree range. There were no items/indicators for which there was a consensus of disagreement. The team had an opportunity to discuss all item responses and brainstorm potential action items generating from open discussion of LP Resource Center's strengths and potential areas of improvement. Details regarding key discussion points can be found in the meeting minutes for each team meeting. These minutes will be utilized in future team meetings and by LP Resource Center staff members when implementation tasks are itemized for each action item.

There was uniform consensus regarding opportunities and environments that reinforce informal connections among families and parents at the LP RC (see Item 2.1). All team members that responded to this item (n=8) agreed or strongly agreed with this statement. The physical space and environment (including the receptiveness and responsiveness of staff) were identified as strengths of the LP Resource Center and Library. These factors reinforce informal opportunities for interacting with and developing connections amongst patrons.

> *The physical space and environment (including the receptiveness and responsiveness of staff) were identified as strengths of the LP Resource Center and Library.*

As denoted in Table 1, all three items associated with 2.2 received a consensus rating of Neither Agree nor Disagree. The items in question include:

2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another:

2.2.1 Formally, through parent support groups (including those with both broad and narrow focuses).

2.2.2 Through parent mentoring and matching for one-on-one support.

2.2.3 Informally, by introducing parents to one another.

Responses to these items were discussed at length without any resulting action items. LP RC does not currently facilitate any in-house parent mentoring or support groups but often refers parents/caregivers to partner organizations that already offer these supports in a manner that was perceived by team members to be effective. These include parent support groups and resources (including some in-home supports/visitation programs) offered through Healthy Start, Healthy Families, and the Home Instruction for Parents of Preschool Youngsters (HIPPY) program which focuses on parents of children aged 2-5 and is organized through Alachua County Public Schools[2]. In keeping with the strength identified for Item 2.1, opportunities for parents to connect and socialize are usually facilitated through informal community events (e.g., holiday parties, etc.) rather than formal parent support groups. In addition, parents connect with one another during scheduled LP RC events and programs. Such has been observed during financial fitness workshops, as well as during regular concrete support events (i.e., Clothing Closet, Food Distribution events, etc.). Reportedly, LP RC has offered formal parenting groups and classes before (i.e., Playgroup, Early Steps) but these programs didn't "take-off" or garner much interest or participation. It was noted that multiple library branches offer programs like Story Time on the Green and Baby Time (parent-child, family interaction events). Some locations reportedly get 100

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[2] For more information regarding these partner programs and resources, see:
Alachua County Public Schools HIPPY Program: https://www.sbac.edu/domain/6233
Florida Healthy Start (Central and North Central Florida Coalitions): https://www.chsandhsncfcoalitions.org/
Healthy Families—Alachua, Columbia, Union, and Bradford counties: https://healthyfamiliesacub.wordpress.com/

attendees, others get 50-60 attendees for these events, while Library Partnership often gets few to none (when these events were offered). It was suggested that limited attendance in the past for such events was a by-product of scheduling as they were offered during the workday when many parents of young children in the LP community are working, and their children are in daycare.

At this time, the SFSA team believes that current methods of providing informal spaces and times for parents to connect with each other are working well and formal parent groups/classes are not needed although it was suggested it may be "nice to explore" other topic areas/event opportunities in the future that may be of interest to parents in the community for enhancing their social connections. LP RC is currently reaching out (in person and by phone) to parents involved in services and programs to inform them about an initiative to develop a Parent and Community Advisory Council (PCAC). Exploration of community interest in developing in-house parent mentoring and support groups could be conducted by the PCAC, once formed.

… the SFSA team believes that current methods of providing informal spaces and times for parents to connect with each other are working well … it was suggested it may be "nice to explore" other topic areas/event opportunities in the future that may be of interest to parents in the community for enhancing their social connection … Exploration of community interest in developing in-house parent mentoring and support groups could be conducted by the PCAC [Parent and Community Advisory Council], once formed.

Among the eight listed potential types of opportunities (see 2.3 in Table 1) for families to socialize and foster a sense of community, there was consensus agreement that LP RC has provided six of these types of opportunities in the past. These include:

> 2.3.1 Regularly scheduled parent-child activities such as Play and Learn groups.
>
> 2.3.3 Celebrations, graduations, and holidays.
>
> 2.3.4 Field trips and community events.
>
> 2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.
> 2.3.6 Affordable family activities.
>
> 2.3.8 Social media groups or web pages where parents can get program information and interact with one another.

There was no expanded discussion on these items, apart from acknowledging (throughout SFSA discussions) that efforts to engage families parallel identified needs within the community. The above noted array of events are perceived as important efforts at enhancing family supports and promoting a sense of community within the neighborhoods served. For the two items where consensus agreement

was not identified (2.3.2 and 2.3.7), it was thought that there are other agencies and collaborative partners within the community that adequately focus on these items. LP RC staff keep a comprehensive list of resources for referring patrons to partner agencies/organizations (a list of community partners and rack cards are also displayed in the LP RC lobby), including those that offer special programs and supports for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities specifically focused on their unique needs and interests (see Item 2.3.7).

Although not discussed at length, there was consensus agreement (initially, 8 of 10 survey respondents agreed or strongly agreed) that activities represented by Items 2.4 and 2.5 are manifested and identified strengths of LP RC in promoting social connections among patrons and families served. These items are:

> 2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.

> 2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).

Item 2.6 focuses on LP RCs efforts to "…encourage newcomers and isolated or marginalized families to participate in program activities by…" using a series of potential activities. Among the six listed affiliated activities (see 2.6.1 through 2.6.6) there was consensus agreement among team members related to only one activity (2.6.5):

> 2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.

The remaining activity items for which there was no initial consensus agreement (using weighted average team scores), but instead there was a consensus rating of neither agree nor disagree, included the following:

> 2.6.1 Calling, sending notes or making home visits inviting them to program activities.

> 2.6.2 Connecting with them on social media platforms through program pages or groups.

> 2.6.3 Offering support with transportation, child care or other barriers to participation.

> 2.6.4 Making special efforts to connect them with other families who share similar interests.

> 2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.

There was an involved discussion regarding the items for which there was an initial lack of consensus agreement. These discussions resulted in the endorsement of two action items by the team. For items 2.6.1 and 2.6.2, two team members identified these items as not applicable. Of the remaining eight team members (that completed the initial rating), there was initial agreement among seven members that these activities took place on a regular basis. Subsequent discussion among team members identified (i.e., there was agreement) these items as strengths, although the initial Team Score was below the agreement threshold of 4.0 (for the weighted average). Hence, the color coding of this item as green (indicating final agreement), as opposed to yellow. With respect to Item 2.6.2 (i.e., *Connecting with them on social media platforms through program pages or groups)* it was noted that a newly hired

Community Support/Outreach Coordinator is working on developing more of a social media presence for LP RC and the other resource center locations.

Considerable time and effort were focused on Items 2.6.4 and 2.6.6; namely:

2.6.4 Making special efforts to connect them with other families who share similar interests.

2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.

Table 1: How Does Library Partnership Resource Center Help Families Value, Build, Sustain and Use Social Connections?	Team Score (Weighted Average)
2.1 Families have access to a comfortable space where they can meet informally.	4.67
2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another:	
2.2.1 Formally, through parent support groups (including those with both broad and narrow focuses).	3.43
2.2.2 Through parent mentoring and matching for one-on-one support.	3.50
2.2.3 Informally, by introducing parents to one another.	3.44
2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/hosting:	
2.3.1 Regularly scheduled parent-child activities such as Play and Learn groups.	4.25
2.3.2 Periodic events like coffee breaks and breakfasts.	3.63
2.3.3 Celebrations, graduations and holidays.	4.50
2.3.4 Field trips and community events.	4.50
2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.	4.43
2.3.6 Affordable family activities.	4.63
2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.	3.57
2.3.8 Social media groups or web pages where parents can get program information and interact with one another.	4.43
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.	4.22
2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).	4.22
2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:	
2.6.1 Calling, sending notes or making home visits inviting them to program activities.	3.88*
2.6.2 Connecting with them on social media platforms through program pages or groups.	3.75*
2.6.3 Offering support with transportation, child care or other barriers to participation.	3.67
2.6.4 Making special efforts to connect them with other families who share similar interests.	3.63
2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.	4.40
2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.	3.71
2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.	3.56

* Although these initial Team Scores do not reach the consensus agreement threshold of 4.0, further discussion by the team resulted in an identified agreement that these items were strengths of CP LP. Hence, these cells are color-coded green.

… LP RC is proactive in their efforts to utilize community partners (e.g., hospital social workers and staff at Rural Women's Health Project) to help identify isolated and marginalized families (that the partners may have direct contact with) that could benefit from a referral for LP RC services and resources …

While discussing the consensus rating of neither agree nor disagree for these items, the team highlighted several contextual issues and considerations influencing the implementation of such efforts with newcomers and marginalized and isolated families; including (but not limited to) community partner contributions, privacy considerations, and efforts at establishing trust and enhancing a sense of community amongst patrons/parents and families. It was noted that LP RC is proactive in their efforts to utilize community partners (e.g., hospital social workers and staff at Rural Women's Health Project) to help identify isolated and marginalized families (that the partners may have direct contact with) that could benefit from a referral for LP RC services and resources. These collaborative partners have been a valuable resource for helping target engagement efforts by LP RC staff. Although existing referral and engagement strategies are staff-to-patron/family focused, there have been more limited efforts at directly connecting isolated parents to other parents with similar experiences. The hesitancy to engage in such efforts extends from a legitimate concern, and feedback from LP RC patrons, that people prefer to keep their personal affairs and challenges private. Confidentiality and liability/legal considerations were also highlighted by staff as factors impacting the likelihood of making such parent-to-parent connections. The team highlighted that "extra care" is needed regarding confidentiality and building trust with and between parents before matching and connecting specific families. The SFSA team highlighted multiple key components to building trust and a sense of community amongst parents, as well as between parents and LP RC staff. Some thoughts and considerations discussed (as such relates to a service and support model) included the following:

- Although people/patrons may have social supports/connections that can assist with accessing concrete supports (e.g., securing a ride, help picking up groceries, etc.), some may not have meaningful trusting relationships that would permit the sharing of private information, and stresses they contend with, including possible stigmatizing challenges they are facing.
- Many patrons (especially marginalized and isolated parents/families) fear that other people (staff and other parents and families) may be judgmental, make unhelpful comments, or lack the ability to help solve their problem.
- Past "betrayal of trust" and negative experiences with other people and/or organizations and community agencies/supports may make parents reluctant to trust others, including the LP RC and its staff. Thus, organizations (including LP RC) working with families need to be willing to establish and rebuild trust even if they weren't the ones who initially broke it.
- Rebuilding trust involves setting "…realistic expectations…" and following through with promises. The importance was reinforced to not promise things that may not be possible and to acknowledge that building trust is an incremental process. One team member noted, it is important to "…be encouraging but not sell dreams," as "…selling a dream will break a spirit."

- Following-through with parents and families and consistency (in treatment of patrons and with services/supports) are important for building trust in the LP RC.

The team highlighted that "extra care" is needed regarding confidentiality and building trust with and between parents before matching and connecting specific families.

Although the team emphasized the importance of the above noted considerations, they also praised LP RC staff for their efforts to best address and connect patrons/parents and families to the resources they need. It was highlighted that LP RC staff always aim to "provide a path to the resource even if we can't provide the resource." According to staff, "It's a safe place to call" and all attempts are made to "Limit the 'no'" as "…people rely on us". Staff are perceived as friendly and the physical environment, or "feel of the place," is welcoming, helps build comfort and trust, and is identified as "…a warm place to be…"

Staff are perceived as friendly and the physical environment, or "feel of the place" [LP RC], is welcoming, helps build comfort and trust, and is identified as "…a warm place to be…"

In any regard, the team thought it to be of value to explore further the means and mechanisms by which (if desired by) parents and families can be directly connected with other parents and families (especially those that are isolated and marginalized) with similar interests and/or experiences. There is also a general interest in furthering knowledge and acting upon feedback from patrons regarding their interests and needs for select services and supports. Although LP RC has satisfaction surveys available (after receipt of service/support), pencils, and a submission box currently available near the front lobby, response rates/input has been limited. LP RC staff and administrators would like to get more patrons to complete satisfaction surveys. Attempts to increase survey completion have included giving them out at programs, emailing them, and having front desk and other staff more directly offer them to patrons. The survey also includes a section for recommendations for improvement and comments about service or program ideas and includes an option to leave a call back number if the person has questions or comments to discuss with the LP RC manager. One idea that was suggested included the creation of a QR code so patrons can easily scan and complete the survey on a phone or other device. The above noted discussion led to the development of two recommended action items:

Action Item #1: Develop a confidential and trusted process for asking parents who access services if they would like to be connected with other parents with similar interests and/or experiences**.**

> **Action Item #2:** Increase completion of LP RC satisfaction surveys by creating the option to complete surveys digitally. Display a QR code for the surveys on signs and flyers in the Resource Center.

> *… the team thought it to be of value to explore further the means and mechanisms by which (if desired by) parents and families can be directly connected with other parents and families (especially those that are isolated and marginalized) with similar interests and/or experiences. There is also a general interest in furthering knowledge and acting upon feedback from patrons regarding their interests and needs for select services and supports.*

Item 2.7 (see Table 1) solicited a rating regarding the extent to which LP RC staff "…receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc." Team members' ratings were influenced, in part, by lack of information non-LP RC staff team members had about the type of training LP RC staff receive. As denoted in reports related to other protective factors[3], the team values documenting/highlighting for the community and patrons, the types of training all LP RC staff receive.

How Does Library Partnership Resource Center Create an Inclusive Environment?

Table 2 highlights findings related to three broad indicators (and 13 associated items) meant to gauge the extent to which LP RC has created an inclusive environment. No action items were recommended for any items associated with 2.8.1 through 2.8.6. Among these six items, there was consensus agreement on five that LP RC programs and staff model positive social skills and community building (2.8) by:

  2.8.1 Welcoming all families.

  2.8.2 Inviting all families to program parties or social events.

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[3] See: Perry, R., Snow, E., Barli, J., Bushnell, T., Donalson, K., Fanning, D., Hightower, R.J., Jennings-Lopez, L., Kelly, C., Livingstone, S., McDow, N., Spoliansky, T., Walters, S., & White, S. (2021). *The Library Partnership (LP) Resource Center Strengthening Families Self-Assessment (SFSA) Team's Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Parental Resilience.* Tallahassee: Institute for Child and Family Services Research.

2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.

2.8.5 Promoting families' understandings of different cultures and backgrounds.

2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.

These findings reinforce other findings discussed by the team with respect to other protective factors (see Parental Resilience report; Perry et al., 2021). When the team was asked to assess the extent to which LP RC demonstrates how parents are valued, it was noted that "…LP RC staff are welcoming, respectful, patient, supportive, and strength-based in their interactions with patrons…" where staff "…almost always say something positive…" and are "…gentle and listen, patient and try to help and support…" all patrons (adults, parents, and children) (Perry et al., 2021, p. 10). LP RC staff are very apt at engaging parents/patrons in a supportive manner while utilizing and modelling appropriate social skills in a variety of service and support contexts. There was only one item affiliated with 2.8 for which there was not consensus agreement (but, rather, consensus neither agree nor disagree); namely, 2.8.4 *Helping to resolve conflicts among participants.* Here, team members noted that LP RC frequently helps children enrolled in programs to resolve conflict; however, the need to help resolve conflict among adults on site is reportedly not common. In rare cases, when needed, there are policies in place specifically for emergency response and crisis management at the LP RC[4]. These polices (see **Appendix D** for the *Resource Center Crisis Response Procedure* and the *Resource Center Behavioral Intervention* policies) were originally constructed in 2014 and have since been revised, most recently in 2019.

> *LP RC staff are very apt at engaging parents/patrons in a*
> *supportive manner while utilizing and modelling appropriate*
> *social skills in a variety of service and support contexts.*

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[4] See: Partnership for Strong Families (2019). *Policy & Procedure Manual: Resource Center Crisis Response Procedure, Policy Number 1509*. Gainesville, FL: Author.
Partnership for Strong Families (2019). *Policy & Procedure Manual: Resource Center Behavioral Intervention, Policy Number 1510.* Gainesville, FL: Author.

Table 2: How Does Library Partnership Resource Center Create an Inclusive Environment?	Team Score (Weighted Average)
2.8 The program and its staff model positive social skills and community building by:	
2.8.1 Welcoming all families.	4.80
2.8.2 Inviting all families to program parties or social events.	4.78
2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.	4.11
2.8.4 Helping to resolve conflicts among participants.	3.63
2.8.5 Promoting families' understandings of different cultures and backgrounds.	4.11
2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.	4.38
2.9 The program helps staff learn how to reduce stereotyping and bias by:	
2.9.1 Modeling inclusive behavior among the staff.	4.00
2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).	3.57
2.9.3 Providing training and support for helping families and children resolve conflicts effectively.	3.89
2.9.4 Intervening appropriately to counteract prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).	4.33
2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.	3.67
2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.	4.22
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.	3.50

Items 2.9.1 through 2.9.6 in Table 2 assess how LP RC helps staff learn to reduce stereotyping and bias. There was consensus agreement that LP RC is effective with:

2.9.1 Modeling inclusive behavior among the staff.

2.9.4 Intervening appropriately to counteract prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences, establishing rules for fair treatment of others).

2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.

However, discussion focused on the three items for which there was not consensus agreement, instead there was a consensus rating of neither agree nor disagree. These items included:

2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).

2.9.3 Providing training and support for helping families and children resolve conflicts effectively.

2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.

…PSF [Partnership for Strong Families] is currently involved in an active review of policies and forms as a means of identifying any potential bias and to ensure communications promote an inclusive environment. PSF has established a Racial Equity Workgroup that advocates for the regular and thorough review of policies, protocols, and publications of PSF and all its entities (including resource centers).

In response to these ratings, it was noted that PSF is currently involved in an active review of policies and forms as a means of identifying any potential bias and to ensure communications promote an inclusive environment. PSF has established a Racial Equity Workgroup that advocates for the regular and thorough review of policies, protocols, and publications of PSF and all its entities (including resource centers). Currently, policies are updated every three years, but there is no formal protocol for what kind of review, if any, happens before or in-between the formal scheduled reviews. The team expressed an interest in having LP RC and other resource center staff be involved in this formal review process. Outside the work of the Racial Equity Workgroup, LP RC has changed/modified flyer language and expanded the gender and race categories on visit sign-in forms to make them more inclusive. Given the above observations and thoughts, and the perceived need for a more detailed itemization of current efforts, the team recommended the following action item:

Action Item #3: Create a document that itemizes steps currently being taken to reduce stereotyping and bias (i.e., review of policies and documents, training, and Racial Equity Workgroup meetings).

Please note that with respect to Item 2.10, there was no discussion regarding the consensus neither agree nor disagree rating. This item (focused on facilitating engagement with and between families, including isolated families) parallels Items 2.6.4 and 2.6.6 for which above noted discussion points and recommendations have applicability to 2.10.

How Does Library Partnership Resource Center Facilitate Mutual Support?

Table 3 highlights findings related to level of consensus agreement with a series of statements examining the means and mechanisms by which LP RC helps facilitate mutual support among parents and patrons. Of the nine items (2.11 through 2.18) identified in Table 3, there was consensus agreement among team members that the following are manifested at LP RC:

2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, carpools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).

2.13 Parent-organized social/educational events and activities are encouraged and supported by:

2.13.1 Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs, or libraries).

2.13.2 Providing supports such as gathering space, childcare, and food so that parents can organize and participate in activities together.

2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).

2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.

2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).

2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).

There was no involved discussion regarding these items nor any recommended action items. However, comments related to other items reviewed within this report and other reports regarding protective factors corroborated these findings. Collectively, these responses reinforce that the LP RC is a significant source of support for families that encourages the development of mutual supports for and among families via the formal and informal resources provided.

> *LP RC is a significant source of support for families that encourages the development of mutual supports for and among families via the formal and informal resources provided.*

There was limited discussion and no action items recommended for the two items denoted in Table 3 with a consensus rating of neither agree nor disagree. With respect to Item 2.12, a staff member highlighted that although there is not specifically "scheduled time" in programs for networking, LP programs frequently involve time built into events for informal socializing and networking. It was asserted that LP RC incorporates social connection into other programs by allowing space and time for connecting and by creating an environment that supports socializing. Other methods include building in breaks and offering food at select events/activities, which can facilitate networking and sharing. SFSA team members present felt that formal scheduled networking time is not needed at this time and that LP RC's current strategies (infusing informal connection opportunities into other services/supports/activities) provide sufficient support for families to connect with one another.

Table 3: How Does Library Partnership Resource Center Facilitate Mutual Support?	Team Score (Weighted Average)
2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, carpools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).	3.43
2.12 There is time built into program activities for parents to network and share with each other.	3.88
2.13 Parent-organized social/educational events and activities are encouraged and supported by:	
2.13.1 Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).	4.44
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.	4.25
2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).	4.11
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.	3.78
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.	4.20
2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).	4.33
2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).	4.67

Fidelity of Social Connections Services and Supports to CSSP Protective Factor

As denoted earlier, the SFSA Team identified the weighted average team score as the consensus measure for each item associated with the Social Connections assessment questions. Following the development of a consensus rating, individual item scores were converted —in keeping with Harnar and Tarr, (n.d.) and Tarr, Harnar, & Ahsan (2014)[5] method recommendations—to binary/dichotomous scores where 1=Agree and Strongly Agree, and 0=Disagree, Strongly Disagree, Neither Agree or Disagree, and Not Applicable. Within the Tables denoted in this report, any green shaded cells (Agree and Strongly Agree) reflect a score of 1 and any yellow (Neither Agree or Disagree), red (Disagree and Strongly Disagree), or no shade (Not Applicable) reflects a score of 0 (zero). These scores were summed for the Social Connections Protective Factor where scores <50% of the total score possible represent low fidelity, 50-74% represent moderate fidelity, and >75% possible scores represent high fidelity. The aggregate fidelity score from all tabled findings is 27 (of a possible score of 43) or 63%, suggesting that the services and supports associated with the promoting Social Connections were implemented with moderate fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

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[5] Harnar, M., & Tarr, J. (n.d.). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Washington, D.C.: Center for the Study of Social Policy's Strengthening Families & Mosaic. Available at: https://www.strengtheningfamiliesevaluation.com/national/

Tarr, J., Harnar, M. A., & Ahsan, N. (2014). Strengthening Families: A look at national data on program strategies, staff capacity and the protective factors. Unpublished whitepaper presented at the National Association for the Education of Young Children's annual conference in Dallas, TX.

The aggregate fidelity score from all tabled findings is 27 (of a possible score of 43) or 63%, suggesting that the services and supports associated with the promoting Social Connections were implemented with <u>moderate fidelity</u> to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

Appendix A

STRENGTHENING FAMILIES SELF-ASSESSMENT TOOL FOR COMMUNITY-BASED PROGRAMS

STRENGTHENING FAMILIES™ SELF-ASSESSMENT TOOL FOR **COMMUNITY-BASED** PROGRAMS

ABOUT THE SELF-ASSESSMENT

The Program Self-Assessment helps programs determine how well they are implementing strategies to strengthen families. The Self-Assessment is based on findings from a national study that identified exemplary programs across the country. It allows all programs to compare their practices with those of the exemplary programs and identify areas for improvement. The Self-Assessment outlines how the protective factors can be supported through small but significant changes in program practice. It is written for programs committed to working with and supporting the families they serve. Versions of the Self-Assessment are available for:

- Center-based early care and education programs
- Family child care settings
- Home visiting programs
- Community-based programs such as family resource centers

While there is significant overlap across these different versions, each also contains unique strategies specific to each setting.

The Program Self-Assessment materials in this document are applicable to community-based programs serving children and families. The concrete actions described in the self-assessment can be carried out in a variety of settings such as family support and parenting education programs, health care settings, community centers and others. The strategies described can be implemented without creating new staff positions, making significant changes to existing facilities or raising additional financial resources.

ORGANIZATION

The Self-Assessment outlines practices used by exemplary programs to support families, organized around five protective factors:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

Each section starts with a brief description of the protective factor and core strategies for building that protective factor. Self-Assessment items are organized under each of these core strategies. In this version of the Self-Assessment there is also a special section about Responding to Possible Child Abuse or Neglect.

COMPLETING THE SELF-ASSESSMENT

While the Self-Assessment forms may appear long at first glance, most sections have fewer than ten items. To make the process easier, the forms address specific practices; thus, multiple practice examples often appear under a single strategy. While the time it takes to complete the Self-Assessment will vary from program to program and from form to form, on average, each form can be completed in approximately 90 minutes.

CSSP strongly recommends that programs create a Self-Assessment team that represents a number of different perspectives at your program, including:

- Administrative staff and/or program director
- Direct service staff
- Parents who participate in the program (or whose children participate in the program)

Including a diverse group of participants in the Self-Assessment evaluation process allows programs to benefit from a large variety of viewpoints and perspectives. Once a team has been identified, the process begins by following the steps outlined below.

First, each member of the team should fill out the Self-Assessment forms individually.

Next, the team should convene to share and compare assessments. Teams should use this time to discuss rating results that differ among various team members, giving each person an opportunity to describe why they rated the practice the way they did and—if appropriate—to provide an example. Once everyone has had a chance to speak, all team members should be given an opportunity to re-rate the practice. It is not necessary for the entire team to come to consensus on every practice, but it is important that all team members come to understand each other's perspectives and that a final decision is made on how to rate the item based on broad input.

The consensus version of the Self-Assessment can be entered online at www.mosaic-network.com/gemslive/cssp/. Completing the Self-Assessment online allows the program to print reports showing strengths and areas to focus on improvement, as well as to link to parent and staff surveys.

CREATING AN ACTION PLAN

Once all team members have re-rated the practices, the team should identify areas where the program scored highly. Next, the team should create a sustainability plan to keep these areas strong. In developing a sustainability plan for each successful area, teams should be sure to specify:

- Key reasons for success in the area
- What needs to be done to ensure continued strength in the area
- Who will be responsible for maintaining successful outcomes in the area

Next, the team should highlight practice areas that a majority of the team rated poorly. While we encourage programs to work on each of these areas eventually, the team can begin by deciding whether each poorly rated practice should be addressed (1) immediately, (2) over time, or (3) not at all. Again, teams should allow time for discussion and

reevaluation if/when team members disagree on practice ratings. When a majority of team members identify items that should be addressed immediately, teams should brainstorm plans to improve associated area outcomes. Teams should be sure to specify:

- The expected results
- All required resources (including staff hour costs)
- A timeline for achieving the desired results
- Who is responsible for each action step
- Check-in points for monitoring implementation progress
- How and when longer term action steps will be addressed/implemented

PARENTAL RESILIENCE

Being a parent can be a very rewarding and joyful experience. But being a parent can also come with its share of stress. Parental resilience is the process of calling forth one's inner strength to proactively manage stress, meet personal/family challenges and be able to function well. Parental resilience includes the ability to provide nurturing and supportive care to one's child, even when faced with challenges, adversity or trauma. Programs can provide a variety of resources for families to help build and support parental resilience—all with low or no-cost to the program. For example, programs can:

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, ethnicity, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build parents' decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

When supported by program policies, staff can employ these concrete Everyday Actions to help families reduce personal/parental stress and gain confidence in their ability to overcome challenges.

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.1 Staff strive to recognize and affirm the central role of parents in their children's lives through every interaction with families including policies, practices and informal communication.							
1.2 The program has multiple avenues for regular communication with families.	**1.2.1** The program provides an orientation for families about the program philosophy, goals and objectives.						
	1.2.2 Staff use a variety of methods (e.g., new family orientations, small group meetings, individual conversations, and written questionnaires) to provide information and gather input from families about activities throughout the year.						
	1.2.3 Staff regularly ask parents about their observations of their child.						
1.3 All family members are made to feel welcome:	**1.3.1** Someone is available to greet families when they come in.						
	1.3.2 Staff are respectful even when family visits are unexpected.						

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.4 Staff develop mutually respectful relationships with all family members by:	**1.4.1** Taking time to get to know family members individually, by name.							
	1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.							
	1.4.3 Regularly inquiring about what is happening in their lives.							
	1.4.4 Providing emotional support and encouragement.							
	1.4.5 Sharing appropriate information about themselves.							
	1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.							
	1.4.7 Taking time to understand the complex needs of individual parents, such as navigating child custody or the child support system, playing dual roles in a single-parent household or having children with different partners.							
	1.4.8 Using intake forms, applications and surveys that are gender-neutral.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.5 Staff show that they value fathers and are sensitive to their unique needs by:	**1.5.1** Taking part in periodic training on understanding and appreciating fathers' needs and parenting.							
	1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.							
	1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.							
	1.5.4 Providing peer activities or services that are man-to-man, father-to-father.							
	1.5.5 Engaging male participants to greet other men at program activities.							
	1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.							
	1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.							
	1.5.8 Being aware of barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information or a non-custodial relationship with child.							
	1.5.9 Encouraging fathers and male family members to engage in all aspects of the program, not only activities for fathers, including leadership roles.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs honor each family's race, language, culture, history and approach to parenting?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.6 Program staff ensure that all families, regardless of family structure; socio-economic, racial, religious, and cultural backgrounds; sexual orientation; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities.	**1.6.1** Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.							
	1.6.2 The program regularly gathers information about family interests, beliefs and expectations, including those relating to the child's culture and language development, and seeks to partner with families in incorporating those features into program activities and structure.							
	1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.							
	1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.							
	1.6.5 The program displays diverse families and family structures in books, posters and program materials.							
1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:	**1.7.1** Translated, whenever possible, into the language(s) spoken by all families in the community served.							
	1.7.2 Reviewed by a Parent Advisory Committee to ensure that they are culturally relevant and linguistically accessible to all families in the program.							
	1.7.3 Designed or selected to reflect the culture(s) of the community served.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs demonstrate that parents are valued?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.8 As a part of staff orientation and ongoing staff development, program staff regularly have opportunities to develop skills and knowledge to work effectively with diverse families. Staff development may include:	**1.8.1** Inviting partner organizations to provide workshops for staff on working with diverse families.							
	1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.							
	1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.							
1.9 The program seeks to reflect the community and families it serves by:	**1.9.1** Building a staff that reflects the community and families served.							
	1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.							
	1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.							
	1.9.4 Seeking to hire staff members that provide families and children with connections to the diversity that exists in society— even if the program's community is mono-lingual, mono-ethnic or mono-cultural.							
1.10 The program supports participating immigrant and refugee families by:	**1.10.1** Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.							
	1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some commons signs of stress include: • Parents' acknowledgement of stress or problems • Unusual parental behavior • Repeated unexplained absences • Repeated tardiness or missed appointments • Divorce, separation, military deployment, family dissolution, job loss or other family crises • Changes or fluctuations in a child's emotional state, acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), signs of abuse or neglect (such as bruises) or other unexplained changes in child behavior								
1.12 The program provides regular opportunities for parents to relieve stress through:	**1.12.1** Linking parents to organized support groups.							
	1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.							
	1.12.3 Organizing spa days, exercise classes or other parent-only social activities.							
	1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.							
	1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs encourage parents to manage stress effectively?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.13 Staff know how to respond appropriately to family crises that come to their attention. Staff receive training and support from other staff members on:	**1.13.1** Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately.							
	1.13.2 Supporting families' immediate and long-term plans.							
	1.13.3 Talking to families about difficult issues and helping them access additional help.							
	1.13.4 Maintaining confidentiality.							
	1.13.5 Recognizing domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse and other signs of imminent crisis and knowing how to respond appropriately.							
	1.13.6 Understanding trauma and its impact on children and how staff can help.							
	1.13.7 Other community agencies providing specialized services to families and children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.14 Staff receive program support when working with families under stress through:	**1.14.1** Acknowledgement and support for their efforts from supervisors and administrators.							
	1.14.2 Opportunities to process their own emotional reactions with appropriate support.							
	1.14.3 Access to a mental health consultant.							
	1.14.4 Time off if needed.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.15 Staff reinforce parental authority by:	**1.15.1** Respecting parents' directions and/or decisions about their children.							
	1.15.2 Learning about parents' expectations and limits for their children.							
	1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.							
	1.15.4 Understanding the parenting and child behavior norms of the parent's culture.							
	1.15.5 Being careful not to contradict a parent in front of his or her child or other children.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.16 Parents are engaged as partners in developmental screenings or assessments of their child:	**1.16.1** All staff are trained in the program's confidentiality policy regarding screening and results.							
	1.16.2 Parents are informed about the confidentiality policy and what it means to them.							
	1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.							
	1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.							
	1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.							
	1.16.6 All plans for the child that result from assessments are fully discussed with parents and documented in the children's files, and parents are provided copies of the plan.							
	1.16.7 The program assists parents in finding and connecting to specialists (e.g., a physician, physical therapist or child study team) for further evaluation when their children are identified in the screening process as having possible special needs.							
1.17 Parents and staff develop family plans together that:	**1.17.1** Identify the family's assets, interests, skills, needs and goals for themselves and their children.							
	1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.							
	1.17.3 Identify other community resources and opportunities that may help families achieve their goals, continue their learning and/or provide other avenues for involvement and leadership.							
	1.17.4 Are updated regularly.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.18 The program supports a parent's personal education and career goals by:	**1.18.1** Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).							
	1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.							
	1.18.3 Linking families with community resources for internships, volunteer and leadership activities and other experiences that expand parents' knowledge and skills and build on their career interests.							
	1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.							
	1.18.5 Providing formal and/or informal parent mentoring opportunities (potentially with staff, alumni parents/families, elders and/or professionals in the community) to serve as a resource and support for parent leadership development.							
1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:	**1.19.1** Providing opportunities for families to volunteer and contribute to the program.							
	1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles.							
	1.19.3 Asking families for regular input on programmatic decisions.							
	1.19.4 Asking families for input into staff hiring and training.							
	1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs support parents as decision-makers and help build decision-making and leadership skills?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.20 The program promotes participation in activities by:	**1.20.1** Addressing topics, issues and skills that families identify as important to them.							
	1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).							
	1.20.3 Providing child care during trainings or workshops.							
	1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.							
1.21 The program helps to support the continued development of parent leaders by supporting:	**1.21.1** Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents.							
	1.21.2 Leadership development trainings and mentoring activities.							
	1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).							
1.22 The program helps to support parents' opportunities for leadership in community change by:	**1.22.1** Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.							
	1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.							
	1.22.3 Ensuring that local, state and federal policy information is discussed at staff meetings/advisory council meetings and relevant information is shared with families.							
	1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.							

PARENTAL RESILIENCE: SELF-ASSESSMENT ITEMS

How do programs help parents understand how to buffer their child during stressful times?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
1.23 Staff receive training on talking with parents about helping children in times of family crisis.							
1.24 Parents and staff receive ongoing training and up-to-date information on dealing with stress and trauma including: • How stress impacts the child's brain, behavior and development • Recognizing the signs of stress in children • How stress may impact the child's behavior and how to shape adult responses to the child's behavior accordingly • The important role that parents and caring adults play in buffering children during stressful times							
1.25 Parents and staff have access to a mental health consultant who can help them proactively address the needs of children and other family members during stressful times.							

SOCIAL CONNECTIONS

People need people. Parents need people who care about them and their children; who can be good listeners; who they can turn to for well-informed advice, hope and encouragement; and who they can call on for help in solving problems. Parents' supportive social connections—that is, high quality relationships with family members, friends, neighbors, co-workers, community members and service providers—help buffer parents from stressors. Good social connections also support nurturing parenting behaviors that promote secure attachments in young children. Programs can provide opportunities for parents to create and strengthen positive social connections. Programs should:

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.1 Families have access to a comfortable space where they can meet informally							
2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another: **2.2.1** Formally, through parent support groups (including those with both broad and narrow focuses).							
	2.2.2 Through parent mentoring and matching for one-on-one support.						
	2.2.3 Informally, by introducing parents to one another.						

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/ hosting:	**2.3.1** Regularly scheduled parent-child activities such as Play and Learn groups.							
	2.3.2 Periodic events like coffee breaks and breakfasts.							
	2.3.3 Celebrations, graduations and holidays.							
	2.3.4 Field trips and community events.							
	2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.							
	2.3.6 Affordable family activities.							
	2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.							
	2.3.8 Social media groups or web pages where parents can get program information and interact with one another.							
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.								
2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs help families value, build, sustain and use social connections?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:	**2.6.1** Calling, sending notes or making home visits inviting them to program activities.							
	2.6.2 Connecting with them on social media platforms through program pages or groups.							
	2.6.3 Offering support with transportation, child care or other barriers to participation.							
	2.6.4 Making special efforts to connect them with other families who share similar interests.							
	2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.							
	2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.							
2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs create an inclusive environment?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.8 The program and its staff model positive social skills and community building by:	**2.8.1** Welcoming all families.							
	2.8.2 Inviting all families to program parties or social events.							
	2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.							
	2.8.4 Helping to resolve conflicts among participants.							
	2.8.5 Promoting families' understandings of different cultures and backgrounds.							
	2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.							
2.9 The program helps staff learn how to reduce stereotyping and bias by:	**2.9.1** Modeling inclusive behavior among the staff.							
	2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).							
	2.9.3 Providing training and support for helping families and children resolve conflicts effectively.							
	2.9.4 Intervening appropriately to counter-act prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).							
	2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.							
	2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.							
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.								

SOCIAL CONNECTIONS: SELF-ASSESSMENT ITEMS

How do programs facilitate mutual support?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).							
2.12 There is time built in to program activities for parents to network and share with each other.							
2.13 Parent-organized social/educational events and activities are encouraged and supported by: **2.13.1** Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).							
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.							
2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).							
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.							
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.							
2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).							
2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Mounting scientific evidence points to the critical importance of early childhood as the period in which children's foundations for cognitive, language, social, emotional and moral development are established. While no parent knows everything about children, all parents can benefit from increasing their knowledge of parenting best practices. Gaining a deeper understanding of child development—including early brain development—helps parents know what to expect from their child. Knowledge of parenting and child development can also help parents understand what children need during each developmental phase. Programs can help parents increase their knowledge of parenting and child development. Programs should:

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

Program staff can help parents gain a high level of expertise about child development and parenting. It is crucial that staff provide information in multiple ways and at times that parents really need it and will put it into practice.

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.1 Staff demonstrate a strong understanding of child development:	**3.1.1** Staff model developmentally appropriate responses to children's behavior, interests, temperaments and need for exploration and learning.							
	3.1.2 Staff understand and can explain the development arc for young children.							
	3.1.3 Staff can explain to parents how various activities and interactions support their child's development.							
	3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.							
3.2 Staff work collaboratively with parents to coordinate support for children's development:	**3.2.1** Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.							
	3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.							
3.3 Physical discipline (i.e., spanking or hitting) is not allowed in the program by staff or parents.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs model developmentally appropriate interactions with children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.4 When staff talk with parents about discipline, they:	**3.4.1** Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.							
	3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.							
	3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.							
	3.4.4 Encourage parents to discuss behavior challenges they may have at home.							
	3.4.5 Connect parents to other parents who can share or model positive parenting approaches.							
	3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.							
	3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.5 Parenting education classes are offered as one among several strategies for increasing parents' knowledge of parenting and child development.								
3.6 Parenting education classes are offered in a way that reflects best practices in the field, including:	**3.6.1** Parents go through a series of classes as a group – with other forms of contact between classes to maintain their engagement.							
	3.6.2 Course content is focused on parenting information and developmental information for a particular age group or targeted population, such as children with special needs.							
	3.6.3 Parents have opportunities to try out new parenting techniques in the context of parent-child activities and/or as "homework" assignments between classes.							
	3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).							
	3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.							
	3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.							
	3.6.7 Child care is offered while parents are in classes.							
	3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.							
	3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.							
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.								

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.8 Parenting information and materials used by the program are culturally and linguistically appropriate, and:	**3.8.1** Are available in the language spoken by program families.							
	3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.							
	3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.							
3.9 Parenting and child development information is provided through multiple avenues to meet diverse learning styles, including:	**3.9.1** Books and videos in a resource library.							
	3.9.2 Parenting classes.							
	3.9.3 Support groups.							
	3.9.4 Regular postings on bulletin boards in public spaces.							
	3.9.5 Opportunities for parents with similar concerns to come together and share specific information on such issues as accident prevention, toilet training, routine preventative health care, nutrition, sleep patterns, Shaken Baby Syndrome, safe sleep, etc.							
	3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.							
3.10 Parents are connected to a variety of resources that can help them explore different ways of parenting, such as:	**3.10.1** Parent education groups (including fatherhood groups).							
	3.10.2 Counseling.							
	3.10.3 Support groups.							
	3.10.4 Mentors/coaches.							
	3.10.5 Parenting groups and organizations that promote social inclusion and host groups that correspond to different ethnic, cultural and linguistic groups represented the community.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs provide information and resources on parenting and child development?

	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: • Different parenting styles of mothers and fathers and the strengths of each • Needs and concerns of first time parents • Needs of parents who are parenting a child with a disability • Noncustodial parents • Nontraditional caregivers (e.g., grandparents, foster parents)							
3.12 Staff provide "just in time" parenting tips and discuss parenting issues with parents when: / **3.12.1** Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).							
3.12.2 A parent appears to be frustrated or stressed and in need of support.							
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.							
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: • Prenatal and infant health and development • The birth process and what to expect • The needs of postnatal women and their families • The developing role of first time parents (including adolescent parents, if appropriate) • Planning for the child's needs after birth (e.g, car seats, cribs).							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT: SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.14 Parents and staff work together to design and organize opportunities for parent led discussions (such as a Community Café or Parent Café series) to explore:	**3.14.1** Cultural/ethnic expectations and practices about parenting.							
	3.14.2 Different parenting practices.							
	3.14.3 Parent/child relationships.							
	3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).							
	3.14.5 Being especially supportive at the time that special needs are initially identified.							
	3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS

How do programs encourage parents to observe, ask questions, explore parenting issues and try out new strategies?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.15 Staff recognize and support the parenting challenges experienced by families with children who have special needs by:	**3.15.1** Regularly checking in with parents about parenting issues.							
	3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.							
	3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.							
	3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.							
	3.15.5 Being especially supportive at the time that special needs are initially identified.							
	3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.							
	3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.							

**KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT:
SELF-ASSESSMENT ITEMS**

**How do programs address parenting issues from a
strength-based perspective?**

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
3.16 Home visitors share their observations of children with parents to help the parents recognize:	**3.16.1** Their children's unique assets, temperament, personality, communication styles and behavioral cues.							
	3.16.2 Their children's growth and development patterns.							
	3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.							
	3.16.4 Their children's independence and abilities.							
	3.16.5 Activities families can use to enhance their children's skills and development.							
	3.16.6 Signals that development may not be on track.							
3.17 Staff reinforce positive parent-child interactions by:	**3.17.1** Noticing and acknowledging when parents are attuned to their children's needs or are communicating effectively with their children.							
	3.17.2 Sharing something positive with parents about their children's behavior and development.							
3.18 Staff proactively and respectfully address concerns about parenting techniques or behavior by:	**3.18.1** Asking open-ended questions to understand the behavior from the parent's perspective.							
	3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.							
	3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.							
	3.18.4 Connecting parents to resources and supports that may help to address parenting issues.							

CONCRETE SUPPORT IN TIMES OF NEED

All parents need help sometimes. When parents are faced with very challenging situations, such as losing a job or not being able to feed their family, they need access to resources and services that address their needs and minimize their stress. This type of support helps to ensure that families receive the basic necessities that everyone deserves in order to grow. Providing concrete support also ensures that families have access to any specialized medical, mental health, social, educational or legal services they may need.

Programs can help parents to identify, find and receive concrete support in times of need. Programs should:

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

Even though community-based programs are not always equipped to provide all the services and supports families may need, they can still play a vital role in helping families access concrete supports in times of crisis. Programs can also play a critical role in helping families develop their own proactive strategies for meeting needs in the future.

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.1 Parents are encouraged to turn to staff in the event of a crisis through:	**4.1.1** The fact that staff listen, show concern and share their own personal challenges as appropriate in informal conversations and regular interactions.							
	4.1.2 Materials regularly provided to participating families.							
	4.1.3 Information on which staff members can help families with particular issues.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs respond immediately when families are in crisis?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.2 Staff proactively respond to signs of parent or family distress by:	**4.2.1** Expressing concern and offering help in line with the program's philosophy and resources.							
	4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.2.3 Making space available for staff to meet with parents privately.							
	4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.							
	4.2.5 Being sensitive and responsive to the impact of family stress on children.							
	4.2.6 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is made).							
4.3 When a family is experiencing extreme difficulties or crisis:	**4.3.1** At least one staff member with a close relationship with the family reaches out to the family proactively.							
	4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.							
	4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.							
	4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.							
	4.3.5 If the family agrees, staff connect the family to resources outside the program that can help them, such as medical or mental health specialists, or services such as respite care or emergency crisis services.							
	4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.4 Staff proactively respond to signs of parent or family distress by:	**4.4.1** Expressing concern and offering help.							
	4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.							
	4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.							
	4.4.4 Being sensitive and responsive to the impact of family stress on children.							
	4.4.5 Keeping family issues confidential unless given explicit permission to share information (except when potential abuse or neglect is at issue and a report is mandated).							
	4.4.6 Helping families to identify short-term supports and prepare long-term strategies so they are better able to sustain themselves and endure hardships.							
4.4 Parents are encouraged to share information about community resources (e.g., toy exchanges, resale shops, play lots, family activities), as well as more formal services.								
4.5 The program maintains up-to-date information about services in the community that includes hours of operation, fees, locations, eligibility requirements, language capacities, etc. Services to be included are: • Food pantries • Health providers • Domestic violence services • Shelters • Respite care for children • Alcohol and substance abuse services • Mental health services (for adults and children) • Economic supports • Legal assistance • Quality early care and education								

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs provide information and connections to services in the community?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.6 The program actively builds collaborative links with other service providers by:	**4.6.1** Bringing services on site, when possible.							
	4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.							
	4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.							
	4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.							
	4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.							

CONCRETE SUPPORTS: SELF-ASSESSMENT ITEMS

How do programs help families to develop skills they need to identify their needs and connect to supports?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
4.7 Staff help parents to identify and mobilize their own resources to address their families' needs by:	**4.7.1** Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.							
	4.7.2 Communicating to families that seeking help is not an indicator of weakness or failure as a parent, but rather is a step toward building resilience.							
	4.7.3 Encouraging parents to advocate for themselves and their child.							
	4.7.4 Providing information and guidance to families so that they understand their rights in accessing services, gain knowledge of relevant services and learn how to navigate through service systems.							
	4.7.5 Connecting parents to peer-to-peer navigation support.							
4.8 When staff make referrals to outside services, they support family leadership by.	**4.8.1** Brainstorming with families about what resources would be helpful.							
	4.8.2 Respecting when a family is not comfortable with a specific provider by helping them to either address and resolve the issue or identify other resources.							
	4.8.3 Helping parents learn how to address barriers to utilizing services (e.g., lack of transportation or childcare, fees, language barriers, lack of translation services, lack of cultural sensitivity and inclusiveness).							
	4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).							
	4.8.5 Following up with families on referrals to ensure that they were satisfied with the services they received, and providing help in advocating for themselves if they were not satisfied.							
	4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Early childhood experiences set the stage for later health, well-being and learning. A growing body of research has shown the relationship between young children's social and emotional competence and their cognitive development, language skills, mental health and school success. The development of social and emotional competence—that is, characteristics such as self-regulation, self-confidence and social skills—depends on the quality of nurturing care, communication and stimulation that a child experiences. Programs can help to promote the social and emotional competence of children. Programs should:

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

Whether working primarily with parents or with young children themselves, program staff should receive training on the importance of social and emotional development – and can play a significant role in helping parents to both enjoy and facilitate children's growing competencies in this area.

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs help parents foster their child's social emotional development?

		5: Strongly agree	4. Agree	3: Neither agree nor disagree	2. Disagree	1: Strongly disagree	Not Applicable	Comments
5.1 The program introduces family members to social and emotional development by:	**5.1.1** Providing parents with information on the importance of supporting children's healthy social and emotional development—and its connection to success in school and life.							
	5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.							
	5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.							
	5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.							
	5.1.5 Asking about parents' observations of their child's social and emotional development.							
5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playing together in cooperative games or make believe, cooking, making an art project together).								
5.3 Staff respect families' knowledge and expertise about their children's unique strengths and challenges as they share information about social and emotional competence.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.4 Staff nurture children and model nurturing for parents by:	**5.4.1** Responding consistently to children in a warm, supportive manner.							
	5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.							
	5.4.3 Showing warmth through appropriate physical contact.							
	5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).							
	5.4.5 Responding sympathetically to help children who are upset, hurt or angry.							
	5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.							
	5.4.7 Modeling empathy and appropriate emotional responsiveness.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs model nurturing care to children?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:	**5.5.1** Fostering children's social and emotional development in the context of their culture and language.							
	5.5.2 Recognizing behavioral/emotional problems or developmental delays.							
	5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.							
	5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.							
	5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.							
	5.5.6 Promoting positive relationships among children living in the same household.							
	5.5.7 Promoting positive relationships among children living in the same household.							
	5.5.8 Understanding how mental health and wellness affects family relationships and the developmental process of young children.							
	5.5.9 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.							
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs include children's social and emotional development activities in programming?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.7 The program supports children's social and emotional development with intentional practices that include:	**5.7.1** Encouraging children to express their feelings in ways that are the most comfortable for them.							
	5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.							
	5.7.3 Actively involving children in solving their conflicts and problems (e.g., helping children talk out problems and think of solutions; sensitizing children to feelings of others).							
	5.7.4 Setting clear expectations and limits for behavior.							
	5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).							
5.8 Mental health consultants assist staff in integrating social emotional development into everyday work by:	**5.8.1** Providing coaching on how to support social and emotional learning for all children.							
	5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.							

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN:
SELF-ASSESSMENT ITEMS

How do programs help children develop a positive cultural identity and learn to interact in a diverse society?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.9 The program welcomes and affirms the cultures of families it serves by:	**5.9.1** Implementing meaningful and relevant activities, stories and discussions regarding cultural and linguistic differences.							
	5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.							
	5.9.3 Including appropriate instructional resources such as books and toys that expose children to role models from their own and other cultural backgrounds.							
5.10 Staff receive training on how cultural differences affect social and emotional development, especially differences in:	**5.10.1** How the sense of identity is fostered as an individual and/or as part of a family or clan in different cultures.							
	5.10.2 The extent to which nonverbal communication is predominant across cultures.							
	5.10.3 Diverse cultural views success and appropriate child development.							
5.11 Staff are encouraged to enhance their own understanding and appreciation for different races, ethnicities, sexual orientations, languages and cultural expressions through:	**5.11.1** Being encouraged to share and reflect on their own cultural background, including self-awareness of biases they may hold.							
	5.11.2 Being provided with professional development opportunities that allow them to learn more about the history and experiences of different racial and cultural groups.							
	5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.							
5.12 Program policies and practices support the preservation of home languages by building upon the home languages and dialects of the children and families they serve.								
5.13 The program's mental health consultant offers consultation that is respectful of differences in parenting behaviors and child behaviors that stem from traditions and cultural roots.								
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.								

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN: SELF-ASSESSMENT ITEMS

How do programs respond proactively when social or emotional development needs extra support?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
5.15 When staff are concerned about a child's social and emotional development, they respond by:	**5.15.1** Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.							
	5.15.2 Arranging for appropriate screenings and assessments.							
	5.15.3 Connecting the family to resources that can support the child's social and emotional development (e.g., play therapy, mental health services, parenting classes).							
	5.15.4 Helping parents develop strategies for addressing the issue at home.							
5.16 Staff have access to a mental health consultant to help them:	**5.16.1** Identify and receive additional resources and/or training to work effectively with individual children and parents.							
	5.16.2 Talk respectfully with parents about the child's development, needs or challenges.							

STRENGTHENING FAMILIES IN SPECIAL CIRCUMSTANCES

One responsibility of all child- and family-serving programs is to respond to possible child abuse and neglect when it is observed. Staff are mandatory reporters of child abuse and neglect in most states and should receive training every year on the state requirements on reporting. However, long before a report needs to be made, staff can also respond positively and supportively to early signs that have the potential to lead to maltreatment. The following items reflect best practices for programs in working effectively with child welfare officials.

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.1 When children enter the program, staff discuss child abuse and neglect prevention with all parents and caretakers. This discussion includes explanations of:	**6.1.1** The program's policies and practices that are designed to keep children safe from harm.							
	6.1.2 Staff members' responsibility as mandatory child abuse and neglect reporters.							
	6.1.3 How the state defines child abuse and neglect.							
	6.1.4 The program's protocols regarding child abuse and neglect reports.							
6.2 All staff members are trained according to their state's mandatory child abuse reporting laws.								
6.3 Staff receive additional training on child abuse and neglect including:	**6.3.1** Recognizing and responding to early signs of possible child abuse and neglect, including physical and behavioral indicators.							
	6.3.2 Following the program's protocols for reporting child abuse and neglect.							
	6.3.3 Understanding how cases are generally handled by the child protective services agency once a report is made.							
	6.3.4 The relationship between domestic violence and reporting of child abuse and neglect, and clear protocols to follow when domestic violence is suspected or disclosed.							
	6.3.5 Recognizing cultural practices that can trigger reporting of child abuse and neglect (e.g., the practice of coining to treat fevers, the use of corporal punishment for toilet training, leaving a young sibling in the care of an older sibling under the age of ten) and respectfully discussing ways that parents can prevent the likelihood of mandatory reporting.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.4 The program's protocols for reporting possible child abuse and neglect:	**6.4.1** Are consistent with state child welfare reporting guidelines.							
	6.4.2 Are reviewed annually or anytime changes are made to state guidelines.							
6.5 Staff members are trained that when a child abuse or neglect report needs to be filed, they have specific responsibilities to both the child welfare agency and to families that include:	**6.5.1** Coordinating with investigative authorities to ensure that staff actions and interactions with the family do not hinder the investigation.							
	6.5.2 Providing objective and accurate information on the concerns that led to the report, as well as information on family strengths.							
	6.5.3 Explaining their status as mandated reporters to families and their commitment to the goal of keeping children safe.							
	6.5.4 Striving to be calm, caring and supportive of the family during the reporting process.							
	6.5.5 Answering questions that the family may have regarding the reporting process and how the Child Protective Services system typically responds.							
	6.5.6 Offering support for families by answering questions, connecting them to resources they may need listening attentively and providing and friendly advice.							
6.6 If a child is placed into child welfare custody, staff are trained to continue to support the child and the family by:	**6.6.1** Maintaining contact with the child and family, if possible.							
	6.6.2 Advocating for the family with the Child Protective Services system, when possible.							
	6.6.3 Helping parents connect with resources to help reunite them with their child.							

HOW DO PROGRAMS RESPOND TO POSSIBLE CHILD ABUSE OR NEGLECT?

		5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Not Applicable	Comments
6.7 Program staff seek to collaborate with child welfare caseworkers and Child Protective Services staff to promote the child's ongoing healthy development by:	**6.7.1** Helping to maintain stability for children involved in the system.							
	6.7.2 Engaging in co-case management practices, if possible.							
	6.7.3 Conducting joint home visits.							
	6.7.4 Attending Child Protective Services meetings to share information.							

Appendix B

Electronic Version of Social Connections Questions of SFSA Tool

Social Connections-Self Assessment Items

People need people. Parents need people who care about them and their children; who can be good listeners; who they can turn to for well-informed advice, hope and encouragement; and who they can call on for help in solving problems. Parents' supportive social connections—that is, high quality relationships with family members, friends, neighbors, co-workers, community members and service providers—help buffer parents from stressors. Good social connections also support nurturing parenting behaviors that promote secure attachments in young children. Programs can provide opportunities for parents to create and strengthen positive social connections. Programs should:
• Help families value, build, sustain and use social connections
• Create an inclusive environment
• Facilitate mutual support
• Promote engagement in the community and participation in community activities
Given your knowledge and experiences, please respond to the series of questions about the Resource Center as such relate to select core strategies for building the protective factor associated with Social Connections. You will be asked to identify (on a 5-point scale) your level of agreement with a series of statements associated with questions related to promoting social connections. A Not Applicable (N/A) option is also provided. If desired, a comments text box is provided for each question should you wish to provide additional thoughts, reflections, and/or clarifications regarding your response.

This tool/survey was developed by the Center for the Study of Social Policy as part of their Strengthening Families Protective Factors Framework initiative.

Thank you for participating in this process. Your feedback and participation as a Team member is important.

What best describes your role/perspective as a Team Member?

◯ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community

◯ Administrative Staff and/or Program Director

◯ Direct Service Staff and/or Volunteer

◯ Community Collaborator/Partner that Works with Resource Center

1

LIBRARY PARTNERSHIP RESOURCE CENTER

Library Partnership - Strengthening Families Self-Assessment - Social Connections
How do programs help families value, build, sustain and use social connections?

2.1 Families have access to a comfortable space where they can meet informally

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.2.1 Formally, through parent support groups (including those with both broad and narrow focuses).	◯	◯	◯	◯	◯	◯
Comments						
2.2.2 Through parent mentoring and matching for one-on-one support.	◯	◯	◯	◯	◯	◯
Comments						
2.2.3 Informally, by introducing parents to one another.	◯	◯	◯	◯	◯	◯
Comments						

2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/ hosting:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.1 Regularly scheduled parent-child activities such as Play and Learn groups.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.2 Periodic events like coffee breaks and breakfasts.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.3 Celebrations, graduations and holidays.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.4 Field trips and community events.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.6 Affordable family activities.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.3.8 Social media groups or web pages where parents can get program information and interact with one another.	○	○	○	○	○	○

Comments

[ ]

2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

_____

2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills, communication skills, conflict resolution, co-parenting).

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

_____

2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.6.1 Calling, sending notes or making home visits inviting them to program activities.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.6.2 Connecting with them on social media platforms through program pages or groups.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.6.3 Offering support with transportation, child care or other barriers to participation.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.6.4 Making special efforts to connect them with other families who share similar interests.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.	○	○	○	○	○	○

Comments

[ ]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.	○	○	○	○	○	○

Comments

[ ]

2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language, culture, appearance, gender, sexual orientation, ability, etc.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

○ Not applicable

Comment

[ ]

Library Partnership - Strengthening Families Self-Assessment - Social Connections

How do programs create an inclusive environment?

2.8 The program and its staff model positive social skills and community building by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.8.1 Welcoming all families.	○	○	○	○	○	○

Comments

2.8.2 Inviting all families to program parties or social events.	○	○	○	○	○	○

Comments

2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.	○	○	○	○	○	○

Comments

2.8.4 Helping to resolve conflicts among participants.	○	○	○	○	○	○

Comments

2.8.5 Promoting families' understandings of different cultures and backgrounds.	○	○	○	○	○	○

Comments

2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.	○	○	○	○	○	○

Comments

2.9 The program helps staff learn how to reduce stereotyping and bias by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.9.1 Modeling inclusive behavior among the staff.	○	○	○	○	○	○

Comments

[   ]

2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).	○	○	○	○	○	○

Comments

[   ]

2.9.3 Providing training and support for helping families and children resolve conflicts effectively.	○	○	○	○	○	○

Comments

[   ]

2.9.4 Intervening appropriately to counter act prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).	○	○	○	○	○	○

Comments

[   ]

2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.	○	○	○	○	○	○

Comments

[   ]

2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.	○	○	○	○	○	○

Comments

[   ]

2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

How do programs facilitate mutual support?

2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups, social media groups or pages where parents can communicate with one another).

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.12 There is time built in to program activities for parents to network and share with each other.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.13 Parent-organized social/educational events and activities are encouraged and supported by:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
2.13.1 Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).	◯	◯	◯	◯	◯	◯
Comments						
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.	◯	◯	◯	◯	◯	◯
Comments						

2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g., inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service, tangible gifts, discounted services, letters of support).

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-child book groups, cultural heritage events).

◯ Strongly agree   ◯ Agree   ◯ Neither agree nor disagree   ◯ Disagree   ◯ Strongly disagree

◯ Not applicable

Comment

_____

Appendix C

Library Partnership Resource Center
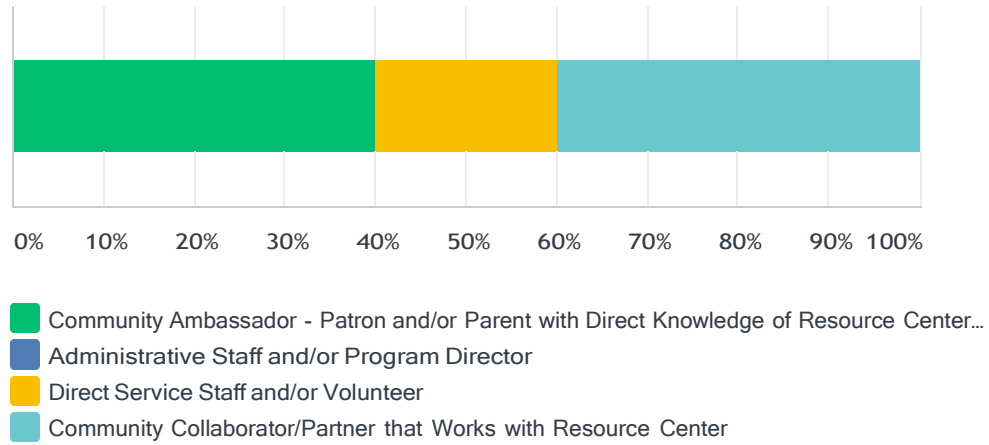Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—**Social Connections** Results

Library Partnership Family Resource Center Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—**Social Connections** Results

## Q1 What best describes your role/perspective as a Team Member?

Answered: 10   Skipped: 0

- ■ Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center...
- ■ Administrative Staff and/or Program Director
- ■ Direct Service Staff and/or Volunteer
- ■ Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	40.00%	4
Administrative Staff and/or Program Director	0.00%	0
Direct Service Staff and/or Volunteer	20.00%	2
Community Collaborator/Partner that Works with Resource Center	40.00%	4
TOTAL		10

## Q 2.1 Families have access to a comfortable space where they can meet informally

Answered: 9   Skipped: 1
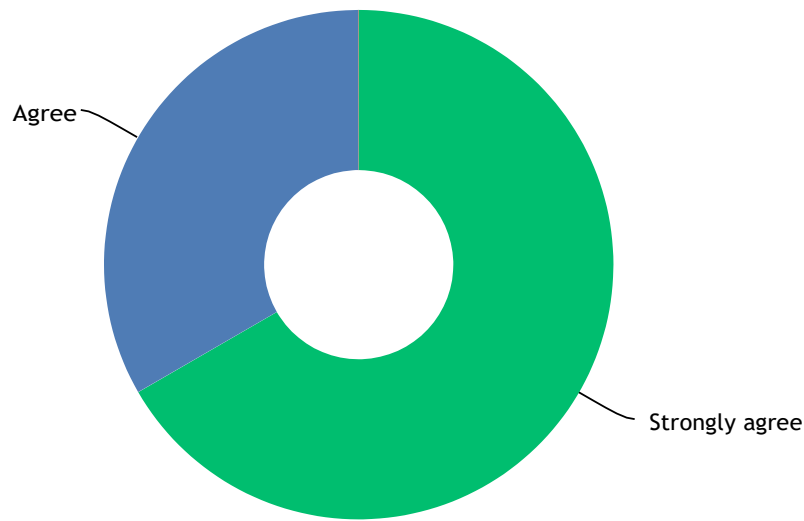
ANSWER CHOICES	RESPONSES	
Strongly agree	66.67%	6
Agree	33.33%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		9

| #	COMMENT	DATE
1	left blank on paper survey	8/11/2021 4:53 PM
2	N/A	7/26/2021 11:07 PM

Q 2.2 The program provides opportunities for families with similar interests, children's ages and/or circumstances (such as those with twins, parents of infants, parents with special-needs children or parents who speak the same language) to connect with one another:

Answered: 10   Skipped: 0
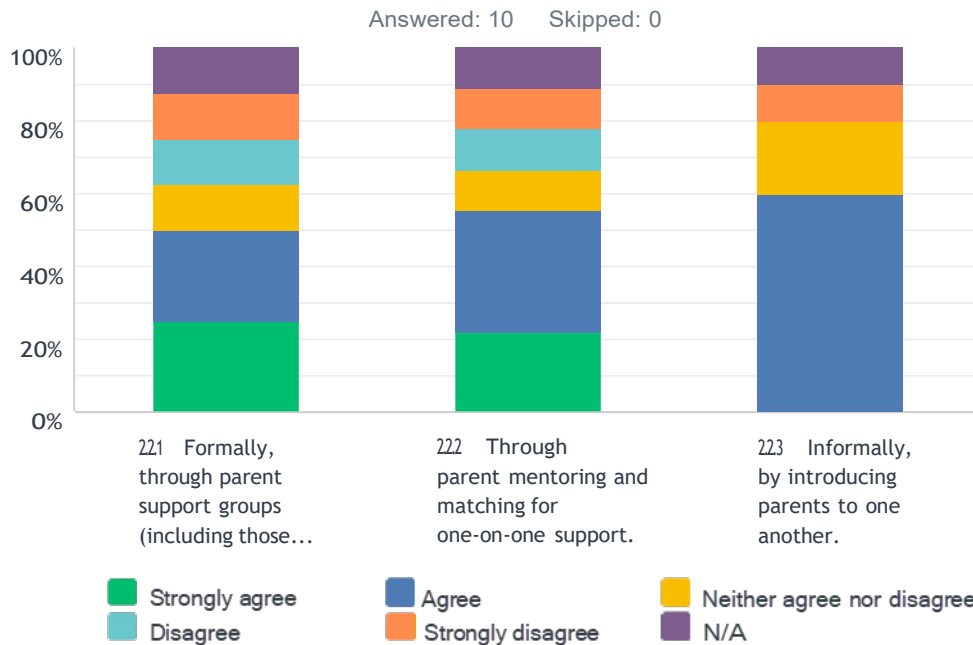
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.2.1 Formally, through parent support groups (including those with both broad and narrow focuses).	25.00% 2	25.00% 2	12.50% 1	12.50% 1	12.50% 1	12.50% 1	8	3.43
2.2.2 Through parent mentoring and matching for one-on-one support.	22.22% 2	33.33% 3	11.11% 1	11.11% 1	11.11% 1	11.11% 1	9	3.50
2.2.3 Informally, by introducing parents to one another.	0.00% 0	60.00% 6	20.00% 2	0.00% 0	10.00% 1	10.00% 1	10	3.44

#	COMMENTS FOR "2.2.1 FORMALLY, THROUGH PARENT SUPPORT GROUPS (INCLUDING THOSE WITH BOTH BROAD AND NARROW FOCUSES)."	DATE
1	not sure	8/11/2021 4:53 PM
2	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.2.2 THROUGH PARENT MENTORING AND MATCHING FOR ONE-ON-ONE SUPPORT."	DATE
1	don't know	8/11/2021 4:53 PM
2	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.2.3 INFORMALLY, BY INTRODUCING PARENTS TO ONE ANOTHER."	DATE
1	If this happens, it is usually during general parenting trainings or activities that are offered.	8/9/2021 10:58 AM
2	N/A	7/26/2021 11:07 PM

Q 2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/ hosting:

Answered: 10   Skipped: 0
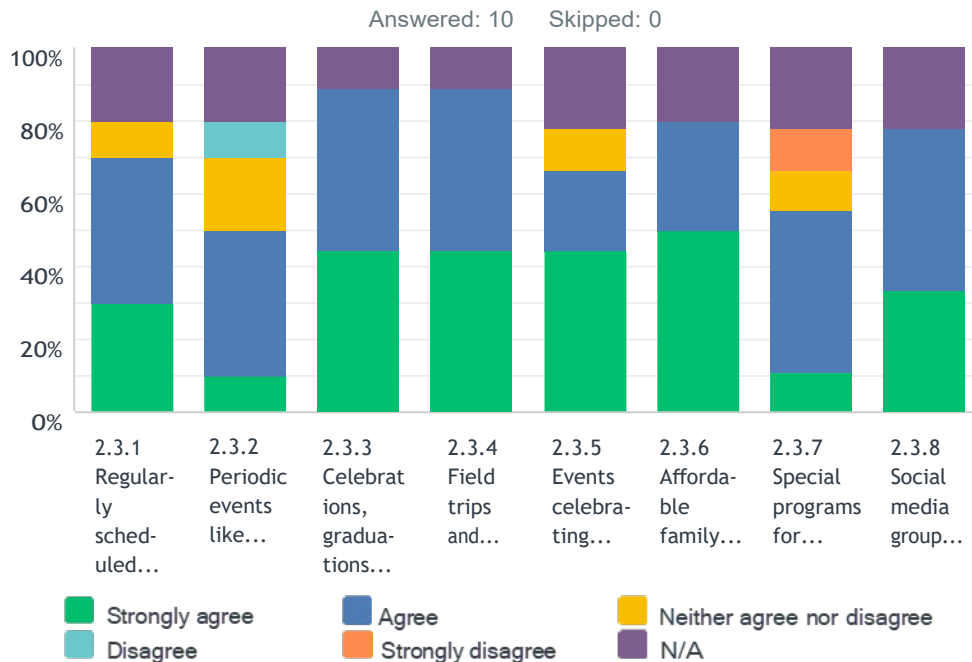
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.3.1 Regularly scheduled parent-child activities such as Play and Learn groups.	30.00% 3	40.00% 4	10.00% 1	0.00% 0	0.00% 0	20.00% 2	10	4.25
2.3.2 Periodic events like coffee breaks and breakfasts.	10.00% 1	40.00% 4	20.00% 2	10.00% 1	0.00% 0	20.00% 2	10	3.63
2.3.3 Celebrations, graduations and holidays.	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50
2.3.4 Field trips and community events.	44.44% 4	44.44% 4	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.50
2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds.	44.44% 4	22.22% 2	11.11% 1	0.00% 0	0.00% 0	22.22% 2	9	4.43
2.3.6 Affordable family activities.	50.00% 5	30.00% 3	0.00% 0	0.00% 0	0.00% 0	20.00% 2	10	4.63
2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other caregivers who would enjoy activities directed at their unique needs and interests.	11.11% 1	44.44% 4	11.11% 1	0.00% 0	11.11% 1	22.22% 2	9	3.57
2.3.8 Social media groups or web pages where parents can get program information and interact with one another.	33.33% 3	44.44% 4	0.00% 0	0.00% 0	0.00% 0	22.22% 2	9	4.43

#	COMMENTS FOR "2.3.1 REGULARLY SCHEDULED PARENT-CHILD ACTIVITIES SUCH AS PLAY AND LEARN GROUPS."	DATE
1	Parent child activities and community events	8/3/2021 4:15 PM
2	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.3.2 PERIODIC EVENTS LIKE COFFEE BREAKS AND BREAKFASTS."	DATE
1	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.3.3 CELEBRATIONS, GRADUATIONS AND HOLIDAYS."	DATE
1	N/A	7/26/2021 11:07 PM
2	not familiar	7/26/2021 3:59 PM

#	COMMENTS FOR "2.3.4 FIELD TRIPS AND COMMUNITY EVENTS."	DATE
1	don't know	8/11/2021 4:53 PM
2	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.3.5 EVENTS CELEBRATING CULTURAL CUSTOMS, POTLUCKS, AND OTHER OPPORTUNITIES FOR PARENTS TO SHARE AND LEARN ABOUT EACH OTHER'S HOME LIVES AND CULTURAL BACKGROUNDS."	DATE
1	not sure	8/11/2021 4:53 PM
2	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.3.6 AFFORDABLE FAMILY ACTIVITIES."	DATE
1	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.3.7 SPECIAL PROGRAMS FOR DADS, GRANDPARENTS, TEEN MOMS, TEEN DADS AND OTHER CAREGIVERS WHO WOULD ENJOY ACTIVITIES DIRECTED AT THEIR UNIQUE NEEDS AND INTERESTS."	DATE
1	N/A	7/26/2021 11:07 PM
2	not familiar	7/26/2021 3:59 PM

#	COMMENTS FOR "2.3.8 SOCIAL MEDIA GROUPS OR WEB PAGES WHERE PARENTS CAN GET PROGRAM INFORMATION AND INTERACT WITH ONE ANOTHER."	DATE
1	N/A	7/26/2021 11:07 PM
2	not familiar	7/26/2021 3:59 PM

Q 2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.
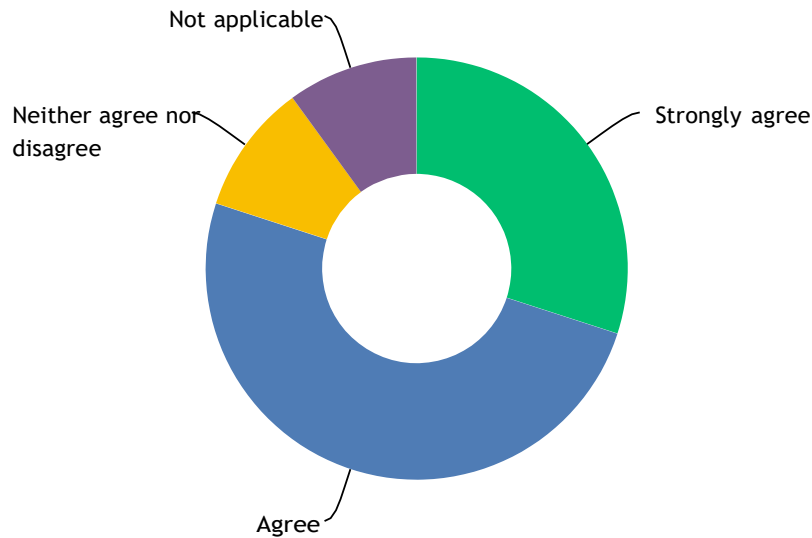
Answered: 10   Skipped: 0
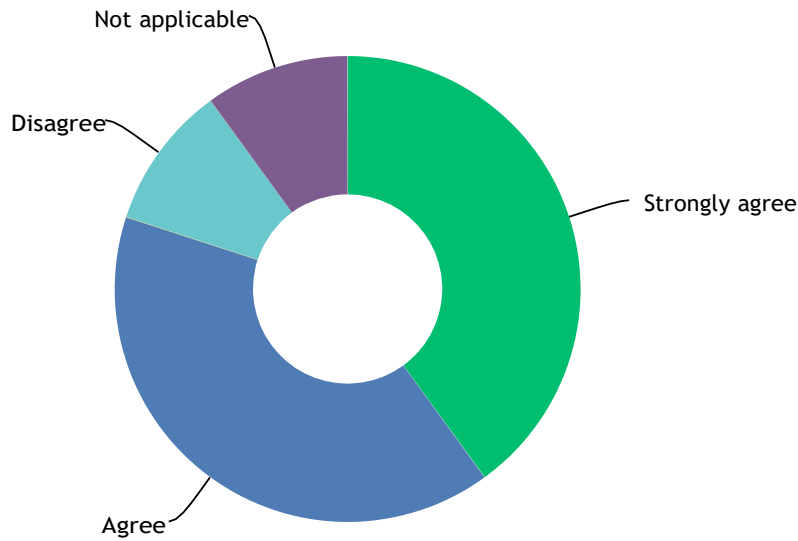
ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	40.00%	4
Neither agree nor disagree	0.00%	0
Disagree	10.00%	1
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:07 PM

Q 2.5 The program offers or connects families to resources to strengthen relationships between adults (e.g., healthy marriage skills,communication skills, conflict resolution, co-parenting).

Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	50.00%	5
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:07 PM

Q 2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:

Answered: 10   Skipped: 0

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A
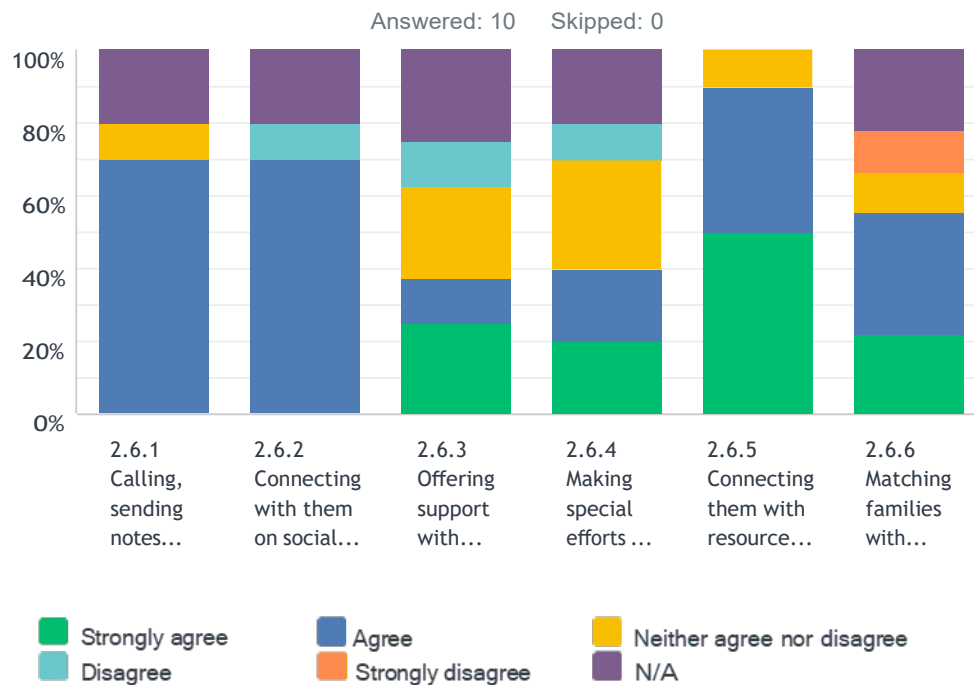
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.6.1 Calling, sending notes or making home visits inviting them to program activities.	0.00% 0	70.00% 7	10.00% 1	0.00% 0	0.00% 0	20.00% 2	10	3.88
2.6.2 Connecting with them on social media platforms through program pages or groups.	0.00% 0	70.00% 7	0.00% 0	10.00% 1	0.00% 0	20.00% 2	10	3.75
2.6.3 Offering support with transportation, child care or other barriers to participation.	25.00% 2	12.50% 1	25.00% 2	12.50% 1	0.00% 0	25.00% 2	8	3.67
2.6.4 Making special efforts to connect them with other families who share similar interests.	20.00% 2	20.00% 2	30.00% 3	10.00% 1	0.00% 0	20.00% 2	10	3.63
2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.	50.00% 5	40.00% 4	10.00% 1	0.00% 0	0.00% 0	0.00% 0	10	4.40
2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.	22.22% 2	33.33% 3	11.11% 1	0.00% 0	11.11% 1	22.22% 2	9	3.71

#	COMMENTS FOR "2.6.1 CALLING, SENDING NOTES OR MAKING HOME VISITS INVITING THEM TO PROGRAM ACTIVITIES."	DATE
1	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.6.2 CONNECTING WITH THEM ON SOCIAL MEDIA PLATFORMS THROUGH PROGRAM PAGES OR GROUPS."	DATE
1	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.6.3 OFFERING SUPPORT WITH TRANSPORTATION, CHILD CARE OR OTHER BARRIERS TO PARTICIPATION."	DATE
1	not sure	8/11/2021 4:53 PM
2	DK	7/29/2021 12:35 PM
3	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.6.4 MAKING SPECIAL EFFORTS TO CONNECT THEM WITH OTHER FAMILIES WHO SHARE SIMILAR INTERESTS."	DATE
1	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.6.5 CONNECTING THEM WITH RESOURCES (INCLUDING MENTAL HEALTH CONSULTATION) THAT CAN HELP THEM EXPLORE DIFFICULTIES WITH FORMING SOCIAL CONNECTIONS."	DATE
1	N/A	7/26/2021 11:07 PM

#	COMMENTS FOR "2.6.6 MATCHING FAMILIES WITH STAFF OR OTHER FAMILIES WHO CAN HELP THEM FEEL WELCOME AND VALUED IN PROGRAM ACTIVITIES."	DATE
1	not sure	8/11/2021 4:53 PM
2	N/A	7/26/2021 11:07 PM

Q 2.7 Staff receive training on how isolation or reluctance to participate can be the result of social exclusion due to differences in race, language,culture, appearance, gender, sexual orientation, ability, etc.
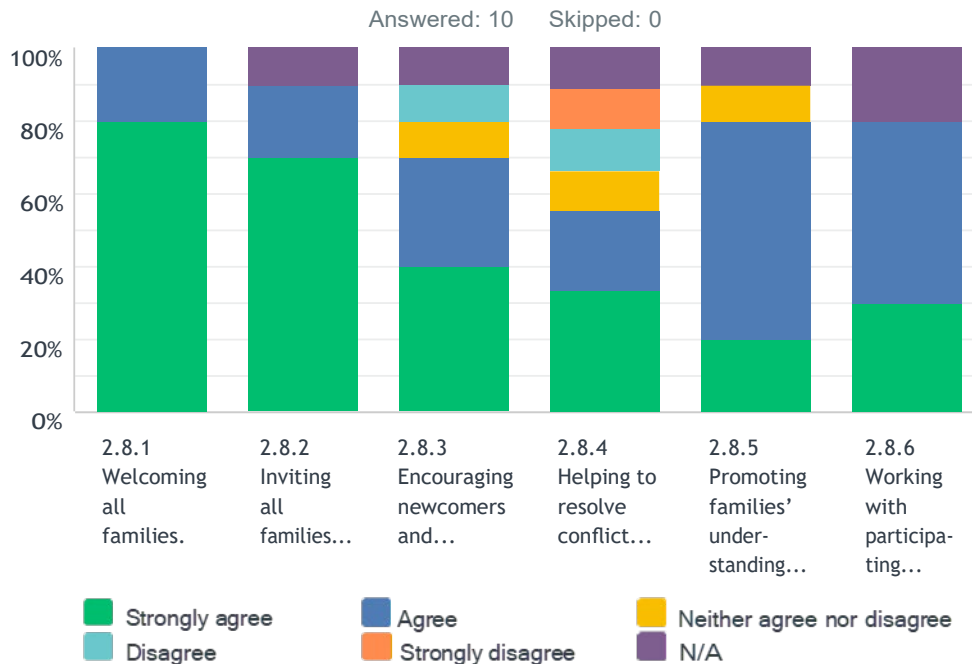
Answered: 10   Skipped: 0
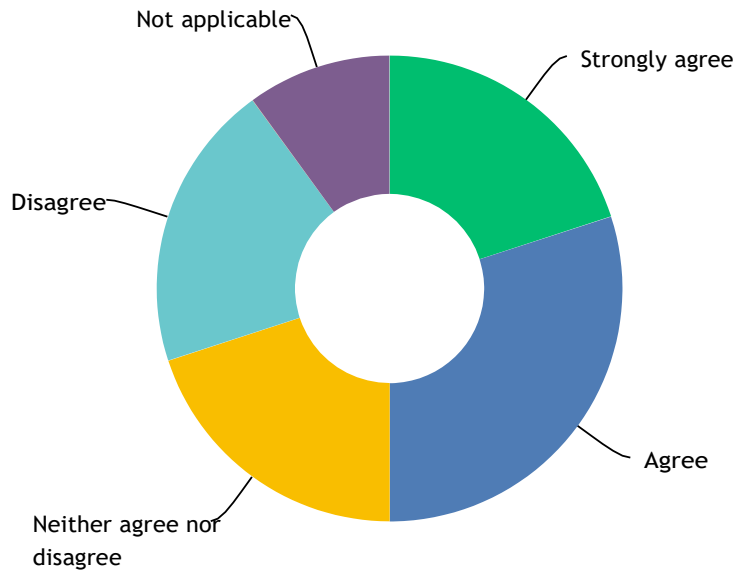
ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	2
Agree	30.00%	3
Neither agree nor disagree	20.00%	2
Disagree	20.00%	2
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:07 PM

Q 2.8 The program and its staff model positive social skills and community building by:

Answered: 10   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.8.1 Welcoming all families.	80.00% 8	20.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	10	4.80
2.8.2 Inviting all families to program parties or social events.	70.00% 7	20.00% 2	0.00% 0	0.00% 0	0.00% 0	10.00% 1	10	4.78
2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.	40.00% 4	30.00% 3	10.00% 1	10.00% 1	0.00% 0	10.00% 1	10	4.11
2.8.4 Helping to resolve conflicts among participants.	33.33% 3	22.22% 2	11.11% 1	11.11% 1	11.11% 1	11.11% 1	9	3.63
2.8.5 Promoting families' understandings of different cultures and backgrounds.	20.00% 2	60.00% 6	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.11
2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.	30.00% 3	50.00% 5	0.00% 0	0.00% 0	0.00% 0	20.00% 2	10	4.38

#	COMMENTS FOR "2.8.1 WELCOMING ALL FAMILIES."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.8.2 INVITING ALL FAMILIES TO PROGRAM PARTIES OR SOCIAL EVENTS."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.8.3 ENCOURAGING NEWCOMERS AND RELUCTANT FAMILIES TO PARTICIPATE THROUGH SPECIAL OUTREACH EFFORTS."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.8.4 HELPING TO RESOLVE CONFLICTS AMONG PARTICIPANTS."	DATE
1	N/A	7/26/2021 11:30 PM
2	not familiar	7/26/2021 4:00 PM

#	COMMENTS FOR "2.8.5 PROMOTING FAMILIES' UNDERSTANDINGS OF DIFFERENT CULTURES AND BACKGROUNDS."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.8.6 WORKING WITH PARTICIPATING PARENTS TO ESTABLISH GROUND RULES FOR PROGRAMS AND ACTIVITIES THAT ENSURE INCLUSIVENESS."	DATE
1	N/A	7/26/2021 11:30 PM

Q 2.9 The program helps staff learn how to reduce stereotyping and bias by:

Answered: 10   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.9.1 Modeling inclusive behavior among the staff.	20.00% 2	50.00% 5	0.00% 0	10.00% 1	0.00% 0	20.00% 2	10	4.00
2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).	22.22% 2	22.22% 2	11.11% 1	22.22% 2	0.00% 0	22.22% 2	9	3.57
2.9.3 Providing training and support for helping families and children resolve conflicts effectively.	20.00% 2	40.00% 4	30.00% 3	0.00% 0	0.00% 0	10.00% 1	10	3.89
2.9.4 Intervening appropriately to counter act prejudicial or discriminatory statements from children or other adults (e.g., discussing similarities and differences; establishing rules for fair treatment of others).	40.00% 4	40.00% 4	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.33
2.9.5 Regularly reviewing policies, forms and documents to ensure that all content discourages beliefs and practices that stereotype, marginalize or discriminate against families.	20.00% 2	40.00% 4	10.00% 1	20.00% 2	0.00% 0	10.00% 1	10	3.67
2.9.6 Ensuring that any instances of prejudice are quickly and explicitly addressed, and that staff use any such incidents as opportunities to demonstrate program values of inclusion and respect.	40.00% 4	30.00% 3	20.00% 2	0.00% 0	0.00% 0	10.00% 1	10	4.22

#	COMMENTS FOR "2.9.1 MODELING INCLUSIVE BEHAVIOR AMONG THE STAFF."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.9.2 PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON INTENTIONALLY COUNTERING STEREOTYPES AND BIASES (INCLUDING BOTH EXPLICIT AND IMPLICIT FORMS OF BIASED BEHAVIORS)."	DATE
1	not sure	8/11/2021 4:55 PM
2	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.9.3 PROVIDING TRAINING AND SUPPORT FOR HELPING FAMILIES AND CHILDREN RESOLVE CONFLICTS EFFECTIVELY."	DATE
1	Through supervision and staff meetings not formal trainings	8/3/2021 4:18 PM
2	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.9.4 INTERVENING APPROPRIATELY TO COUNTER ACT PREJUDICIAL OR DISCRIMINATORY STATEMENTS FROM CHILDREN OR OTHER ADULTS (E.G., DISCUSSING SIMILARITIES AND DIFFERENCES; ESTABLISHING RULES FOR FAIR TREATMENT OF OTHERS)."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.9.5 REGULARLY REVIEWING POLICIES, FORMS AND DOCUMENTS TO ENSURE THAT ALL CONTENT DISCOURAGES BELIEFS AND PRACTICES THAT STEREOTYPE, MARGINALIZE OR DISCRIMINATE AGAINST FAMILIES."	DATE
1	N/A	7/26/2021 11:30 PM

#	COMMENTS FOR "2.9.6 ENSURING THAT ANY INSTANCES OF PREJUDICE ARE QUICKLY AND EXPLICITLY ADDRESSED, AND THAT STAFF USE ANY SUCH INCIDENTS AS OPPORTUNITIES TO DEMONSTRATE PROGRAM VALUES OF INCLUSION AND RESPECT."	DATE
1	N/A	7/26/2021 11:30 PM

Q 2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.
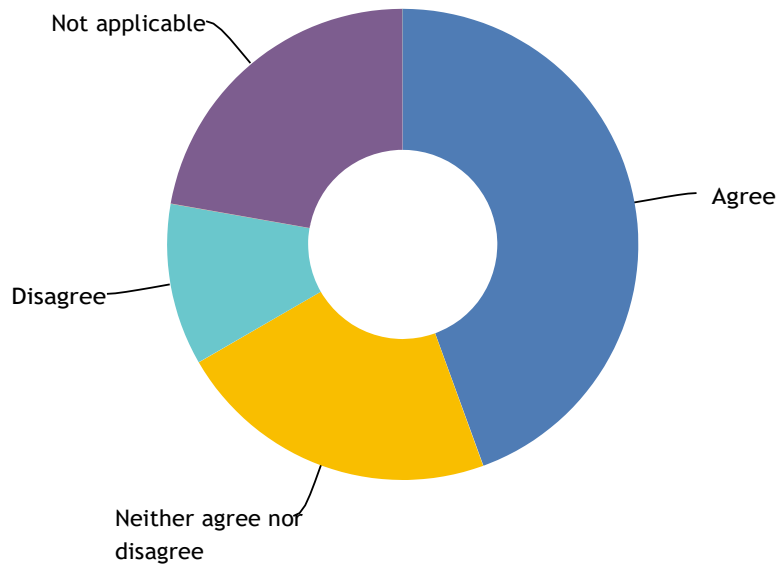
Answered: 10   Skipped: 0
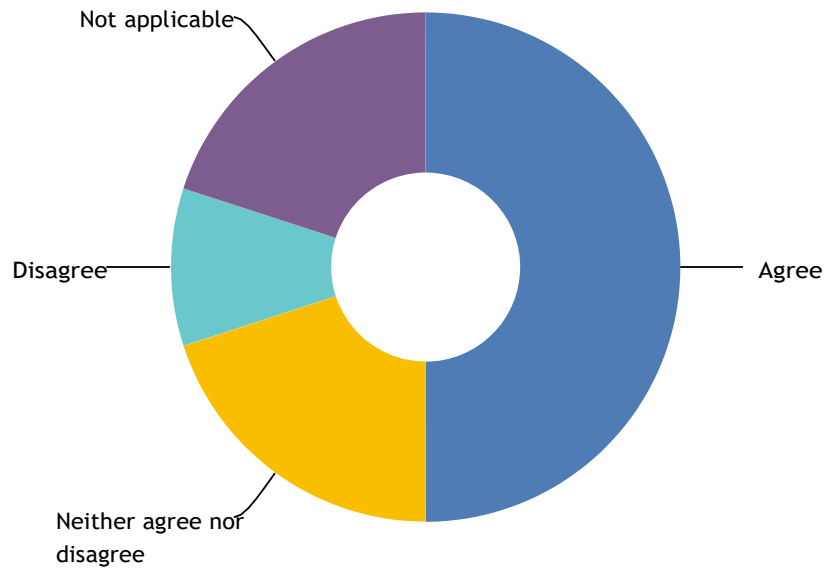
ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	50.00%	5
Neither agree nor disagree	20.00%	2
Disagree	10.00%	1
Strongly disagree	0.00%	0
Not applicable	20.00%	2
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:30 PM

Q 2.11 The program encourages parents to set up mutual support mechanisms (e.g., phone trees, car pools, babysitting co-ops, play groups,social media groups or pages where parents can communicate with one another).
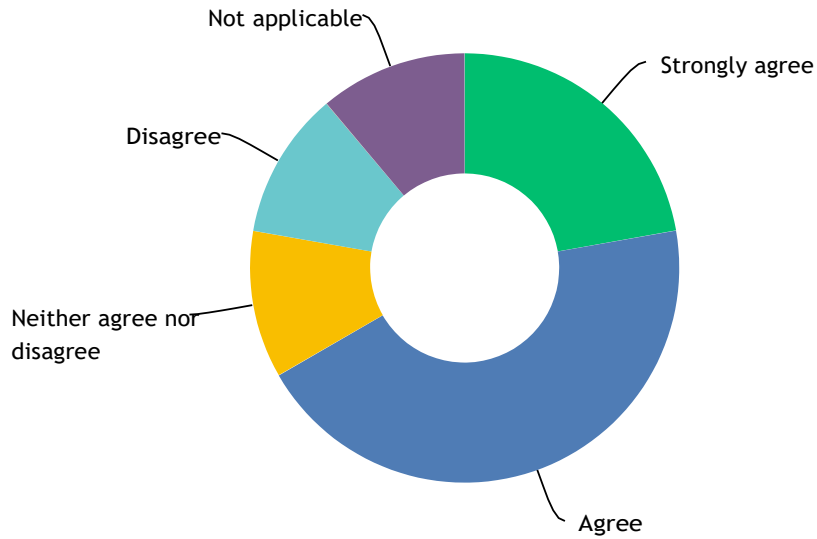
Answered: 9   Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	44.44%	4
Neither agree nor disagree	22.22%	2
Disagree	11.11%	1
Strongly disagree	0.00%	0
Not applicable	22.22%	2
TOTAL		9

#	COMMENT	DATE
1	DK	7/29/2021 12:39 PM
2	N/A	7/26/2021 11:36 PM

Q 2.12 There is time built in to program activities for parents to network and share with each other.
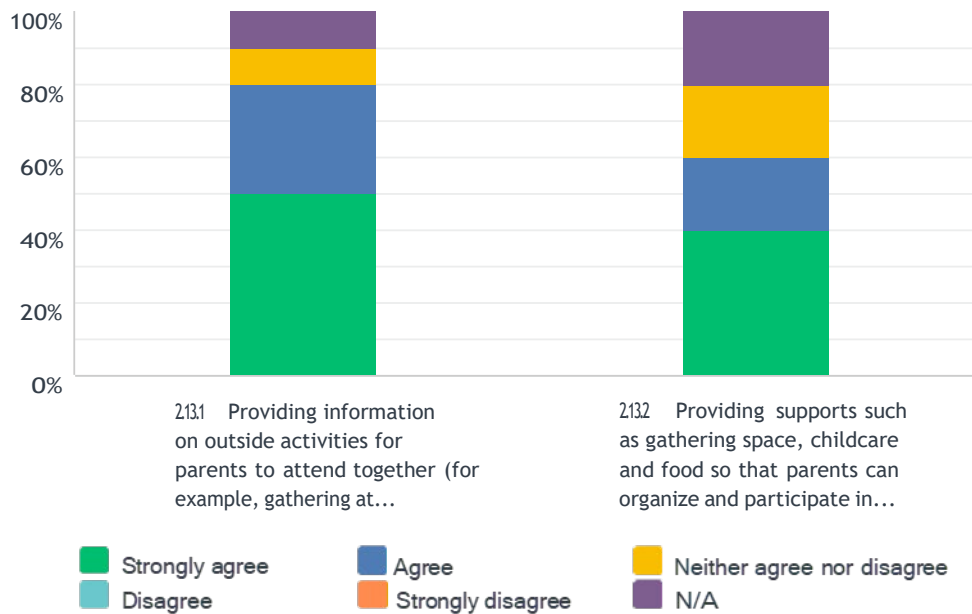
Answered: 9   Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	22.22%	2
Agree	44.44%	4
Neither agree nor disagree	11.11%	1
Disagree	11.11%	1
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
1	not sure	8/11/2021 4:55 PM
2	N/A	7/26/2021 11:36 PM

Q 2.13 Parent-organized social/educational events and activities are encouraged and supported by:

Answered: 10   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.13.1 Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).	50.00% 5	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10.00% 1	10	4.44
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.	40.00% 4	20.00% 2	20.00% 2	0.00% 0	0.00% 0	20.00% 2	10	4.25

#	COMMENTS FOR "2.13.1 PROVIDING INFORMATION ON OUTSIDE ACTIVITIES FOR PARENTS TO ATTEND TOGETHER (FOR EXAMPLE, GATHERING AT PLAYGROUNDS, FUN FAIRS OR LIBRARIES)."	DATE
1	N/A	7/26/2021 11:36 PM

#	COMMENTS FOR "2.13.2 PROVIDING SUPPORTS SUCH AS GATHERING SPACE, CHILDCARE AND FOOD SO THAT PARENTS CAN ORGANIZE AND PARTICIPATE IN ACTIVITIES TOGETHER."	DATE
1	N/A	7/26/2021 11:36 PM

Q 2.14 Administrators and staff seek opportunities to build good relations within the immediate neighborhood or local community (e.g.,inviting neighbors to open houses, using neighborhood resources for special projects, building relationships with local schools).
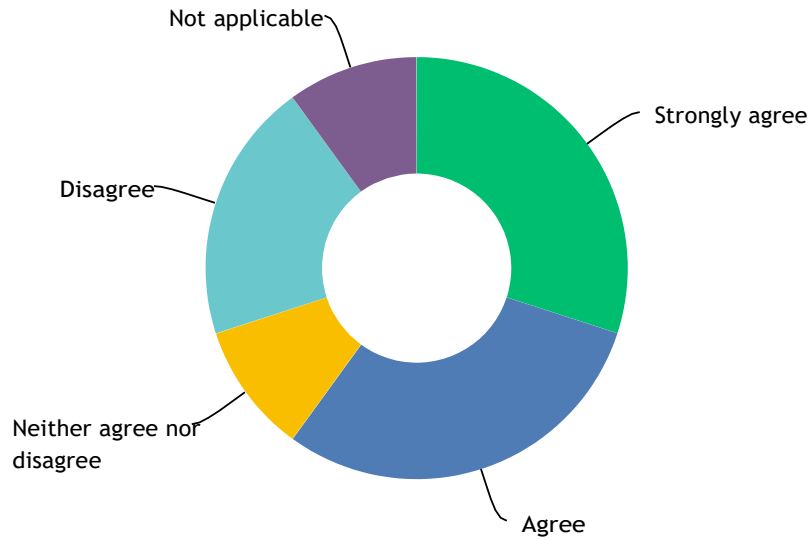
Answered: 10   Skipped: 0
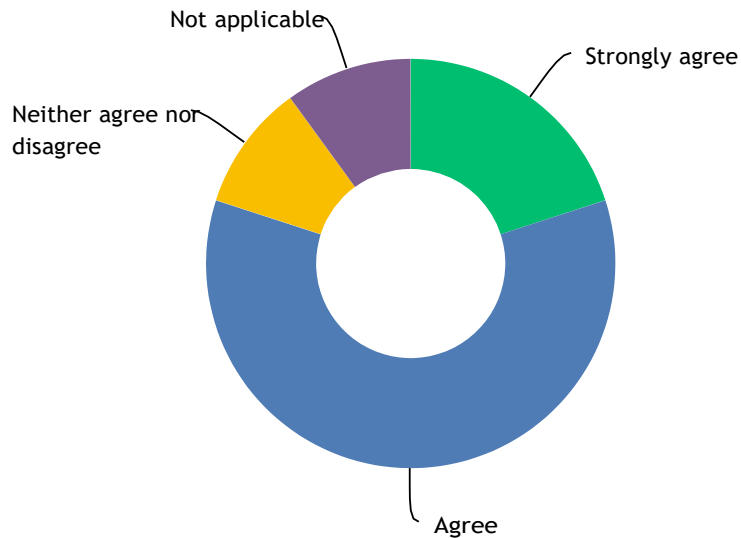
ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	2
Agree	60.00%	6
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:36 PM

Q 2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.
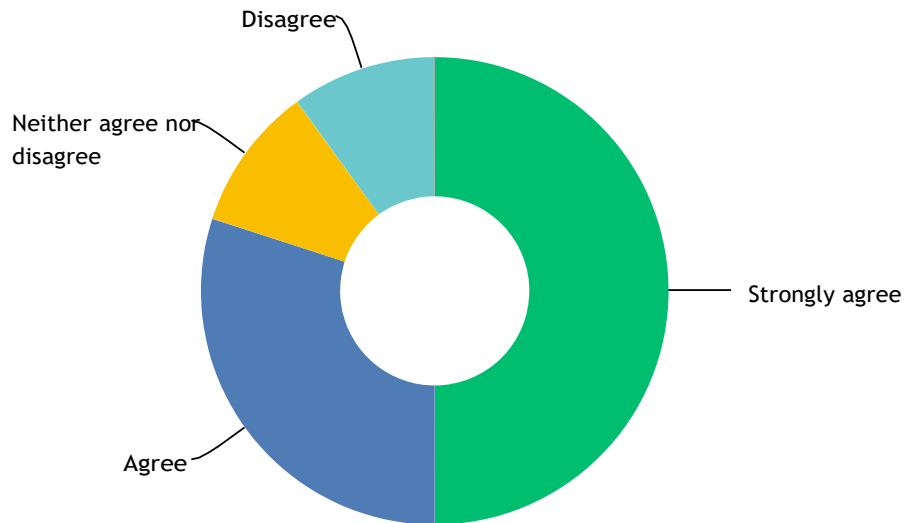
Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	30.00%	3
Neither agree nor disagree	10.00%	1
Disagree	20.00%	2
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:36 PM

Q 2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.
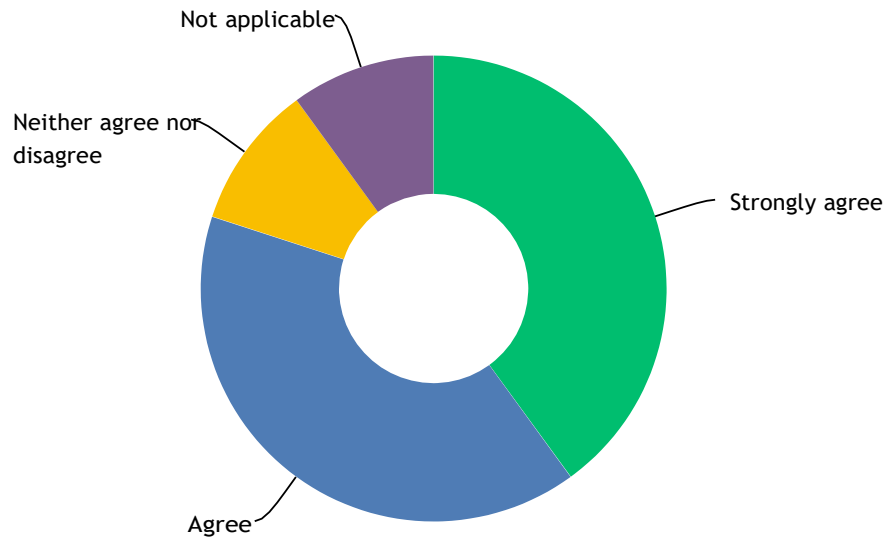
Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	30.00%	3
Neither agree nor disagree	10.00%	1
Disagree	10.00%	1
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:36 PM

Q 2.17 The program provides and receives support from the local community (e.g., financial support, donated services, volunteer service,tangible gifts, discounted services, letters of support).
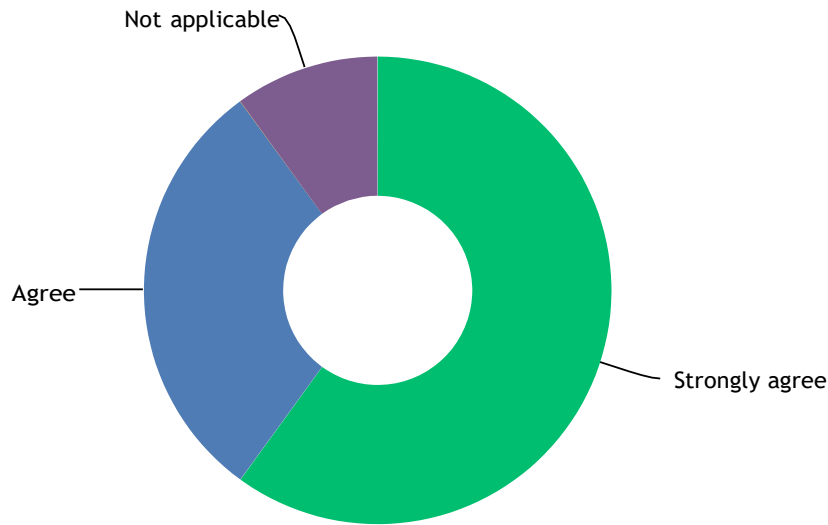
Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	40.00%	4
Agree	40.00%	4
Neither agree nor disagree	10.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:36 PM

Q 2.18 The program connects parents to local opportunities that promote family enrichment (e.g., reading hours at the library, parent-childbook groups, cultural heritage events).

Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	6
Agree	30.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	10.00%	1
TOTAL		10

#	COMMENT	DATE
1	N/A	7/26/2021 11:36 PM