



The Southwest Advocacy Group (SWAG) Family 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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Institute for Child and Family Services Research



This report was funded by the Children's Bureau; Administration on Children, Youth, and Families; Administration for Children and Families, U.S. Department of Health and Human Services, under grant # 90CA1868. The contents of this report are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau.

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Suggested Citation:

Perry, R., David-John, M., Benson, D., Bowie-Locklear, L., Brewster, R., Franklin, D., Franklin, E., Harper, D., Nichols, S., Wilkerson, R., & Spoliansky, T. (2022). *The Southwest Advocacy Group (SWAG) Family 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*. Tallahassee: Institute for Child and Family Services Research.

Introduction

This report summarizes findings from, and recommendations developed by, the Southwest Advocacy Group (SWAG) Family 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 SWAG SFSA Team with a specific focus on items associated with supporting families by providing concrete support. Providing 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 community served by the SWAG Family Resource Center (SWAG FRC). Specific strengths associated with providing concrete supports have been identified along with recommended action items for enhancing responsiveness to address this protective factor.

The SWAG Family 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, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening family 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 ultimate goal of preventing child maltreatment and reducing entries into the formal child welfare system. One of the major strengths of the RC Model utilized at the four existing sites (which includes the SWAG FRC) 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. Seeking to build upon the perceived success of PSF's first Resource Center, partnerships were established to open a second Resource Center. The Southwest Advocacy Group (SWAG) was an established entity in the community that historically worked toward improving the lives of residents in southwest Gainesville by conducting needs assessments and advocating (to public and private organizations) to increase residents' access to resources. SWAG approached PSF about opening a similar Resource Center to serve the 32607 and 32608 zip codes (Linton Oaks and surrounding neighborhoods). PSF had a strong interest in strengthening the southwest

Gainesville community through collaborative efforts. In June 2010, members of SWAG went door-to-door to reach out to area residents about some of the services and resources they felt they most needed. This community-based needs assessment identified concerns regarding crime, housing, and transportation among neighborhood residents. Collectively, residents, advocates, service providers and community leaders were also concerned with the health, education, income, domestic violence, and child maltreatment disparities in southwest Gainesville. With the donation of a building from the Alachua County Board of County Commissioners and tremendous community support and financial contributions from several community partners (public and private) including the City of Gainesville, Rotary International, Tower Hill Insurance Agency, Kiwanis, Oelrich Construction and others, the SWAG FRC opened its doors to the community in June 2012 and since then has been providing continuous supports and services to individuals and families.

The SWAG FRC was designed to provide easily accessible, non-stigmatizing place for community members to seek needed services and supports. All PSF's 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 SWAG FRC for promoting concrete support in times of need. This report represents one small element of a comprehensive process evaluation meant to advance the knowledge regarding the functioning, responsiveness, and impact of PSF's Family Resource Centers upon the communities they serve. Since supports and services at the SWAG FRC 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) for promoting concrete supports 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 factors¹. The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each RC 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 three parents/patrons 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 the protective factors. These processes were followed in the establishment of the SWAG SFSA Team. Composition (see below) includes two administrators and direct service staff (Shandra Nichols and Robin Wilkerson), three community collaborators (Dorothy Benson, Dawn Harper, and Lynda Locklear) and four Community Ambassadors (Reva Brewster, Dennis Franklin, Euricka Franklin, and Cassandra Roncarti²). 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.

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

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/>

² Ms. Roncarti relocated to another state and was unable to participate in meetings and discussions beginning in September, which included findings denoted in this report. Although not an author on this specific report, tabled findings do reflect her contributions as a Community Ambassador and a member of the SWAG SFSA Team that initially completed the SFSA Tool.

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. Collectively (for Concrete Support services/activities), responses to these assessment items are meant to respond to the following questions:

How Does the SWAG Family Resource Center Respond Immediately When Families are in Crisis? (Items 4.1.1 through 4.3.6)

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

How Does the SWAG Family 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 SWAG FRC 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 protective factor. See **Appendix B** for a copy of the electronic version of the tool associated with Concrete Supports in Time of Need 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—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 SWAG FRC.

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 SWAG SFSA Team took place on June 30, 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 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 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 items took place on November 10, 2021. The dates and times of meeting were in accordance with preferred times and schedules of all team members and attendees.

The SWAG Strengthening Families Self-Assessment Team

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



Dorothy Benson – SWAG Board Member

Dorothy A. Benson was born and raised in Tampa, FL, but moved to Gainesville as she was raising her family. The Bensons have lived in the Gainesville community since 1989. Dorothy fell in love with Gainesville, and it quickly came to feel like "home." Dorothy was a homemaker and a mom who got involved in her community after seeing Dr. Nancy Hardt's density maps showing high concentrations of Medicaid births and babies being born underweight in southwest Gainesville. At that time in 2008, Dorothy's youngest son was just heading off to college, and she was able to devote her time to community organizing. After connecting to SWAG community members like Joan Canton,

Dorothy began advocating for the children and families in southwest Gainesville at the county commission meetings and helped Joan and others found the Southwest Advocacy Group (SWAG) in 2010. SWAG is a grassroots community-based group that soon became a certified 501(c)(3) non-profit.

SWAG works closely with Partnership for Strong Families and other community partners to bring greater opportunities and resources to the SWAG neighborhoods through the SWAG Family Resource Center, the SW Health Clinic, and the CHILD Center - a model demonstration childcare center. Dorothy has loved being a part of the Strengthening Families Self-Assessment Team because it has allowed us to look back on where we started, where we are now, and how we can best grow to better serve families and children in our community. Dorothy has been married to my supportive husband, Keyton, for 40 years. They raised two children in Gainesville, our daughter, Brenna now 37, and our son Keyton Jr. now 32. Dorothy is an avid walker and bird watcher, and she loves working with the SWAG board and community partners to bring positive changes to this wonderful community we call home. Dorothy loves the SWAG Family Resource Center because it provides a loving, safe and nurturing place for our community to come together and focus our greater collective resources to support children, families, and our seniors. The SWAG FRC provides a tangible place where people can share their love for each other through many volunteer opportunities.

Lynda Bowie-Locklear – CareerSource of North Central Florida

Lynda L. Bowie-Locklear was born and raised in Minter, AL, and has been a part of the Alachua County community for 28 years. Lynda is married and has two children who she raised in the Alachua County Community. Lynda's career started back in 2003 in early childhood education with Child Care Resources which lead her to The Early Learning Coalition of Alachua County for the next 12 years, and a year with Episcopal Children Services. Lynda continues working in the community with families through workforce with CareerSource of North Central Florida as the WIOA Youth Program Coordinator.



Lynda has been a partner to the Partnership for Strong Families Resource Centers since the inception of Library Partnership Resource Center and continues to work closely with the staff from all Resource Centers in Alachua County. When Lynda was asked to be a part of the SWAG FRC's Self-Assessment Team it wasn't a hard decision. Lynda feels it has been a pleasure to serve alongside of SWAG staff, SWAG Board Member, the community Ambassadors, Robin Perry, Mikaela David-John and Toni Spoliansky. Lynda feels the time spent together on this project has taken our partnership relationship to another level. She looks forward to continuing the partnership to better serve the families in the Alachua County Community.

Lynda has kept these words in the forefront of her mind daily as she works with families in the community. It is an empathy reminder like none other "We often think that admitting struggle is a sign of weakness, but we all struggle sometimes. We all get overwhelmed sometimes. We need help sometimes. Acknowledging this is not a sign of weakness, but struggling alone is a choice to grow weak"
-Lori Deschene

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination" -
Jimmy Dean



Reva Brewster – Community Ambassador

Reva Brewster was born and raised in the U.S. Virgin Islands. Reva has been a member of the Gainesville community for 24 years. Reva raised her two children in the Gainesville community and now enjoys spending time with her four (soon to be five) grandchildren. Reva has been serving others for many years starting back in the U.S. Virgin Islands where she volunteered for a summer camp for youth with disabilities. Here in Gainesville, Reva volunteered for Altrusa House, an adult day health care program, for many years not only to give back to her community but also to spend time with her father while he was part of the program. Reva joined the SWAG SFSA team because of the support she feels when interacting with the staff. She receives so much positive feedback and information from the staff. Compared to the “outside the SWAG FRC’s walls where everything feels very negative, inside the Resource Center staff are uplifting.” During the SFSA process, Reva enjoyed having positive people from the community around her. Reva loves that the SWAG FRC staff are “here with resources and information and that the community has a place to turn to for help and answers.”



Dennis Franklin – Community Ambassador

Dennis Franklin was born and raised in Harlem New York with one sister of an 18-year age difference. Dennis received education and training in speech, drama, journalism, communications, and business. After finishing his education, Dennis spent ten years involved in marketing and sales for a variety of different businesses. Dennis grew up with an unconditional love for the entertainment industry. As a young adult, Dennis spent his time discovering, up-and-coming and the mainstream artists in the entertainment industry. Dennis always knew that his purpose in life was to make a mark in entertainment that would change the life of music. Dennis was taught early on from his own personal hardships that everyone is not guaranteed the opportunity to advance themselves, so he decided to use his love for music to give back to the community. Dennis enhanced his entrepreneurial skills to establish The Disco Den Record Pool in 1976 which was an educational program to teach disc jockey candidates on how to promote records. Nevertheless, founding The Disco Den Record Pool was just the beginning of the many strides to come. In 1983, Dennis turned the Disco Den into a school for up-and-coming disc jockeys. “We were the original uptown outlet for information and the exchanging of ideas among club jocks. Then, we expanded our base and increased our services.” The Disco Den was replaced with The Record School, a non-profit umbrella corporation that contained a record pool, a Harlem nightclub, The Music Bank, a promotion and Production Company, and a record label.

Dennis moved himself and his family of eight to his mother’s hometown, Gainesville, FL, after his mother got sick. After living in Florida for eight years, Dennis’ life took a drastic flip - Dennis had a relapse on drugs and alcohol. Following an incarceration, Dennis agreed to one year of drug court and was released after eight months. Growing as a man of God, Dennis was taught that being a great leader was not just about what he accomplished, but what he did Christ-like. He later learned that “the best leader is a servant leader.” Reminiscing the struggles and hardships that he experienced, Dennis vowed to do whatever he could to prevent people from slipping through the cracks. “I think this was the greatest

turning point in my life. I made a decision that I would work as hard as I could and see that no one would have to go through what happen to me, the feeling was not nice”. He vowed that he would dedicate himself to people that had situations with addiction, ex-offenders, lost children, the homeless, in aspiration that anyone who has lost hope will have some place to go. That place would be called The Neighborhood House, a non-profit organization Dennis co-founded that strives to make a positive impact on our community and youth. Dennis has enjoyed being part of the SWAG SFSA team as it has been an opportunity for him to connect with people in the neighborhood and share information that can help strengthen the community and bring the community together. Currently, Dennis is working on a new project called The Nuskool which is a success training program which he hopes to share with the southwest Gainesville community and beyond.



Euricka Franklin – Community Ambassador

Euricka L. Franklin originates from New York City. She was born and raised in Harlem. Euricka graduated from Fashion Industry in New York City. In 1995, Euricka moved to Gainesville and became a resident of Clayton Estate located a few blocks away from the SWAG Family Resource Center. Euricka attended Santa Fe College and became a CNA. For several years, Euricka worked in the healthcare industry until an injury made her unable to continue. Starting in 2004, Euricka was a stay-at-home mother to her six children. Euricka and her husband, Dennis have been together for 31 years. Euricka has volunteered in the community extensively including the MCBC Saturday Academy assisting first through fifth graders with a variety of subjects including English and math and accompanying the students on field trips. Euricka has volunteered for decades with the Board of Elections doing many duties from clerk to ballot scanner. Euricka also volunteered back in New York city with the YMCA Summer Youth Employment Program as a camp counselor assisting children with educational enrichment. Euricka also assisted with Dr. Shawn Kneipp’s ‘welfare-to-work’ study. Euricka and her husband founded a nonprofit organization called The Neighborhood House which partners with the Big Brother Big Sister program to provide food for children and families in the community. Living across the street from the SWAG FRC, Euricka has been involved with the Resource Center from the beginning – she even watched as the building was reconstructed from apartments to be able to house the Resource Center. Euricka and her family have participated in numerous events and activities at the SWAG FRC and their nonprofit organization, The Neighborhood House, has donated clothes and food in the past. Currently, Euricka cares for her mother and her grandchildren. Euricka found that some of the conversations had, and information shared during the SFSA meetings at the SWAG FRC helped Euricka adequately address situations that will arise when caring for her mother and grandchildren. Euricka was happy to be part of the SFSA team because she received important information from the discussion with fellow SFSA team members, that she can share with my family and community. Euricka particularly enjoyed the discussions around mental health treatment and self-care as they are needed in this community, and every community. We all have a hurts, habits, and hang-ups. Euricka joined the SFSA team because she believes that sharing our different experiences with others strengthen everyone.

Dawn Harper – Department of Children and Families (DCF)

Dawn Harper was the DCF Community Partner Liaison for circuits 3 and 8.

Shandra Nichols, MS, CHES, CWCM – SWAG FRC Staff (Resource Center Manager)

Shandra is a native of Ocala, FL, but has lived and worked in Gainesville for about 10 years. Shandra attended the University of Florida where she received a Bachelor of Science and Master of Science degree in Health Education and Behavior. In her spare time, Shandra enjoys spending time with her family and friends, traveling, attending concerts and other entertainment events, listening to music, and DIY projects. After working with the State of Florida Department of Health, Shandra realized that her passion was in working with children and families and transitioned into the child welfare sector, where she has been serving families for the past 8+ years. Shandra began her employment with Partnership for Strong Families in the summer 2016 after accepting a position as the Family Support Facilitator at the Library Partnership Family Resource Center. As the Family Support Facilitator for 4 and a half years, Shandra found great pleasure in meeting and engaging families on a regular basis. She assisted them with meeting their needs through onsite and community resources and by helping them to identify their own personal and family skills and strengths. Most of all, she enjoyed building relationships with the families she served. Currently, as the Manager of the SWAG FRC, Shandra continues to work closely with children and families, however, spends most of her time planning and developing programs to meet the needs of the community, maintaining working relationships with collaborating partners, and managing the oversight of day-to-day activities and patron services with staff, interns, and volunteers. As a member of the Strengthening Families Self-Assessment Team, Shandra has had the opportunity to learn more about the history of SWAG, as well as the southwest Gainesville neighborhoods the resource center serve. As the new manager, Shandra is even more encouraged and sees the importance of seeking input from community members when planning programs and events that will have a direct impact on the community. Often times, the SWAG FRC serves as a place of hope for individuals and families who are experiencing uncertain times in their lives. Our staff members are compassionate, invested, and really want the best for the families we serve.



Cassandra Roncarti – Community Ambassador [Original Member]

Ms. Roncarti and her two daughters were patrons of the SWAG FRC and lived in the SWAG community. Ms. Roncarti's oldest daughter attended children's programming at the SWAG FRC.

Robin Wilkerson, M.Ed., RBT – SWAG FRC Staff (Family Support Facilitator)



Robin Wilkerson is originally from south Florida and has been part of the Gainesville community for 27 years. Robin has been at the SWAG Family Resource Center since December 2018, first in the Early Childhood Support Facilitator Role and now as the Family Support Facilitator. Robin holds a bachelor's degree in psychology from Saint Leo University and a master's degree in applied behavioral analysis from Arizona State University. Previously, Robin worked clinically in behavioral analysis as well as seven years in educational roles for the Alachua County School Board. Robin is also a founding board member of Healing for All, a local nonprofit that specializes in mental health services for underserved populations. Robin is a single mother of two children. Her son, who was diagnosed with Asperger's, was her inspiration for the degrees she has pursued. Robin loves working at the SWAG FRC because of the families she works with, and she enjoys being able to be a support for them.

Support for SWAG SFSA Team Processes

Although not formal members of the SWAG SFSA Team, Robin Perry (Lead Evaluator), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the SWAG SFSA Team meetings and served as key supports for team processes. Robin Perry provided the 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 SWAG FRC. Mikaela David-John is the Community Research Coordinator for the SWAG FRC, and a principal on-site contact for team members. Ms. David-John maintained regular contact with team members and distributed meeting materials; aided with the 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 questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the SWAG FRC. 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 the 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 SWAG FRC to community need related to supporting families through the promotion of concrete supports. There was no effort by those in supportive roles to censor 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 and 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 Mikaela David-John 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 promoting 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 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 the SWAG Family Resource Center Respond Immediately When Families are in Crisis?

Table 1 (see below) provides a detailed summary of the individual items associated with a measure of how the SWAG FRC 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 for which the majority of team members thought were not applicable. At most, there was one team member who found select items represented in Table 1 to be not applicable. 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 (93%) of how (SWAG FRC) responds immediately when families are in crisis; with only 1 within the Neither Agree nor Disagree range. There were no item/indicators for which there was a consensus of disagreement.

There was uniform consensus in the assessment that staff at SWAG FRC are engaging and responsive to parents and families in times of distress and crisis. SWAG FRC's efforts at providing concrete supports in a time of need were highlighted as its greatest strength.

There was uniform consensus in the assessment that staff at SWAG FRC are engaging and responsive to parents and families in times of distress and crisis. SWAG FRC's efforts at providing concrete supports in a time of need were highlighted as its greatest strength. This is clearly manifested in a review of findings denoted throughout this report and in Appendix C. These findings are paralleled with other PSF Resource Centers and speak to the priority of concrete support needs within the communities served. Findings in Table 1 clearly detail the responsiveness of staff to the immediate needs of families that come to the Resource Center, and staff's sensitivity and concern for aiding individuals and families experiencing stress giving the crises associated with identified needs for concrete supports. Concrete

supports have been comprehensive and varied over time, in response to identified needs (through structured surveys, feedback from community members, and specific requests and inquires) of patrons and families within the neighborhoods served. These concrete supports and resources have included (but are not limited to):

- Meal Provision: Breakfast, Lunch, Thanksgiving Basket Giveaway, etc.
- Healthy Cooking Demonstration/Classes, and Healthy Heart Food Tasting Events.
- Car Seat Event, Infant Care Products, School Supplies, and Back-to-School Giveaway Events.
- Child Support Information Dissemination and Events.
- Information, Assistance, and Advocacy for Receipt of Food Stamps/SNAP, Medicaid, Social Security Benefits and Other Benefits.
- Financial Assistance Primarily for Rent and Utilities
- Community Scholarships to Assist with Education or Training Related Expenses.
- Clothing and Clothing Closet Events, Donation Room, Household Items, Furniture, and Holiday Assistance.
- Computer Use and Classes; Phone, Fax, Printer/ Copier Use.
- Transportation Provision (especially for emergencies) and Bus Pass Provision.
- Dentist Referrals and Services.
- Family Planning Information and Referrals; Family Court Packets.
- Job Board, Resource Fairs, and Employment Assistance.
- Housing Assistance, Rent Assistance, Utility Assistance and Events.
- Notary Services.
- Meeting Room and Space Usage.

The supportive environment and proactive efforts of staff to connect with patrons reinforces a caring atmosphere and helps build trust and meaningful relationships with community families.

The supportive environment and proactive efforts of staff to connect with patrons reinforces a caring atmosphere and helps build trust and meaningful relationships with families in the community³. SWAG FRC (along with the SWAG Board) are seen as a valued resource within the community. This status is sustained given that supports and activities are implemented with clear fidelity to the CSSP model as such relates to how: parents are encouraged to turn to staff in the event of a crisis, 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/activities, and actions are implemented with fidelity at SWAG FRC:

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.
- 4.1.3 Information on which staff members can help families with particular issues.

³ Neighborhoods primarily served by SWAG FRC and other SWAG sponsored service centers include: Majestic Oaks, Holly Heights, Harbor Cove, Pine Meadows, Hidden Oaks, Mobile Home Park, Gordon Manor, Tower Oaks/Tower Oaks Glen, and Linton Oaks.

- 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.

Table 1: How Does the SWAG Family 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.	4.00
4.1.2 Materials regularly provided to participating families.	3.89
4.1.3 Information on which staff members can help families with particular issues.	4.11
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.	4.75
4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.	4.63
4.2.3 Making space available for staff to meet with parents privately.	4.63
4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.	4.63
4.2.5 Being sensitive and responsive to the impact of family stress on children.	4.75
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).	4.75
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.	4.38
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.	4.63
4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.	4.75
4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.	4.00
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.	4.38

...supports and activities are implemented with clear fidelity to the CSSP model as such relates to how: parents are encouraged to turn to staff in the event of a crisis, 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 only one item whether the consensus rating with neither agree nor disagree:

4.1.2 Materials regularly provided to participating families.

Seven of the nine team members agreed or strongly agreed with the above statement. The weighted team average score was skewed because of one “strongly disagree” rating that was not spoken to by the scoring member. Regardless, in terms of assisting families in distress due to concrete needs, SWAG FRC has been effective in their response to families, doing so in a proactive, non-stigmatizing and supportive manner. A discussion of familial stresses by the team highlighted other social and environmental stresses that families are reportedly enduring within the community, including issues related to the community’s relationship with law enforcement, as well as neighborhood violence or the threat of such. One member noted that “...we are in a crisis daily” within the SWAG neighborhoods. Others highlighted that many parents and caregivers will not allow their children to visit the county-operated park next to the SWAG FRC alone; indicating that “...this is the children’s community too and they should feel safe.” These community and environmental stressors compound the perceived stress parents and families experience due to concrete support needs. The fact that SWAG FRC is a safe place for children and families and provides specific concrete supports makes it an asset within the community. Although, no action item was considered related to this discussion, one suggestion for how the SWAG FRC can help mitigate some of this parental and family distress (due to community violence and safety concerns) is by providing training (formal or informal) on how to handle or talk with the police and to strategize or teach parents how best to advocate for themselves and their families, as well as to respond to others in distress.

One member noted that “...we are in a crisis daily” within the SWAG neighborhoods ... community/environmental stressors compound the perceived stress parents and families experience due to concrete support needs. The fact that SWAG FRC is a safe place for children and families and provides specific concrete supports makes it an asset within the community.

How Does the SWAG Family Resource Center Provide Information and Connections to Services in the Community?

Table 2 highlights a series of items associated with SWAG FRC efforts at disseminating information and providing connections to services and supports within the community related to the provision of

concrete supports. Among the six items affiliated with 4.4, there was consensus agreement 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.
- 4.4.4 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 findings reinforce that the thoughtful, sensitive, and supportive nature of service provision by SWAG FRC staff are key strengths that enable the development of meaningful relationships with parents and families. Proactive engagement with parents in a manner that respects a family's privacy while addressing immediate concrete needs helps mitigate distress intensified by other environmental conditions.

There was only one item (affiliated with 4.4) that received a consensus neither agree nor disagree rating related to staff proactively respond to signs of parent or family distress by:

- 4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.

Home visitation is not a service offered through the SWAG FRC. Given staffing constraints and safety procedures in place that prohibit home visits, the team did not recommend any action associated with this item.

Table 2: How Does the SWAG Family 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.	4.33
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.	4.44
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.	3.56
4.4.4 Being sensitive and responsive to the impact of family stress on children.	4.33
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).	4.56
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.	4.44
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.	4.44
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: <ul style="list-style-type: none"> • 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.	4.88
4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.	4.75
4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.	4.75
4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.	4.75
4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.	4.75

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

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.

The above findings speak strongly of the quality and quantity of collaborative partners within the community that work conjointly with the SWAG FRC to assist parents and families in need. SWAG FRC staff and PSF representatives have identified that memorandums of understanding exist for a plethora of community agencies, services, and supports across a wide range of service areas and need classifications—as expanded upon in other communications, reports, and publications, including results garnered from annual surveys of existing community partners. These partners are an integral part of the service delivery system at the SWAG FRC. The effective collaboration between an abundance of community partners, the SWAG FRC, and other SWAG Board sponsored service centers (including the Southwest Health Clinic and the Child Center) ensure a timely and effective provision of concrete supports to distressed families within the community⁴.

...findings speak strongly of the quality and quantity of collaborative partners within the community that work conjointly with SWAG FRC to assist parents and families in need... [there is] ... a plethora of community agencies, services, and supports across a wide range of service areas and need classifications...[that are]... an integral part of the service delivery system at SWAG FRC. The effective collaboration between an abundance of community partners, SWAG FRC, and other SWAG sponsored service centers (including the South West Health Clinic and the Child Center) ensure a timely and effective provision of concrete supports to distressed families within the community.

⁴ For more information regarding current supports and services provided by Southwest Advocacy Group service centers, visit: <https://swadvocacygroup.org/>

How Does the SWAG Family 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 the SWAG FRC helps families to develop skills they need to identify their needs and connect to supports. Consensus agreement existed for 10 of 11 indicators, suggesting that staff do a very 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). There was only one item (4.7.5) in Table 3 for which only one member disagreed with (see Appendix C). 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).
- 4.8.5 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).

Consensus agreement existed for 10 of 11 indicators, suggesting that staff do a very good job helping parents to identify and mobilize their own resources to address their families' needs...and support family leadership when they make referrals to outside services.

The consensus neither agree nor disagree rating for 4.7.5 (connecting parents to peer-to-peer navigation support) stimulated discussion and consideration of a recommended action item. There was general support (particularly among the Community Ambassadors) for the integration of opportunities for enhancing the capacity of parents and community members/peers to connect with and assist one another. Existing efforts to provide supports are considered successful by the SWAG FRC staff. The staff's current approach to providing supports is to ensure that concrete (basic) needs met serve as a foundation for continued contact and, for many, the receipt of additional assistance (including individualized assistance) focused on promoting stability and self-sufficiency. However, SFSA team members also believe existing efforts focused on promoting "...positive thinking, learning how to be successful, and the development of life/success plans" could be enhanced. It was suggested that the encouragement of more peer-to-peer engagement, support groups, and training could potentially have a more sustained impact on building support networks (and a sense of community), advocacy and self-sufficiency skills, and promote better communication between and amongst parents and households in the community. Prior to the COVID-19 pandemic, Robin Wilkerson was in the process of creating a peer-to-peer support group for community members looking to pursue their education at any level (i.e., GED, college, technical training). There was reportedly strong interest in this initiative, but it was paused due to the pandemic. This effort should resume, and other efforts should be explored to enhance peer-to-peer support mechanism. Subsequently, the following action item was recommended:

Action Item #1: Explore peer-to-peer training created by and for community members related to getting needed supports and resources and how to act in a collective manner to advocate for each other.

...the encouragement of more peer-to-peer engagement, support groups, and training could potentially have a more sustained impact on building support networks (and a sense of community), advocacy and self-sufficiency skills, and promote better communication between and amongst parents and households in the community.

Table 3: How Does the SWAG Family 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.	4.63
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.	4.88
4.7.3 Encouraging parents to advocate for themselves and their child.	4.88
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.	4.88
4.7.5 Connecting parents to peer-to-peer navigation support.	3.43
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.	4.75
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.	4.50
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).	4.63
4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).	4.75
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.	4.75
4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).	4.63

Fidelity of Concrete Supports and Services 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 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). As observed, there were no red or no shade cells in each table. 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

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.

tabled findings is 36 (of a possible score of 39) or 92%, suggesting that the services and supports associated with concrete supports 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 concrete supports were implemented with high 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

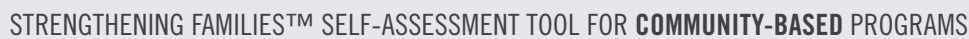
Once all team members have re-rated the practices, the team should identify areas where the program scored highly. Next, the team should create a sustainability plan to keep these areas strong. In developing a sustainability plan for each successful area, teams should be sure to specify:

- 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



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:

- 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.

How do programs demonstrate that parents are valued?

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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 common signs of stress include: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none">• 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?**

								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



SWAG-Strengthening Families Self-Assessment-Concrete Supports

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



SWAG-Strengthening Families Self-Assessment-Concrete Supports

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.1.2 Materials regularly provided to participating families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.1.3 Information on which staff members can help families with particular issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.2.2 Offering to connect families to resources, including help lines, community resources or public agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.2.3 Making space available for staff to meet with parents privately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.2.5 Being sensitive and responsive to the impact of family stress on children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.3.6 Staff continue to offer support to the family and monitor the situation daily until the situation is manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG-Strengthening Families Self-Assessment-Concrete Supports

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.4.4 Being sensitive and responsive to the impact of family stress on children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG-Strengthening Families Self-Assessment-Concrete Supports

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.7.3 Encouraging parents to advocate for themselves and their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.7.5 Connecting parents to peer-to-peer navigation support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

Appendix C

SWAG Family Resource Center
Strengthening Families Self-Assessment Team

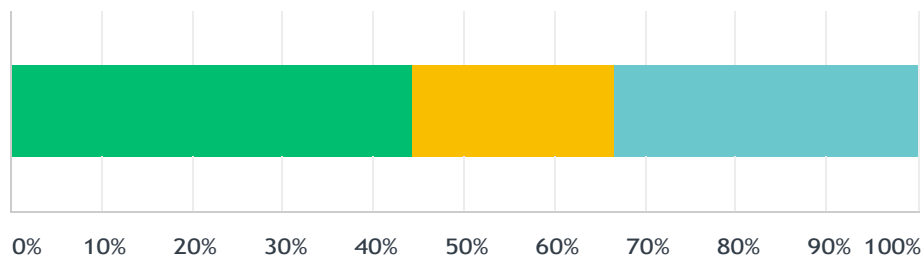
SFSA Tool for Community-Based Programs—
Concrete Support in Times of Need Results

SWAG Family Resource Center Strengthening Families Self-Assessment Team

SFSA Tool for Community-Based Programs—[Concrete Support](#) Results

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

Answered: 9 Skipped: 0

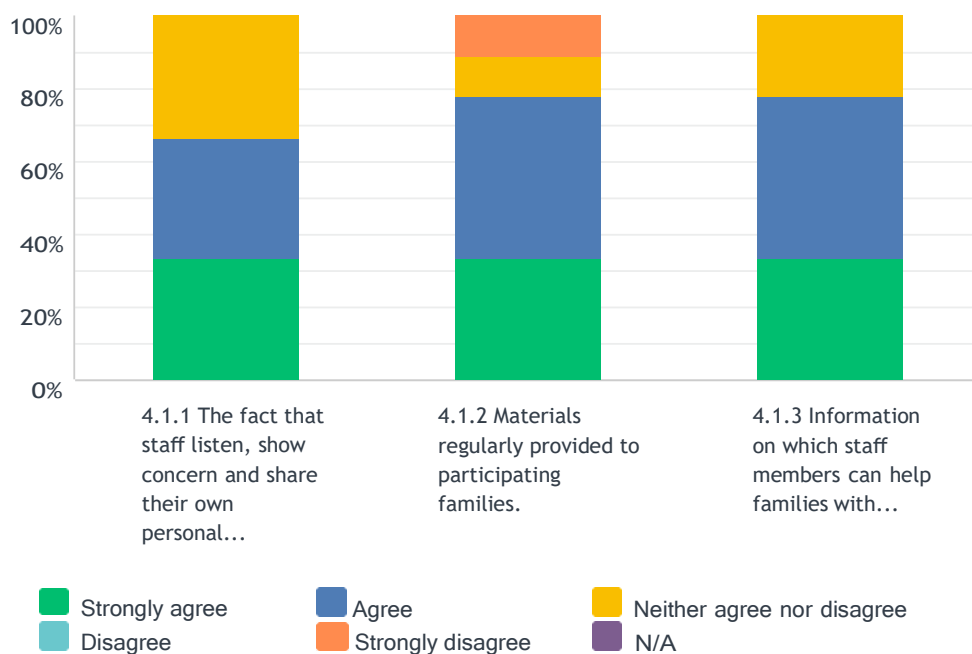


- Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource C
- Administrative Staff and/or Program Director
- Direct Service Staff and/or Volunteer
- Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	44.44%	4
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	33.33%	3
TOTAL		9

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

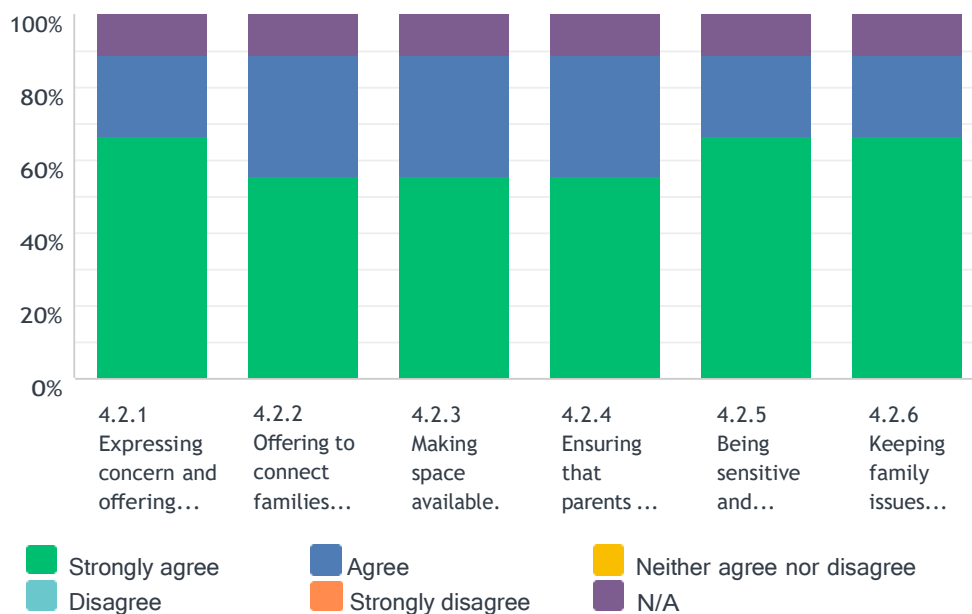
Answered: 9 Skipped: 0



	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.	33.33% 3	33.33% 3	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.00
4.1.2 Materials regularly provided to participating families.	33.33% 3	44.44% 4	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	3.89
4.1.3 Information on which staff members can help families with particular issues.	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.11

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

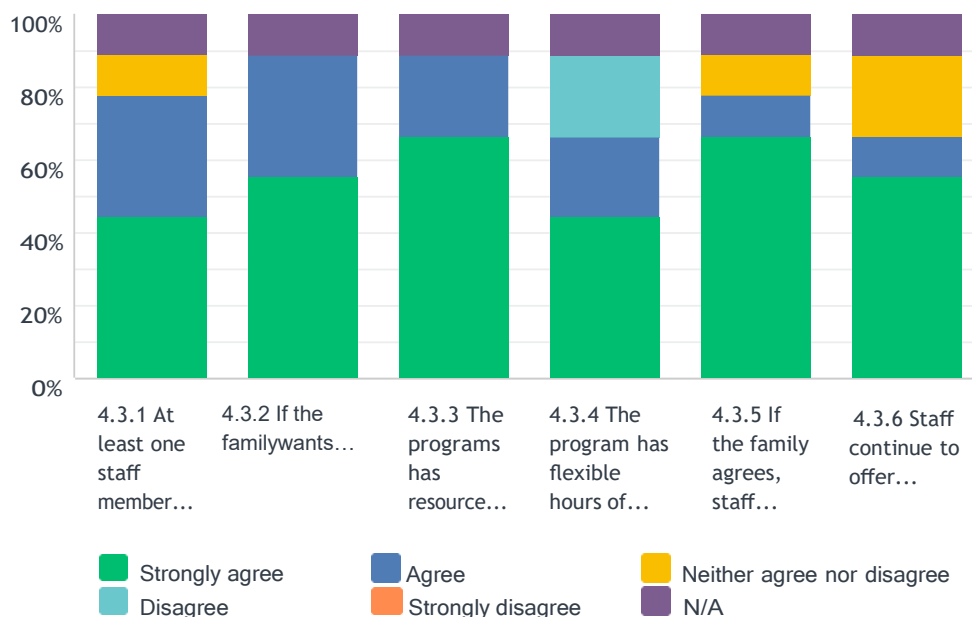
Answered: 9 Skipped: 0



	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.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.2.2 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
4.2.3 Making space available for staff to meet with parents privately.	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.2.4 Ensuring that parents can talk with staff members with whom they are the most comfortable.	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.2.5 Being sensitive and responsive to the impact of family stress on children.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
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).	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75

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

Answered: 9 Skipped: 0



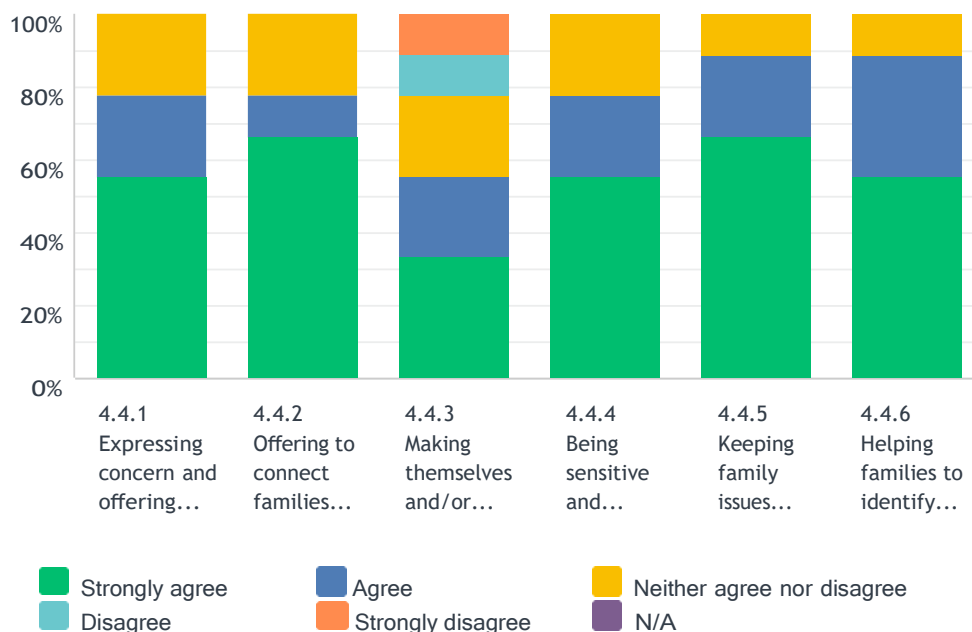
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.3.1 At least one staff member with a close relationship with the family reaches out to the family proactively.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
4.3.2 If the family wants assistance, staff members, including supervisors or a staff team, work with the family to help them manage the crisis.	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.3.3 The programs has resources for family assistance, such as diapers, transportation, a safe sleeping environment or even emergency funds.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.3.4 The program has flexible hours of operation to accommodate families outside of regular business hours.	44.44% 4	22.22% 2	0.00% 0	22.22% 2	0.00% 0	11.11% 1	9	4.00
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.	66.67% 6	11.11% 1	11.11% 1	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.	55.56% 5	11.11% 1	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.38

Comments re: Question 4.3 Items:

#	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	Robin <3	7/14/2021 4:41 PM
2	not sure of this process	7/14/2021 3:29 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
	There are no responses.	
#	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
	There are no responses.	
#	COMMENTS FOR "4.3.4 THE PROGRAM HAS FLEXIBLE HOURS OF OPERATION TO ACCOMMODATE FAMILIES OUTSIDE OF REGULAR BUSINESS HOURS."	DATE
1	I haven't noticed any 7am/weekend/7pm	7/14/2021 3:29 PM
2	In important or extreme cases, staff can be flexible.	7/5/2021 2:29 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
	There are no responses.	
#	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 daily, but as frequent as the patron request assistance or at least a week or 2 after the initial visit if the patron did not follow up	7/13/2021 8:29 PM

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

Answered: 9 Skipped: 0



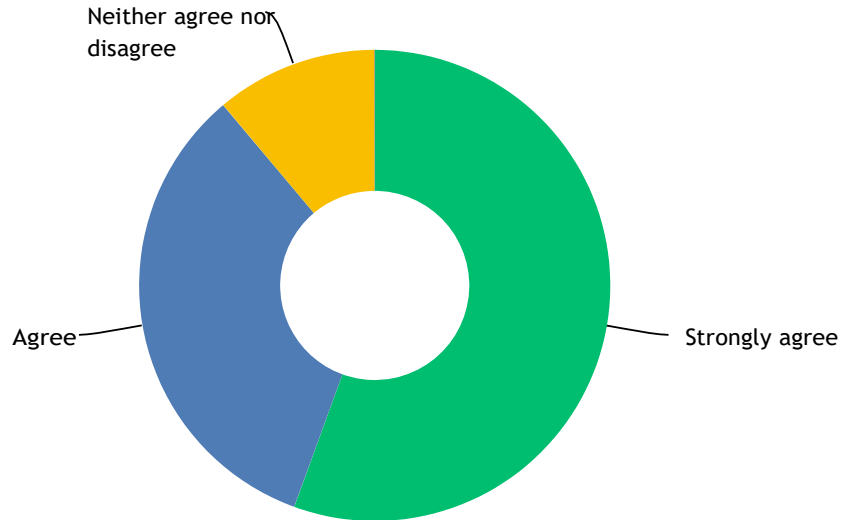
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.4.1 Expressing concern and offering help.	55.56% 5	22.22% 2	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.33
4.4.2 Offering to connect families to resources, including help lines, community resources or public agencies.	66.67% 6	11.11% 1	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.44
4.4.3 Making themselves and/or other designated home visitors available to parents if parents need to talk.	33.33% 3	22.22% 2	22.22% 2	11.11% 1	11.11% 1	0.00% 0	9	3.56
4.4.4 Being sensitive and responsive to the impact of family stress on children.	55.56% 5	22.22% 2	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.33
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).	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.56
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.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44

Comments re: Question 4.4a Items:

#	COMMENTS FOR "4.4.1 EXPRESSING CONCERN AND OFFERING HELP."	DATE
	There are no responses.	
#	COMMENTS FOR "4.4.2 OFFERING TO CONNECT FAMILIES TO RESOURCES, INCLUDING HELP LINES, COMMUNITY RESOURCES OR PUBLIC AGENCIES."	DATE
	There are no responses.	
#	COMMENTS FOR "4.4.3 MAKING THEMSELVES AND/OR OTHER DESIGNATED HOME VISITORS AVAILABLE TO PARENTS IF PARENTS NEED TO TALK."	DATE
1	dont offer home visiting	7/13/2021 8:34 PM
#	COMMENTS FOR "4.4.4 BEING SENSITIVE AND RESPONSIVE TO THE IMPACT OF FAMILY STRESS ON CHILDREN."	DATE
	There are no responses.	
#	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
	There are no responses.	
#	COMMENTS FOR "4.4.6 HELPING FAMILIES TO IDENTIFY SHORT-TERM SUPPORTS AND PREPARE LONG-TERM STRATEGIES SO THEY ARE BETTER ABLE TO SUSTAIN	DATE

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: 9 Skipped: 0



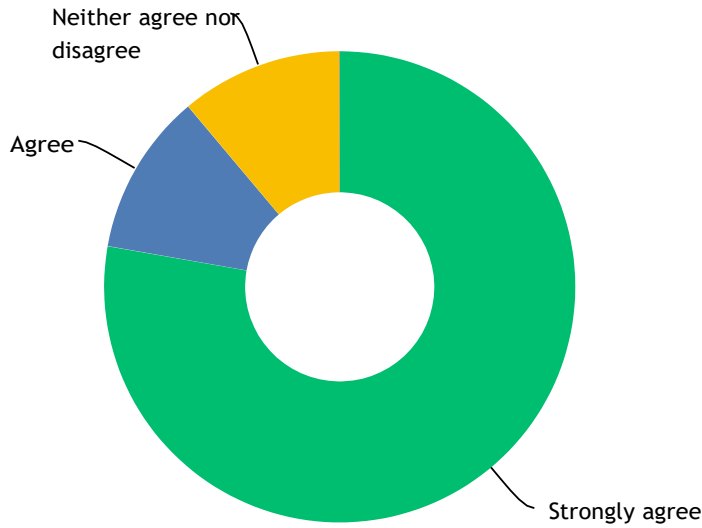
ANSWER CHOICES		RESPONSES	
Strongly agree		55.56%	5
Agree		33.33%	3
Neither agree nor disagree		11.11%	1
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
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There are no responses.

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, and Quality early care and education.

Answered: 9 Skipped: 0

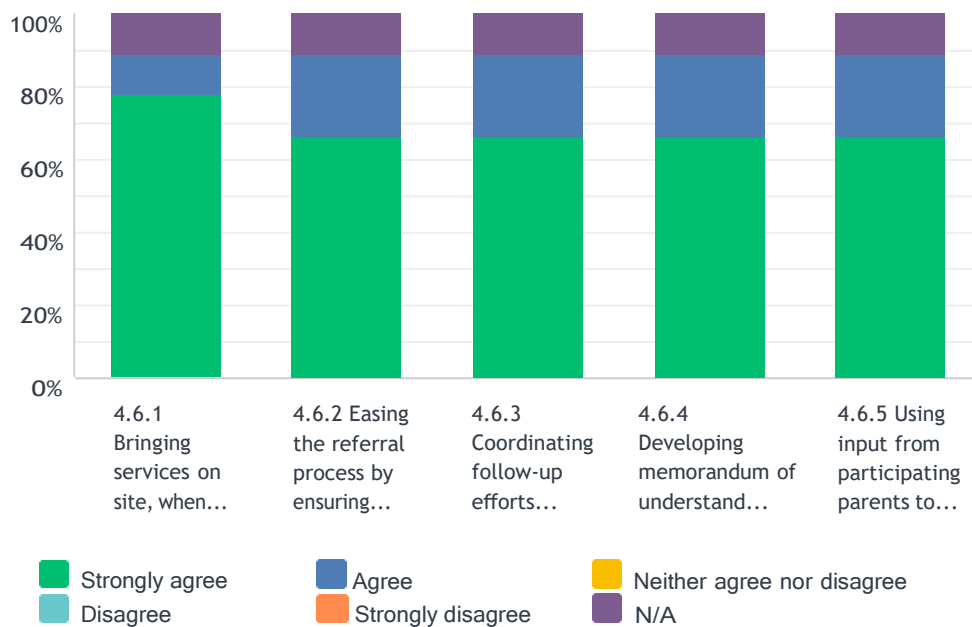


ANSWER CHOICES		RESPONSES	
Strongly agree		77.78%	7
Agree		11.11%	1
Neither agree nor disagree		11.11%	1
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	onsite services offered from other community agencies	7/14/2021 3:32 PM

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

Answered: 9 Skipped: 0



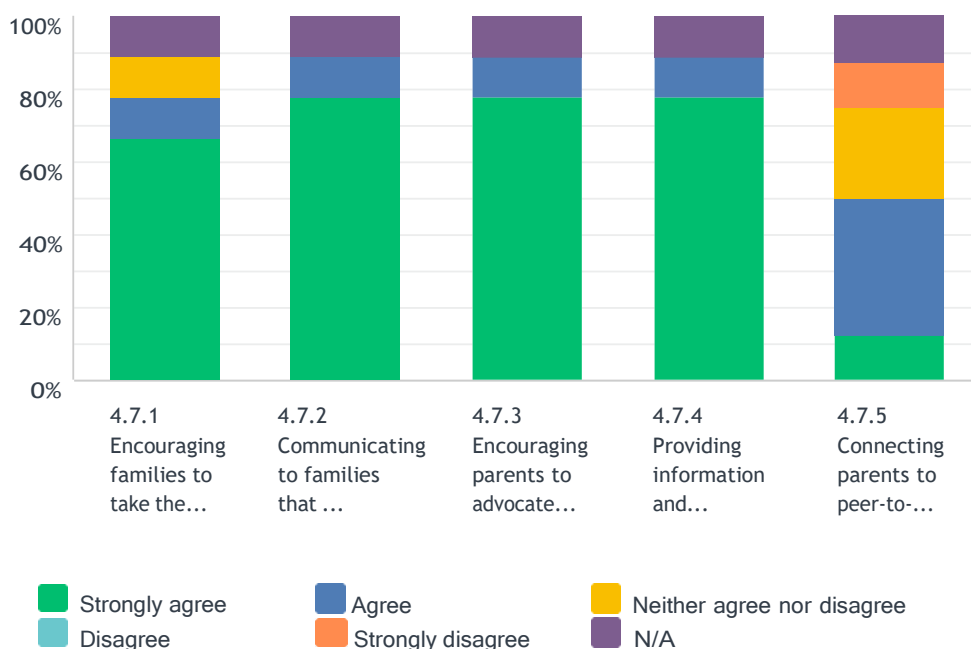
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.6.1 Bringing services on site, when possible.	77.78% 7	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.88
4.6.2 Easing the referral process by ensuring the workers in different programs know each other and work together.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.6.3 Coordinating follow-up efforts across service providers, ensuring that the family is involved in service coordination and informed about all communication.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.6.4 Developing memorandum of understanding or established processes with partners to coordinate services for families in crisis.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.6.5 Using input from participating parents to identify and advocate to fill gaps in the services available to families.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75

Comments re: Question 4.6 Items:

#	COMMENTS FOR "4.6.1 BRINGING SERVICES ON SITE, WHEN POSSIBLE."	DATE
1	Superb at collaborating with community partners	7/14/2021 3:32 PM
#	COMMENTS FOR "4.6.2 EASING THE REFERRAL PROCESS BY ENSURING THE WORKERS IN DIFFERENT PROGRAMS KNOW EACH OTHER AND WORK TOGETHER."	DATE
	There are no responses.	
#	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
	There are no responses.	
#	COMMENTS FOR "4.6.4 DEVELOPING MEMORANDUM OF UNDERSTANDING OR ESTABLISHED PROCESSES WITH PARTNERS TO COORDINATE SERVICES FOR FAMILIES IN CRISIS."	DATE
	There are no responses.	
#	COMMENTS FOR "4.6.5 USING INPUT FROM PARTICIPATING PARENTS TO IDENTIFY AND ADVOCATE TO FILL GAPS IN THE SERVICES AVAILABLE TO FAMILIES."	DATE
	There are no responses.	

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

Answered: 9 Skipped: 0

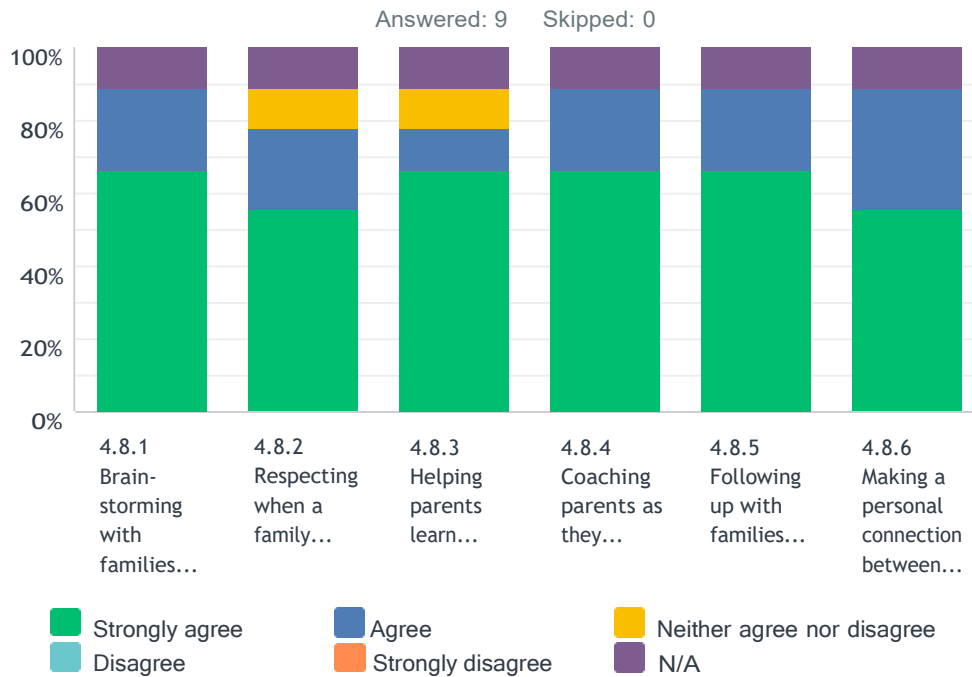


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
4.7.1 Encouraging families to take the lead when creating a plan to address family needs, including addressing barriers and anticipated outcomes.	66.67% 6	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.63
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.	77.78% 7	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.88
4.7.3 Encouraging parents to advocate for themselves and their child.	77.78% 7	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.88
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.	77.78% 7	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.88
4.7.5 Connecting parents to peer-to-peer navigation support.	12.50% 1	37.50% 3	25.00% 2	0.00% 0	12.50% 1	12.50% 1	8	3.43

Comments re: Question 4.7 Items:

#	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
	There are no responses.	
#	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
	There are no responses.	
#	COMMENTS FOR "4.7.3 ENCOURAGING PARENTS TO ADVOCATE FOR THEMSELVES AND THEIR CHILD."	DATE
	There are no responses.	
#	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
	There are no responses.	
#	COMMENTS FOR "4.7.5 CONNECTING PARENTS TO PEER-TO-PEER NAVIGATION SUPPORT."	DATE
1	if available	7/13/2021 8:38 PM
2	Don't know.	7/5/2021 2:32 PM

Q 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	TOTAL	WEIGHTED AVERAGE
4.8.1 Brainstorming with families about what resources would be helpful.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
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.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.50
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).	66.67% 6	11.11% 1	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.63
4.8.4 Coaching parents as they fill out initial paperwork required to access these services, (e.g., insurance and eligibility forms).	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
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.	66.67% 6	22.22% 2	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.75
4.8.6 Making a personal connection between families and service providers (if families have agreed to share information through written consent).	55.56% 5	33.33% 3	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.63



The Southwest Advocacy Group (SWAG) Family 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

Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), Robin Perry (Lead Evaluator), Dorothy Benson, Lynda Bowie-Locklear, Reva Brewster, Dennis Franklin, Euricka Franklin, Dawn Harper, Shandra Nichols, Toni Spoliansky & Robin Wilkerson (SWAG SFSA Team)

Institute for Child and Family Services Research



This report was funded by the Children's Bureau; Administration on Children, Youth, and Families; Administration for Children and Families, U.S. Department of Health and Human Services, under grant # 90CA1868. The contents of this report are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau.

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Suggested Citation:

David-John, M., Perry, R., Benson, D., Bowie-Locklear, L., Brewster, R., Franklin, D., Franklin, E., Harper, D., Nichols, S., Spoliansky, T., & Wilkerson, R (2021). *The Southwest Advocacy Group (SWAG) Family 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*. Tallahassee: Institute for Child and Family Services Research.

Introduction

This report summarizes findings from, and recommendations developed by, the Southwest Advocacy Group (SWAG) Family Resource Center Strengthening Families Self-Assessment (SFSA) Team utilizing a standardized process developed by the Center for the Study of Social Policy. This report highlights findings from the utilization of the SFSA Tool for Community-Based Programs by the SWAG SFSA Team with a focus on items associated with supporting families by promoting knowledge of parenting and child development. Promoting 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 neighborhood/community served the SWAG Family Resource Center (SWAG FRC). Strengths associated with promoting knowledge of parenting and child development have been identified along with recommended action items for enhancing services and supports to address this protective factor.

The SWAG Family 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, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasizes a strengthening family 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 to strengthen families with the ultimate goal of preventing child maltreatment and reducing entries into the formal child welfare system. One major strength of the RC Model is its focus on community collaborations to address identified needs in at-risk neighborhoods. There is a history of collaboration with each Resource Center in Gainesville with a network of over 75 community partners. These collaborative efforts have been well documented in select Resource Center reports website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. Services provided are intended to be responsive to the needs of the community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. Representation across public, business, philanthropy, community, and nonprofit sectors has allowed a blending of funding, expansion of services to meet patron needs 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 PSF was the Library Partnership Resource Center which opened in July 2009. Seeking to build upon the perceived success of PSF's first Resource Center, partnerships were established to open a second. The Southwest Advocacy Group (SWAG) was an established entity in the community which works to improve the lives of residents in southwest Gainesville by conducting needs assessments and advocating (to public and private organizations) to increase residents' access to resources. SWAG approached PSF about opening a Resource Center to serve the 32607 and 32608 zip codes. PSF had a strong interest in strengthening the southwest Gainesville community through collaborative efforts. In June 2010, members of SWAG went door-to-door to reach out to residents about services and resources they felt they most needed. This community-based needs assessment identified concerns regarding crime, housing, and transportation among neighborhood residents. Collectively, residents, advocates, service providers and community leaders were also concerned with the health, education, income, domestic violence, and child

maltreatment disparities in southwest Gainesville. With the building donation from the Alachua County Board of County Commissioners, tremendous community support and financial contributions from community partners including the City of Gainesville, Rotary International, Tower Hill Insurance Agency, Kiwanis, Oelrich Construction and others, the SWAG FRC opened its doors in June 2012.

The SWAG FRC was designed to provide easily accessible, non-stigmatizing place for community members to seek needed services and supports. PSF's Resource Centers are 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 are voluntary and free of charge to all community members.

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 that may be utilized at different levels by patrons. Although there are common services and supports across RCs, there is variation in the service array based on the population needs within the geo spatial target area for each RC. The five protective factors that services and supports are based on 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 upon services, supports, and efforts of the SWAG FRC for promoting knowledge of parenting and child development. This report is one element of a comprehensive process evaluation meant to advance knowledge regarding the functioning, responsiveness, and impact of PSF's Resource Centers upon the communities they serve. Since supports and services at the SWAG FRC are structured in accordance with the CSSP Protective Factors framework, the SFSA Tool for Community-Based Programs, and associated processes are being used to determine the fidelity of specific implementation strategies for promoting knowledge of parenting and child development. This process will help identify existing strengths of supports and services and help identify potential areas for 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 the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors (CSSP; Harnar & Tarr, n.d.). The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each RC has implemented services/activities in alignment with core strategies for building the five protective factors.

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 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 patrons who have been active participants in the program (or whose children participate in the program). The three patrons selected to be team members 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 the protective factors. These processes were followed in the establishment of the SWAG SFSA Team. Composition includes two administrators and direct service staff (Shandra Nichols and Robin Wilkerson), three community collaborators (Dorothy Benson, Dawn Harper, and Lynda Locklear) and four Community Ambassadors (Reva Brewster, Dennis Franklin, Euricka Franklin, and Cassandra Roncarti¹). 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.

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 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 was 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 the SWAG Family Resource Center Model Developmentally Appropriate Interactions with Children? (Items 3.11 through 3.47)

How Does the SWAG Family Resource Center Provide Information and Resources on Parenting and Child Development? 3.5 through 3.13)

How Does the SWAG Family 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 the SWAG Family 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 SWAG FRC 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 (stratified by protective factor) of the Strengthening Families Self-Assessment Tool. Since the completion

¹ Ms. Roncarti relocated to another state and was unable to participate in meetings and discussions beginning in September, which included findings denoted in this report. Although not an author on this report, tabled findings do reflect her contributions as a Community Ambassador on the SWAG SFSA Team that completed the SFSA Tool.

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. See **Appendix B** for a copy of the electronic version of the tool associated with Knowledge of Parenting and Child Development questions/items. 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 were informed to respond only once. Although the names of respondents were known to 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, it 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, associated processes and to address any technical issues associated with tool/survey completion.

After team members completed their surveys, the data was 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 to arrive at a consensus for each item and indicator, if possible, so that a collective assessment could lead to a structured action plan to address any fidelity concerns and program needs. 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 collectively and then as individual items. For many items established consensus and agreement was evident, especially for items and questions identified as observed strengths of the SWAG FRC. 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) with variation in response, 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. 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 SWAG SFSA Team took place on June 30, 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. 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 during this timeframe, the meeting format changed/varied in accordance with safety concerns and PSF's pandemic protocols. Subsequent meetings that involved the discussion of Knowledge of Parenting and Child Development items took place on November 10, 2021. The dates and times of meetings were in accordance with preferred times and schedules of all team members and attendees.

The SWAG Strengthening Families Self-Assessment Team

Dorothy Benson – SWAG Board Member



Dorothy A. Benson was born and raised in Tampa, FL, but moved to Gainesville as she was raising her family. The Bensons have lived in the Gainesville community since 1989. Dorothy fell in love with Gainesville and it quickly came to feel like "home." Dorothy was a homemaker and a mom who got involved in her community after seeing Dr. Nancy Hardt's density maps showing high concentrations of Medicaid births and babies being born underweight in southwest Gainesville. At that time in 2008, Dorothy's youngest son was just heading off to college, and she was able to devote her time to community organizing. After connecting to SWAG community members like Joan Canton, Dorothy began advocating for the children and families in southwest Gainesville at

the county commission meetings and helped Joan and others found the Southwest Advocacy Group (SWAG) in 2010. SWAG is grassroots, community-based group that soon became a certified 501(c)(3) non-profit. SWAG works closely with Partnership for Strong Families and other community partners to bring greater opportunities and resources to the SWAG neighborhoods through the SWAG Family Resource Center, the SW Health Clinic, and the CHILD Center - a model demonstration childcare center. Dorothy has loved being a part of the Strengthening Families Self-Assessment Team because it has allowed us to look back on where we started, where we are now, and how we can best grow to better serve families and children in our community. Dorothy has been married to my supportive husband, Keyton, for 40 years. They raised two children in Gainesville, our daughter, Brenna now 37, and our son Keyton Jr. now 32. Dorothy is an avid walker and bird watcher, and she loves working with the SWAG board and community partners to bring positive changes to this wonderful community we call home. Dorothy loves the SWAG Family Resource Center because it provides a loving, safe and nurturing place for our community to come together and focus our greater collective resources to support children, families and our seniors. The SWAG FRC provides a tangible place where people can share their love for each other through many volunteer opportunities.

Lynda Bowie-Locklear - Episcopal Children's Services

Reva Brewster – Community Ambassador

Reva Brewster was born and raised in the U.S. Virgin Islands. Reva has been a member of the Gainesville community for 24 years. Reva raised her two children in the Gainesville community and now enjoys spending time with her four (soon to be five) grandchildren. Reva has been serving others for many years starting back in the U.S. Virginia Islands where she volunteered for a summer camp for youth with disabilities. Here in Gainesville, Reva volunteered for Altrusa House, an adult day health care program, for many years not only to give back to her community but also to spend time with her father while he was part of the program.

Reva joined the SWAG SFSA team because of the support she feels when interacting with the staff. She receives so much positive feedback and information from the staff. Compared to the "outside the SWAG FRC's walls where everything feels very negative, inside the Resource Center staff are uplifting." During the SFSA process, Reva enjoyed having positive people from the community around her. Reva loves that

the SWAG FRC staff are “here with resources and information and that the community has a place to turn to for help and answers.”

Dennis Franklin – Community Ambassador

Dennis Franklin was born and raised in Harlem New York with one sister of an 18-year age difference. Dennis received education and training in speech, drama, journalism, communications and business. After finishing his education, Dennis spent ten years involved in marketing and sales for a variety of different businesses. Dennis grew up with an unconditional love for the entertainment industry. As a young adult, Dennis spent his time discovering, up in coming and the mainstream artists in the entertainment industry. Dennis always knew that his purpose in life was to make a mark in entertainment that would change the life of music. Dennis was taught early on from his own personal hardships that everyone is not guaranteed the opportunity to advance themselves, so he decided to use his love for music to give back to the community. Dennis enhanced his entrepreneurial skills to establish The Disco Den Record Pool in 1976 which was an educational program to teach disc jockey candidates on how to promote records. Nevertheless, founding The Disco Den Record Pool was just the beginning of the many strides to come. In 1983, Dennis turned the Disco Den in to a school for up in coming disc jockeys. “We were the original uptown outlet for information and the exchanging of ideas among club jocks. Then, we expanded our base and increased our services.” The Disco Den was replaced with The Record School, a non-profit umbrella corporation that contained a record pool, a Harlem nightclub, The Music Bank, a promotion and Production Company, and a record label.

Dennis moved himself and his family of eight to his mother’s hometown, Gainesville, FL, after his mother got sick. After living in Florida for eight years, Dennis’ life took a drastic flip - Dennis had a relapse on drugs and alcohol. Following an incarceration, Dennis agreed to one year of drug court and was released after eight months. Dennis returned to find his home was sold, his wife was in prison, and his children in foster care. Growing as a man of God, Dennis was taught that being a great leader was not just about what he accomplished, but what he did Christ-like. He later learned that “the best leader is a servant leader.” Reminiscing the struggles and hardships that he experienced, Dennis vowed to do whatever he could to prevent people from slipping through the cracks. “I think this was the greatest turning point in my life. I made a decision that I would work as hard as I could and see that no one would have to go through what happen to me, the feeling was not nice”. He vowed that he would dedicate himself to people that had situation with addiction, ex-offenders, lost children, the homeless, in aspiration that anyone who has lost hope will have some place to go. That place would be called The Neighborhood House, a non-profit organization Dennis co-founded that strives to make a positive impact on our community and youth. Dennis has enjoyed being part of the SWAG SFSA team as it has been an opportunity for him to connect with people in the neighborhood and share information that can help strengthen the community and bring the community together. Currently, Dennis is working on a new project called The Nuskool which is a success training program which he hopes to share with the southwest Gainesville community and beyond.

Euricka Franklin – Community Ambassador



Euricka L. Franklin originates from New York City. She was born and raised in Harlem. Euricka graduated from Fashion Industry in New York City. In 1995, Euricka moved to Gainesville and became a resident of Clayton Estate located a few blocks away from the SWAG Family Resource Center. Euricka attended Santa Fe College and became a CNA. For several years, Euricka worked in the healthcare industry until an injury made her unable to continue. Starting in 2004, Euricka was a stay-at-home mother to her six children. Euricka and her husband, Dennis have been together for 31 years. Euricka has volunteered in the community extensively including the MCBC Saturday Academy assisting first through fifth graders with a variety of subjects including English and math and accompanying the students on field trips. Euricka has volunteered for decades with the Board of Elections doing many duties from clerk to ballot scanner. Euricka also volunteered back in New York city with the YMCA Summer Youth Employment Program as a camp counselor assisting children with educational enrichment. Euricka also assisted with Dr. Shawn Kneipp's 'welfare-to-work' study. Euricka and her husband founded a nonprofit organization called The Neighborhood House which partners with the Big Brother Big Sister program to provide food for children and families in the community. Currently, Euricka cares for her mother and her grandchildren. Euricka found that some of the conversations had and information shared during the SFSA meetings at the SWAG FRC helped Euricka adequately address situations that will arise when caring for her mother and grandchildren. Euricka was happy to be part of the SFSA team because she received important information from the discussion with fellow SFSA team members, that she can share with my family and community. Euricka particularly enjoyed the discussions around mental health treatment and self-care as they are needed in this community, and every community. We all have a hurts, habits, and hang-ups. Euricka joined the SFSA team because she believes that sharing our different experiences with others strengthen everyone.

Dawn Harper – Department of Children and Families

Shandra Nichols, MS, CHES, CWCM – SWAG FRC Staff (Resource Center Manager)



Shandra is a native of Ocala, FL, but has lived and worked in Gainesville for about 10 years. Shandra attended the University of Florida where she received a Bachelor of Science and Master of Science degree in Health Education and Behavior. In her spare time, Shandra enjoys spending time with her family and friends, traveling, attending concerts and other entertainment events, listening to music, and DIY projects. After working with the State of Florida Department of Health, Shandra realized that her passion was in working with children and families and transitioned into the child welfare sector, where she has been serving families for the past 8+ years. Shandra began her employment with Partnership for Strong Families in the summer 2016 after accepting a position as the Family Support Facilitator at the Library Partnership Family Resource Center. As the Family Support Facilitator for 4 and a half years, Shandra found great pleasure in meeting and engaging families on a regular basis. She assisted them with meeting their needs through onsite and community resources and by helping them to identify their own personal and family skills and strengths. Most of all, she enjoyed building relationships with the families she served. Currently, as the Manager of the SWAG FRC, Shandra

continues to work closely with children and families, however, spends most of her time planning and developing programs to meet the needs of the community, maintaining working relationships with collaborating partners, and managing the oversight of day-to-day activities and patron services with staff, interns, and volunteers. As a member of the Strengthening Families Self-Assessment Team, Shandra has had the opportunity to learn more about the history of SWAG, as well as the southwest Gainesville neighborhoods the resource center serve. As the new manager, Shandra is even more encouraged and see the importance of seeking input from community members when planning programs and events that will have a direct impact on the community. Often times, the SWAG FRC serve as a place of hope for individuals and families who are experiencing uncertain times in their lives. Our staff members are compassionate, invested, and really want the best for the families we serve.

Cassandra Roncarti – Community Ambassador [Original Member-Not Author on this report]

Robin Wilkerson, M.Ed., RBT – SWAG FRC Staff (Family Support Facilitator)



Robin Wilkerson is originally from south Florida and has been part of the Gainesville community for 27 years. Robin has been at the SWAG Family Resource Center since December 2018, first in the Early Childhood Support Facilitator Role and now as the Family Support Facilitator. Robin holds a bachelor's degree in psychology from Saint Leo University and a master's degree in applied behavioral analysis from Arizona State University. Previously, Robin worked clinically in behavioral analysis as well as seven years in educational roles for the Alachua County School Board. Robin is also a founding board member of Healing for All, a local nonprofit that specializes in mental health services for underserved populations. Robin is a single mother of two children. Her son, who was diagnosed with Asperger's, was her inspiration for the degrees she has pursued. Robin loves working at the SWAG FRC because of the families she works with and she enjoys being able to be a support for them.

Although not formally members of the SWAG SFSA Team, Robin Perry (Lead Evaluator), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the SWAG 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 SWAG FRC. Mikaela David-John is the Community Research Coordinator for the SWAG FRC, and a principal on-site contact for team members. Ms. David-John maintained regular contact with team members and distributed meeting materials; aided with the 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 questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the SWAG FRC. 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 the 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 SWAG FRC to community need related to supporting families through the promotion of social connections. There was no effort by those in supportive roles to censor 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 and 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 Mikaela David-John 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 represents a summary of key findings and recommendations by the team for questions and items associated with promoting Knowledge of Parenting and Child Development. For a more detailed itemization/descriptive profile of all responses, please see **Appendix C** for the *SFSA Tool for Community-Based Programs— Knowledge of Parenting and Child Development*; 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 the SWAG Family Resource Center Model Developmentally Appropriate Interactions with Children?

Table 1 provides a detailed summary of the individual items/questions associated with the measures of how the SWAG Family Resource Center Model demonstrates developmentally appropriate interactions with children, 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 for which the majority of team members thought were not applicable. The team Scores (weighted average) cells are color coded by where dark green represents team consensus of Strongly Agree, light green represents 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 9 of the 15 items/indicators of indicating that the SWAG Family Resource Center Model demonstrates developmentally appropriate interactions with children with 6 within the Neither Agree nor Disagree range. There were no item/indicators for which there was average representing a consensus of disagreement. No associated Action Items were developed for items 3.1 through 3.4.

Supplemental dialogues with the Family Support Facilitator (FSF) at the SWAG FRC, approved by the whole team, were facilitated by the on-site Community Research Coordinator to discuss some of the

individualized approaches to services and supports related to the knowledge of parenting and child development protective factor. Due to the individualized nature of some of the collaboration between staff and parents to coordinate support for the children's development, some of the team members reportedly may have answered in the neither agree nor disagree range for item 3.2. The FSF gave insight into the individualized services related to item 3.2 For example, the FSF has attended every meeting with select parents while they were working to get an Individualized Education Plan (IEP)² established with the school system. After observing developmental or behavioral challenges in children who frequently attend social and emotional programs at the Resource Center, the FSF typically reaches out to the parent(s) or caregivers for an open dialogue discussion. In several circumstances, the FSF also attended social educational evaluations and development evaluations with parents whose children were experience development or behavioral challenges. The Resource Center assisted the parents with getting these evaluations set up through trusted providers and provided space and equipment for the meetings to be facilitated as the meetings were online due to the pandemic.

The FSF also discussed the individualized and informal nature related to item 3.4.5 which discusses connecting parents to other parents who can share or model positive parenting approaches. While this is not a formal service due because it could potentially cause a HIPAA violation (and parents request confidential and private dialog with staff on such matters), the SWAG FRC staff believe that strong relationships have been developed with parents whose children frequently attend programming that if that sort of connection was wanted or needed, parents would be comfortable asking the staff for assistance. These types of connections also happen organically and informally when parents are able to connect at the Resource Center.

² For more information regarding policies, processes, and protocols related to the development and implementation of Individualized Education Plans in Florida, see Beech, M. (2015). *Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families*. Tallahassee: Florida Department of Education Bureau of Exceptional Education and Student Services (BEES). Available at: <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>
BEES is now referred to as The Bureau of Exceptional Student Education (BESE). Additional resources and information regarding IEPs can be found at: <https://www.fldoe.org/academics/exceptional-student-edu/bees-resources/>

Table 1: How Does the SWAG Family 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.	4.57
3.1.2 Staff understand and can explain the development arc for young children.	4.13
3.1.3 Staff can explain to parents how various activities and interactions support their child's development.	4.25
3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.	3.57
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.	4.38
3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.	3.86
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.	4.11
3.4.2 Provide information on age- appropriate positive discipline techniques and reasonable expectations.	4.11
3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.	4.11
3.4.4 Encourage parents to discuss behavior challenges they may have at home.	4.00
3.4.5 Connect parents to other parents who can share or model positive parenting approaches.	3.75
3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.	3.78
3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.	3.29

How Does the SWAG Family Resource Center Provide Information and Resources on Parenting and Child Development?

Findings in Table 2 highlight a team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with 13 of the 30 items/indicators of indicating that the SWAG Family Resource Center Model demonstrates that the SWAG FRC provides information and resources on parenting and child development. The remaining 17 items were ranked within the Neither Agree nor Disagree range. There were no item/indicators for which there was a consensus of disagreement.

As denoted in Table 2, three of six items associated with 3.9 received a consensus rating of Neither Agree nor Disagree. These ratings prompted discussion and an associated Action Item. The items in question include:

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

3.9.2 Parenting classes.

3.9.3 Support groups.

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.

Based on the discussions initiated by the SWAG FRC staff, it was suggested that the community may not be fully aware of the parental development supports available at the Resource Center because these services are typically individualized initiatives, not advertised group-based activities (that the CSSP SFSA tool focuses upon as fidelity items). Certainly, parents that have benefitted from the proactive engagement efforts of the Family Support Facilitator (a resource that is promoted within the RC) and/or other staff have reportedly spoken (e.g., word-of-mouth among parents/households) positively of these supports; however, it is not fully known the scope of parents within the service community that are aware of the supports, although the FSF reports a very active schedule of meetings with and on behalf (with community partners and as an advocate) of parents and families. To identify opportunities for awareness building of the availability of individualized parental development supports, the team has proposed seeking guidance from a Community Advisory Council, if formed (as recommended).

Discussion by the SFSA team highlighted how staffing capacities the feasibility/implementation of certain activities denoted in Table 2 (see select class and group-based activities associated with 3.6, 3.9, and 3.10) associated with the knowledge of parenting and child development protective factor. Given staffing constraints, the SWAG FRC staff currently focus their efforts on the immediate needs and priorities of the patrons while also monitoring for any families that may need individualized parental development information and supports. When the Family Support Facilitator at the SWAG FRC meets with parents and families for individualized assessments, they assess for all needed services and supports and ensure the parents and families are connected to the relevant community partners (which are extensive) or in-house resources. Although select classes and group-based activities may not be offered in-house, parents and families are connected or referred to other collaborative partners that may provide these supports. The current FSF works collaboratively with a certified infant and toddler specialist from the Department of Children and Families who aids in the FSF with her assessments of individual child and family needs. It was made evident by the SFSA team discussions that the community may not be fully aware of or know how to access parental development information and supports offered at SWAG FRC, thus the following Action Item was endorsed:

Action Item #1: Explore the means and mechanisms by which the community can become more aware of parenting and child development supports available at the Resource Center.

While no Action Item was recommended in association with the items in 3.10, there was discussion around the perceived stigma associated with parenting classes/groups. Given the close association that “parenting groups” or “parent education classes” have with care plans mandated through the formal

child welfare system, the mention of these activities in the SFSA Tool reportedly have a negative connotation for some community members/parents. This observation was supported by SWAG FRC staff and Community Ambassadors. Instead, the SWAG FRC staff believe that family support is needed more, as compared to formal parenting classes or groups. Overall, the team members agreed that parenting classes or groups should not be an Action Item or focal point for the Resource Center's programming. The team agreed that there are ways to instill knowledge of parenting and child development without a formal training as such trainings may have an adverse impact on the relationships that the RC staff work to build (i.e., SWAG RC supports could be perceived more as a function of child welfare system engagement). Additionally, SWAG FRC staff believe that the currently individualized nature of these services and supports is "currently working" and "does not need to be improved upon." The efforts of the SWAG FRC staff in building knowledge of parenting and child development among their patrons is not a solo act; the relationships forged with all family members and community partners play a huge role. The staff do not focus solely on building relationships with the parents and caregivers but also with the children. This approach reportedly works particularly well with children who attend social and emotional competency programs at the SWAG FRC because as a SWAG FRC staff member phrased it, "I get to know the parents by getting to know the kids first." Ultimately, SWAG FRC staff believe that providing "warm handoffs" to community partner agencies who provide non-stigmatized services and supports to parents and caregivers related to parenting and child development is "currently working."

SWAG FRC staff believe that family support is needed more, as compared to formal parenting classes or groups. Overall, the team members agreed that parenting classes or groups should not be an Action Item or focal point for the Resource Center's programming.

Supplemental discussions with the FSF on the individualized nature of parenting education services and supports align with the discussion of the whole team. Related to 3.11, the FSF stated that staff coaching, especially related to needs of parents who are parenting a child with disabilities, are more likely to occur compared to parent education offerings. The current FSF's personal lived experience as a parent to a child with a disability provides a foundation for much of her professional coaching to parents seeking assistance to meet the unique developmental needs of their children.

While there are not many established programs at the SWAG FRC for new mothers and fathers and expecting families except the baby basket program for new parents, the FSF discussed the individualized support process for when a new parent or expecting mother comes into the Resource Center. Currently, the RC staff ensure they are signed up for Women, Infant, and Children (WIC)³ services/supports, they know about local resources like the Newborn RN program, they have all the essentials to bring the baby home and care for them properly. If the new parents do not have the proper resources, the RC staff either provide supplies they have in-house or reach out to local agencies to ensure the parents are ready for success.

³ For more information regarding Bureau of WIC Program Services in Florida, see: <https://www.floridahealth.gov/programs-and-services/wic/>

Table 2: How Does the SWAG Family 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.	3.29
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.	3.14
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.	3.00
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.	3.71
3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).	3.29
3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.	3.71
3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.	4.50
3.6.7 Child care is offered while parents are in classes.	3.60
3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.	3.71
3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original course design and content.	4.20
3.7 Information is provided to parents on stages of child development and what to expect of their children at each stage.	4.13
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.	4.00
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.	4.13

Table 2 (Continued): How Does the SWAG Family Resource Center Provide Information and Resources on Parenting and Child Development?	Team Score (Weighted Average)
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.	4.00
3.9.2 Parenting classes.	3.29
3.9.3 Support groups.	3.50
3.9.4 Regular postings on bulletin boards in public spaces.	4.44
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.	3.43
3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.	4.29
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).	3.38
3.10.2 Counseling.	4.00
3.10.3 Support groups.	3.88
3.10.4 Mentors/coaches.	3.25
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.	3.38
3.11 Parent education offerings and staff coaching on parenting are responsive to the needs of parents in different circumstances. For example: <ul style="list-style-type: none"> • 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) 	3.43
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).	4.38
3.12.2 A parent appears to be frustrated or stressed and in need of support.	4.22
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.	4.22
3.13 If the program serves expecting families and new mothers and fathers, the program provides opportunities for parents to learn about: <ul style="list-style-type: none"> • 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). 	3.86

How Does the SWAG Family Resource Center Encourage Parents to Observe, Ask Questions, Explore Parenting Issues and Try Out New Strategies?

Findings in Table 3 highlight a team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with only 3 of the 14 items/indicators indicating that the SWAG Family Resource Center Model demonstrates that the SWAG FRC encourages parents to observe, ask questions, explore parenting issues, and try out new strategies. The remaining 11 items were ranked within the Neither Agree nor Disagree range. There were no item/indicators for which there was average representing a consensus of disagreement.

As denoted in Table 3, six of seven items associated with 3.14 received a consensus rating of Neither Agree nor Disagree. These ratings prompted discussion and an associated Action Item. The items in question include:

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.

The team saw great value in enhancing services and supports related to items in 3.14. While discussions of various parenting topics were deemed important by the team, the importance of the peer-to-peer nature of the parenting discussions was also stressed. For example, the SWAG FRC saw high interest levels in a peer-to-peer adult education support group that was in progress of being formed pre-COVID.

While the team agreed that these peer-to-peer programs are needed in the community, they also acknowledged the potential resistance and general lack of participation that may occur. The language used to promote these activities in the community matters, according to the team members. When planning these types of education and peer-to-peer activities, the team stressed the importance of language because “it’s not what you say, it’s how you say it!” This discussion led to the following action item:

Action Item #2: Ensure that value is placed on peer-to-peer programs and services that are most needed and desired by parents in the community.

No Action Items were suggested for item 3.15, though discussion of these items did highlight strengths of the SWAG FRC. The SWAG FRC staff has a “see a need, fill a need” mindset that reigns true when recognizing and supporting the parenting challenges experienced by families with children who have special needs. The SWAG FRC does not currently have a dedicated program geared towards families with children who have special needs, but the supports are still being offered in an individualized nature which aligns with that fact that children with special needs and their families do not have a cookie cutter set of needs. Staff reportedly look out for the specific needs of these children and families when interacting and building relationships with them so they can connect them with the most relevant services and supports. The Family Support Facilitator at the SWAG FRC also plays an important role in facilitating communication between parents and schools, when appropriate. This has proven to be a positive action of the FSF’s part

because the parents feel supported but also the school system is alerted and made aware that the parents and caregivers have external supports. The individualized nature of these services and supports also means that the SWAG FRC are flexible with how the services are provided or how referrals are made. SWAG FRC staff understand that sometimes a phone assessment can/may be done depending on the family's circumstances such as transportation, work schedules, or there is a need to be at home with other children. To ensure there is some flexibility in how parents receive information and supports related to knowledge of parenting and child development, the Resource Center staff develop and maintain relationships with community partners who offer services and supports in flexible and inclusive manners.

Resource Center staff develop and maintain relationships with community partners who offer services and supports in flexible and inclusive manners.

Regular check-ins with parents regarding parenting issues referenced in item 3.15.1 are also provided in an individualized manner. The FSF and Resource Center Manager conduct frequent informal check-ins especially with families who are involved in extra tutoring support or afterschool programming. These informal check-ins usually occur as the caregivers drop off or pick up their children from programming. Check-ins referenced in 3.15.4 conducted with parents about the impact their children's special needs may have on the family dynamic or parental stress are also individualized. The FSF believes these check-ins come up organically during informal situations or interactions. When the situations arise, the FSF frequently refers to resources such as the University of Florida's Center for Autism and Related Disorders (CARD) which has classes for siblings and hosts "mom's night out" events. The FSF has noticed through these individualized interactions with caregivers that there is a general lack of awareness among patrons of these types of resources that are available in the community. One strategy the FSF proposed to increase awareness of these resources is hosting info nights at the SWAG FRC with organizations like CARD to get the word out in the community.

The FSF has noticed through these individualized interactions with caregivers that there is a general lack of awareness among patrons of these types of resources that are available in the community.

Table 3: How Does the SWAG Family 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.	3.00
3.14.2 Different parenting practices.	3.57
3.14.3 Parent/child relationships.	3.57
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.	4.14
3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	3.14
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.	3.57
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.	3.57
3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.	3.43
3.15.5 Being especially supportive at the time that special needs are initially identified.	3.86
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.	3.50

How Does the SWAG Family Resource Center Address Parenting Issues from a Strength-Based Perspective?

Findings in Table 4 highlight a team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with 5 of the 12 items/indicators of indicating that the SWAG Family Resource Center addresses parenting issues from a strength-based perspective. The remaining 7 items were ranked within the Neither Agree nor Disagree range. There were no item/indicators for which there was average representing a consensus of disagreement. There was no Action Items developed in response to items 3.16 through 3.18.

It is important to note that team members who selected neither agree or disagree on items 3.16 reportedly did so due to the fact that home visits are not included or permitted in PSF's Resource Center Model. The team chose not to discuss at length their ratings of the items in Table 4 as a group but in supplemental dialogues with the Community Research Coordinator, the FSF provided an individualized example of staff proactively and respectfully addressing behavior concerns specifically related to items 3.18.1 and 3.18.2. There are some children enrolled in programming that exhibit challenging behaviors while at the SWAG FRC, which prompts the staff to dialogue with parents. If an interaction is out of the ordinary for the child, the staff may ask open-ended questions such as "how is everything going at home with (child's name)?" This simple open-ended question allows the staff to hear the parent's perspective

and unique insight into the child's behavior which lead to more in-depth discussions that often end up with the staff acknowledging the children's potentially frustrating behaviors and recognizing the effective parenting techniques as 3.18.2 alludes to.

Table 4: How Does the SWAG Family 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.		3.80
3.16.2 Their children's growth and development patterns.		3.80
3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.		3.80
3.16.4 Their children's independence and abilities.		3.80
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.		3.89
3.17.2 Sharing something positive with parents about their children's behavior and development.		4.22
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.		3.75
3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.		3.88
3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.		4.00
3.18.4 Connecting parents to resources and supports that may help to address parenting issues.		4.33

The following action item is not associated with a particular set of items on the Strengthening Families Self-Assessment Tool, although discussion ensued in reaction to alternatives to "classes" and other group-based information/education dissemination activities. Instead, the team identified the following action item to address the remaining gaps in services and programs at the SWAG FRC:

Action Item #3: Create a dynamic speaker series and/or programs to reach the two audiences – parents and youth.

The consensus among the team members was that SWAG FRC staff should not be delivering the messages as part of the speaker series or programming as the messages will not have the same impact or be received in the same manner as a peer-to-peer speaker or a speaker from the community delivering the message would have. One possible avenue for the speaker series discussed by the team is the monthly SWAG FRC Community Dinners. As these established events are a way the community is

already coming together, even more so pre-COVID, adding a spotlight speaker to the monthly Community Dinner would be a way to reach a broad range of community members. While some topics may be feasible to complete in just one session, other topics may require multiple sessions to be impactful. In addition to the youth-focused speaker series, the team discussed more hands-on ways to engage with local youth and spread positive messaging such as facilitating tours of local colleges or family trips to local shows.

SWAG FRC staff should not be delivering the messages as part of the speaker series or programming as the messages will not have the same impact or be received in the same manner as a peer-to-peer speaker or a speaker from the community.

The following are a list of potential topics that the team identified as relevant and important to the adults and parents in the community:

- Self-care
- Communication skills
- Life skills
- How to be successful
- Building a successful community
- Creating success plans
- Forming support groups
- Breaking generational cycles

The following are a list of potential topics that the team identified as relevant and important to the youth in the community:

- Guiding children on how to communicate and show love
- Life lessons and respect
- Inspirational speaker to show youth that their current circumstances do not have to be their forever circumstances.

The SWAG FRC SFSA team is eager to get started on the proposed Action Items. During the SFSA process, all of the team member shared excellent insights into the Resource Center and the community. At many points in the SFSA meetings at the SWAG FRC, great ideas to improve upon existing programs, services and resources were provided by the team. Therefore, the following Action Item was developed, which is tied to the whole SFSA process, not one particular action item.

Action Item #4: Start moving forward as a team to plan the next steps for the previously identified action items.

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). As observed, there were no red or no shade cells in each table. 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 30 (of a possible score of 70) or 43%, suggesting that the services and supports associated with the Knowledge of Parenting and Child Development were implemented with low fidelity to the Center for the Study of Social Policy’s Strengthening Families’ Protective Factor Framework.** However, as noted within this report, this score is impacted by ratings specific to listed items associated with select activities (e.g., parenting “classes” and “education groups”) that the SFSA team deem may not applicable or relevant (as referenced) for the context of service at the SWAG FRC. Alternative, more “individualized” efforts, and partnership with collaborative agencies/organizations are thought to address select service and support needs associated with knowledge of parent and child development.

The aggregate fidelity score from all tabled findings is 30 (of a possible score of 70) or 43%, suggesting that the services and supports associated with the Knowledge of Parenting and Child Development were implemented with low fidelity to the Center for the Study of Social Policy’s Strengthening Families’ Protective Factor Framework.

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



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 common signs of stress include: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none">• 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?**

								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



SWAG-SFSA-Parenting and Child Development Knowledge

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



SWAG-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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.1.2 Staff understand and can explain the development arc for young children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.1.3 Staff can explain to parents how various activities and interactions support their child's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.1.4 Staff participate in regular training that updates their knowledge on advances in understanding child development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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

Strongly
agree Agree Neither
 disagree Disagree Strongly
 disagree 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.4.4 Encourage parents to discuss behavior challenges they may have at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.4.5 Connect parents to other parents who can share or model positive parenting approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG-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

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

☐ ☐ ☐ ☐ ☐ ☐

Strongly
agree

Agree

Neither
agree
nor
disagree

Disagree

Strongly
disagree

N/A

Comments

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

☐ ☐ ☐ ☐ ☐ ☐

Comments

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

☐ ☐ ☐ ☐ ☐ ☐

Comments

3.6.7 Child care is offered while parents are in classes.

☐ ☐ ☐ ☐ ☐ ☐

Comments

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

☐ ☐ ☐ ☐ ☐ ☐

Comments

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.9.2 Parenting classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.9.3 Support groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.9.4 Regular postings on bulletin boards in public spaces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.10.2 Counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.10.3 Support groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.10.4 Mentors/coaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.12.2 A parent appears to be frustrated or stressed and in need of support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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



SWAG-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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.14.2 Different parenting practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.14.3 Parent/child relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.14.4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.14.5 Being especially supportive at the time that special needs are initially identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.14.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.14.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss and other related feelings, and acknowledging the challenges families may be experiencing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.15.3 Supporting parents in understanding appropriate developmental expectations for their children with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.15.5 Being especially supportive at the time that special needs are initially identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.15.6 Connecting parents with materials and websites, support groups, play groups and community resources specific to their children's special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.15.7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG-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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.16.2 Their children's growth and development patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.16.4 Their children's independence and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.16.5 Activities families can use to enhance their children's skills and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.16.6 Signals that development may not be on track.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.17.2 Sharing something positive with parents about their children's behavior and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
3.18.4 Connecting parents to resources and supports that may help to address parenting issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

Appendix C

SWAG Family Resource Center
Strengthening Families Self-Assessment Team

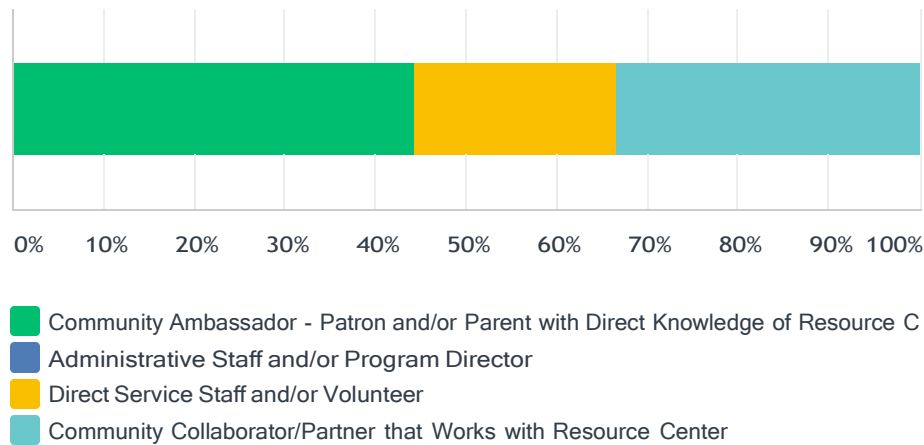
SFSA Tool for Community-Based Programs—
Knowledge of Parenting and Child Development Results

SWAG 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: 9 Skipped: 0

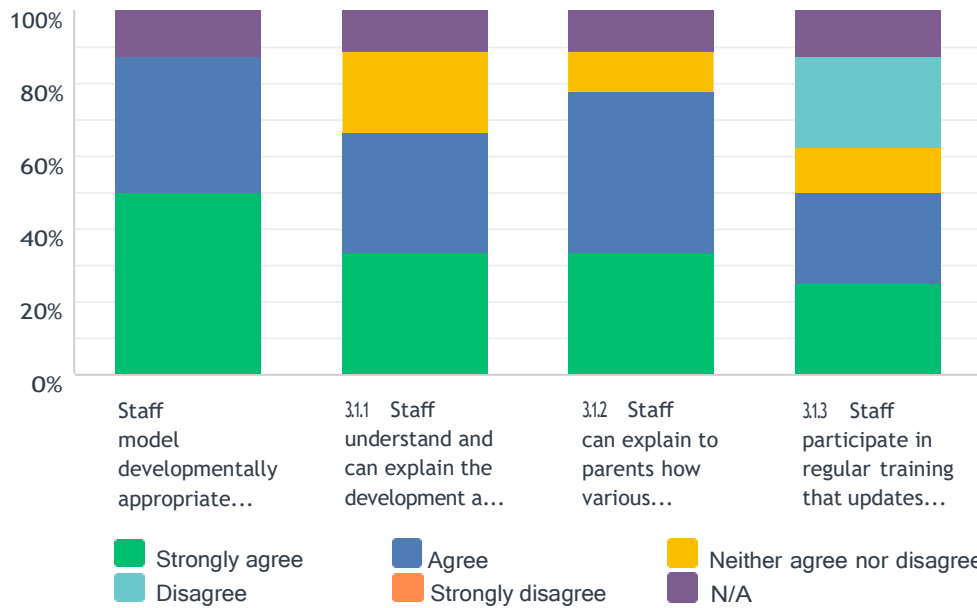


ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	44.44%	4
Administrative Staff and/or Program Director	0.00%	0
Direct Service Staff and/or Volunteer	22.22%	2
Community Collaborator/Partner that Works with Resource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

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

Q 3.1 Staff demonstrate a strong understanding of child development:

Answered: 9 Skipped: 0



	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.	50.00% 4	37.50% 3	0.00% 0	0.00% 0	0.00% 0	12.50% 1	8	4.57
3.1.2 Staff understand and can explain the development arc for young children.	33.33% 3	33.33% 3	22.22% 2	0.00% 0	0.00% 0	11.11% 1	9	4.13
3.1.3 Staff can explain to parents how various activities and interactions support their child's development.	33.33% 3	44.44% 4	11.11% 1	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.	25.00% 2	25.00% 2	12.50% 1	25.00% 2	0.00% 0	12.50% 1	8	3.57

#	COMMENTS FOR "3.1.1 STAFF MODEL DEVELOPMENTALLY APPROPRIATE RESPONSES TO CHILDREN'S BEHAVIOR, INTERESTS, TEMPERAMENTS AND NEED FOR EXPLORATION AND LEARNING."	DATE
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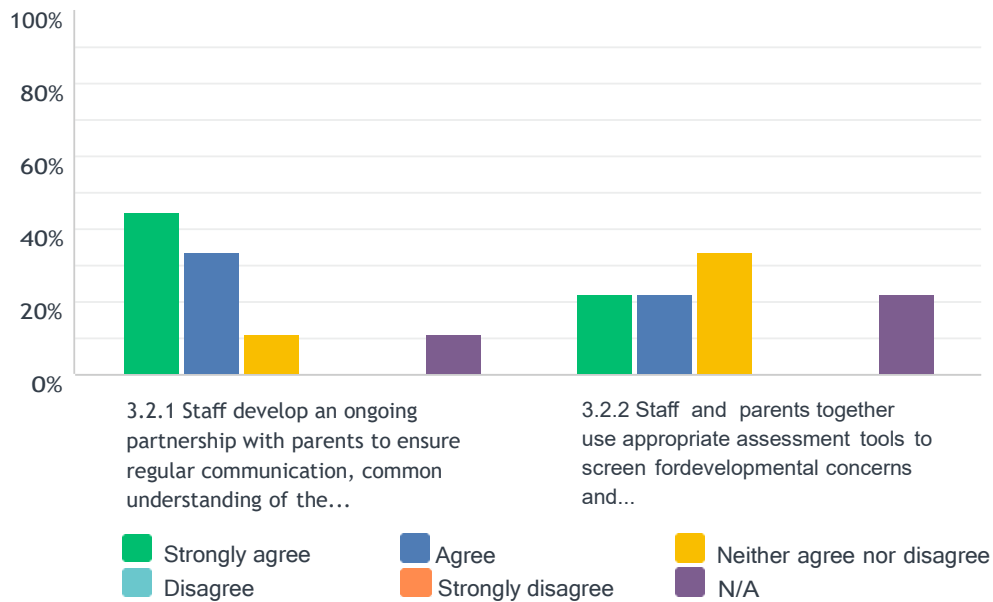
There are no responses.

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

#	COMMENTS FOR "3.1.2 STAFF UNDERSTAND AND CAN EXPLAIN THE DEVELOPMENT ARC FOR YOUNG CHILDREN."	DATE
1	Not sure	7/14/2021 9:23 AM
#	COMMENTS FOR "3.1.3 STAFF CAN EXPLAIN TO PARENTS HOW VARIOUS ACTIVITIES AND INTERACTIONS SUPPORT THEIR CHILD'S DEVELOPMENT."	DATE
1	not sure	7/14/2021 9:23 AM
#	COMMENTS FOR "3.1.4 STAFF PARTICIPATE IN REGULAR TRAINING THAT UPDATES THEIR KNOWLEDGE ON ADVANCES IN UNDERSTANDING CHILD DEVELOPMENT."	DATE
1	not sure	7/14/2021 9:23 AM
2	Don't know specifically about staff's training.	7/5/2021 2:12 PM

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

Answered: 9 Skipped: 0

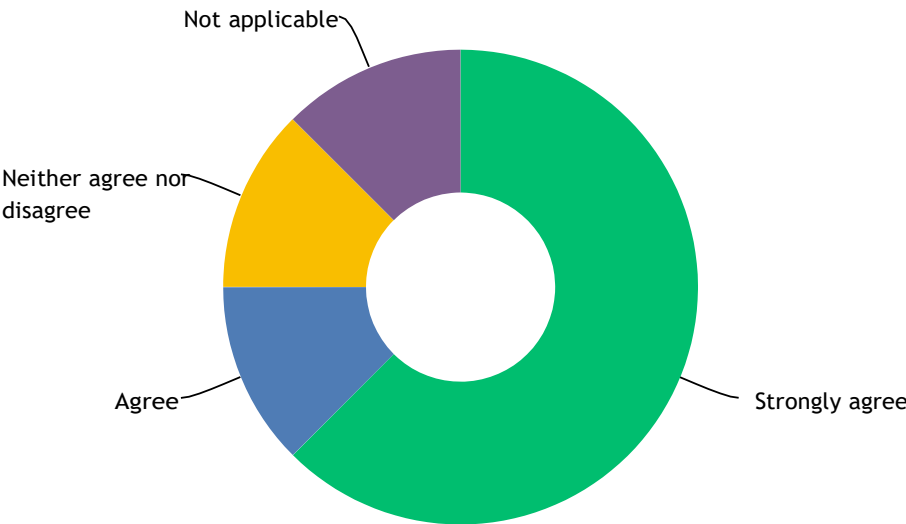


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.2.1 Staff develop an ongoing partnership with parents to ensure regular communication, common understanding of the child's development and coordinated action to provide each child with the appropriate experiences for their developmental stage.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
3.2.2 Staff and parents together use appropriate assessment tools to screen for developmental concerns and monitor development.	22.22% 2	22.22% 2	33.33% 3	0.00% 0	0.00% 0	22.22% 2	9	3.86

#	COMMENTS FOR "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."	DATE
	There are no responses.	
#	COMMENTS FOR "3.2.2 STAFF AND PARENTS TOGETHER USE APPROPRIATE ASSESSMENT TOOLS TO SCREEN FOR DEVELOPMENTAL CONCERNS AND MONITOR DEVELOPMENT."	DATE
1	Not interested	7/14/2021 9:23 AM

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

Answered: 8 Skipped: 1

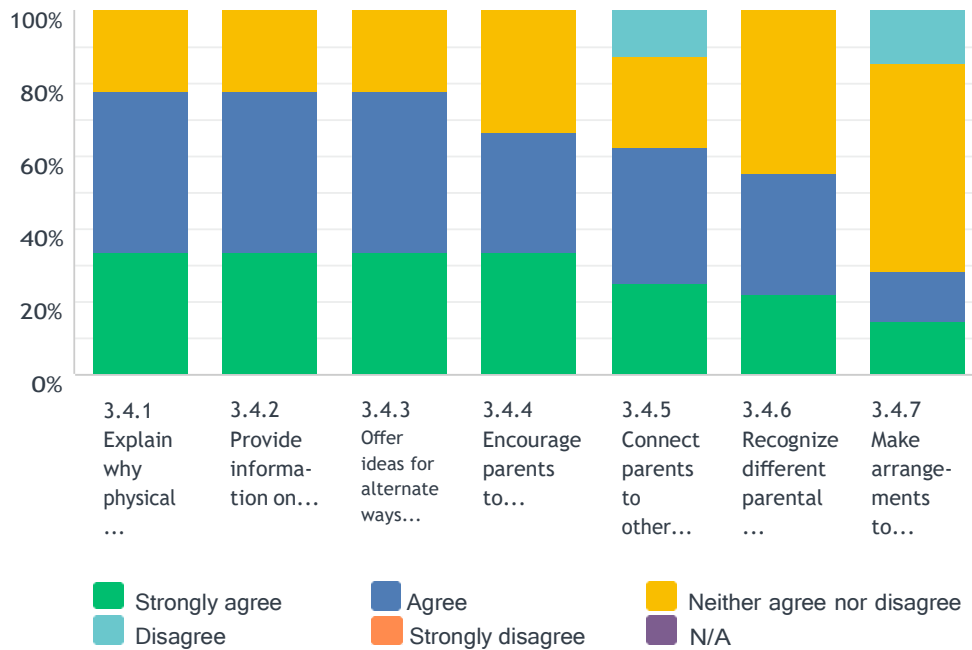


ANSWER CHOICES		RESPONSES	
Strongly agree		62.50%	5
Agree		12.50%	1
Neither agree nor disagree		12.50%	1
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		12.50%	1
TOTAL			8

#	COMMENT	DATE
	There are no responses.	

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

Answered: 9 Skipped: 0



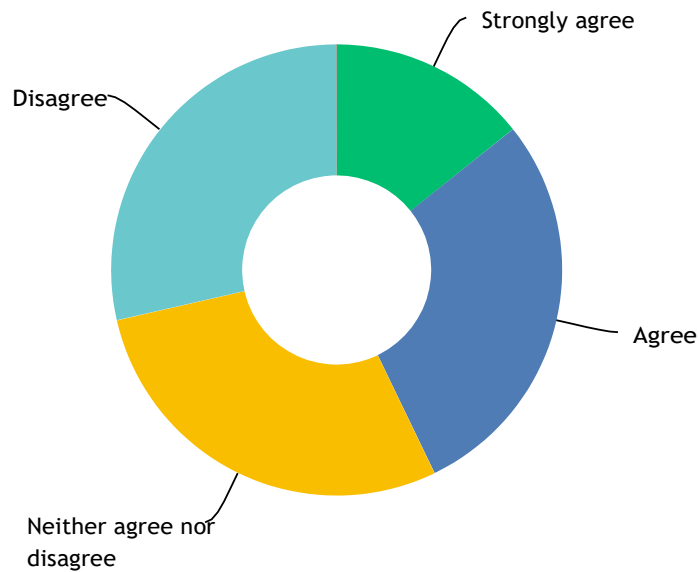
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.4.1 Explain why physical discipline is not allowed in the program, even though this may be different from the family's approach to discipline.	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.11
3.4.2 Provide information on age-appropriate positive discipline techniques and reasonable expectations.	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.11
3.4.3 Offer ideas for alternate ways to manage children's behavior and to recognize and reinforce desired/appropriate behavior.	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.11
3.4.4 Encourage parents to discuss behavior challenges they may have at home.	33.33% 3	33.33% 3	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.00
3.4.5 Connect parents to other parents who can share or model positive parenting approaches.	25.00% 2	37.50% 3	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8	3.75
3.4.6 Recognize different parental and cultural approaches to discipline and discuss them with parents.	22.22% 2	33.33% 3	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9	3.78
3.4.7 Make arrangements to have appropriate language and cultural interpreters to support difficult conversations with families.	14.29% 1	14.29% 1	57.14% 4	14.29% 1	0.00% 0	0.00% 0	7	3.29

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#	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
	There are no responses.	
#	COMMENTS FOR "3.4.2 PROVIDE INFORMATION ON AGE-APPROPRIATE POSITIVE DISCIPLINE TECHNIQUES AND REASONABLE EXPECTATIONS."	DATE
1	Not sure	7/14/2021 9:23 AM
#	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	not sure	7/14/2021 9:23 AM
#	COMMENTS FOR "3.4.4 ENCOURAGE PARENTS TO DISCUSS BEHAVIOR CHALLENGES THEY MAY HAVE AT HOME."	DATE
1	not sure	7/14/2021 9:23 AM
#	COMMENTS FOR "3.4.5 CONNECT PARENTS TO OTHER PARENTS WHO CAN SHARE OR MODEL POSITIVE PARENTING APPROACHES."	DATE
1	not sure	7/14/2021 9:23 AM
2	Don't know.	7/5/2021 2:12 PM
#	COMMENTS FOR "3.4.6 RECOGNIZE DIFFERENT PARENTAL AND CULTURAL APPROACHES TO DISCIPLINE AND DISCUSS THEM WITH PARENTS."	DATE
1	not sure	7/14/2021 9:23 AM
#	COMMENTS FOR "3.4.7 MAKE ARRANGEMENTS TO HAVE APPROPRIATE LANGUAGE AND CULTURAL INTERPRETERS TO SUPPORT DIFFICULT CONVERSATIONS WITH FAMILIES."	DATE
1	not sure	7/14/2021 11:28 AM
2	not sure	7/14/2021 9:23 AM
3	Don't know.	7/5/2021 2:12 PM

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

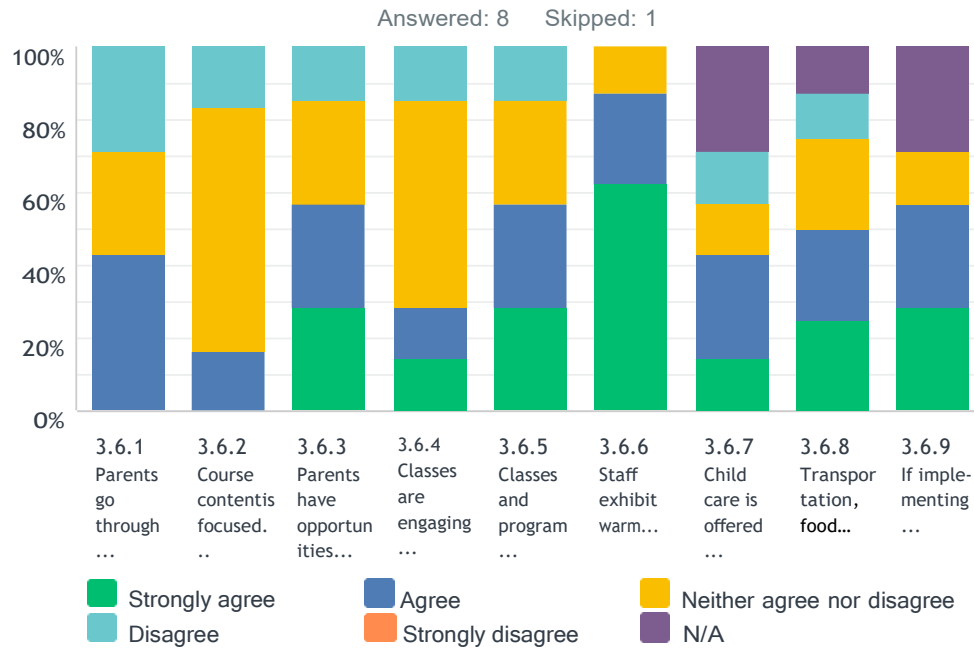
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	14.29%	1
Agree	28.57%	2
Neither agree nor disagree	28.57%	2
Disagree	28.57%	2
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		7

#	COMMENT	DATE
1	patron left blank on paper survey	7/15/2021 3:15 PM
2	not sure	7/14/2021 3:22 PM
3	parent education classes are not offered at the resource centers but parents can be provided information and referred to other agencies that do offer the service.	7/13/2021 5:44 PM
4	Don't know if this is formally offered. I know it happens informally.	7/5/2021 2:21 PM

Q 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	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.	0.00% 0	42.86% 3	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7	3.14
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.	0.00% 0	16.67% 1	66.67% 4	16.67% 1	0.00% 0	0.00% 0	6	3.00
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.	28.57% 2	28.57% 2	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7	3.71
3.6.4 Classes are engaging and interactive with opportunities for discussion and reflection (rather than being overly reliant on lecture and written information).	14.29% 1	14.29% 1	57.14% 4	14.29% 1	0.00% 0	0.00% 0	7	3.29
3.6.5 Classes and programs are delivered by staff with appropriate training and credentials for the program.	28.57% 2	28.57% 2	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7	3.71
3.6.6 Staff exhibit warmth, genuineness, flexibility, empathy and good communication skills with families.	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.50
3.6.7 Child care is offered while parents are in classes.	14.29% 1	28.57% 2	14.29% 1	14.29% 1	0.00% 0	28.57% 2	7	3.60
3.6.8 Transportation, food or other supports are provided as appropriate to enable parents to participate.	25.00% 2	25.00% 2	25.00% 2	12.50% 1	0.00% 0	12.50% 1	8	3.71
3.6.9 If implementing an evidence-based or proven program, the program is delivered with fidelity to the original	28.57% 2	28.57% 2	14.29% 1	0.00% 0	0.00% 0	28.57% 2	7	4.20

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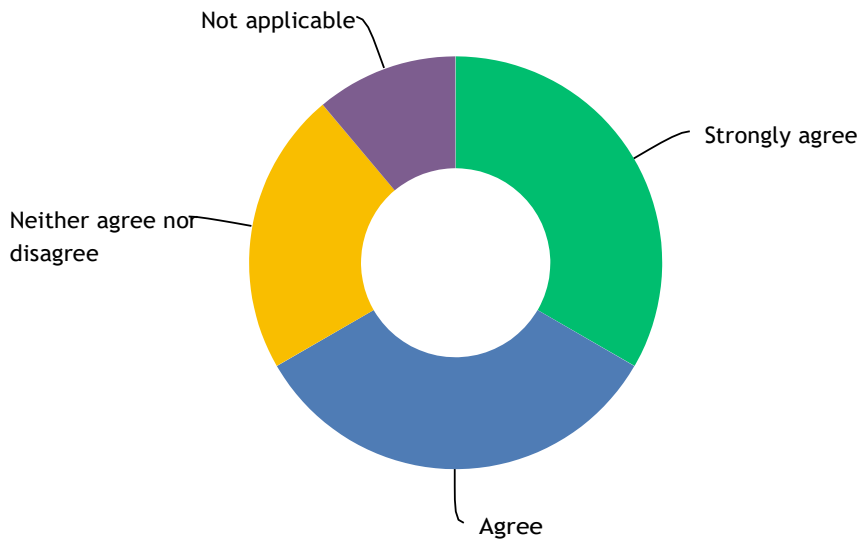
#	COMMENTS FOR "3.6.1 PARENTS GO THROUGH A SERIES OF CLASSES AS A GROUP - WITH OTHER FORMS OF CONTACT BETWEEN CLASSES TO MAINTAIN THEIR ENGAGEMENT."	DATE
1	more groups need to be available	7/14/2021 4:39 PM
2	not sure	7/14/2021 3:22 PM
3	DK	7/13/2021 5:44 PM
4	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "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."	DATE
1	not sure	7/14/2021 3:22 PM
2	DK	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 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	7/14/2021 3:22 PM
2	DK	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.6.4 CLASSES ARE ENGAGING AND INTERACTIVE WITH OPPORTUNITIES FOR DISCUSSION AND REFLECTION (RATHER THAN BEING OVERLY RELIANT ON LECTURE AND WRITTEN INFORMATION)."	DATE
1	not sure	7/14/2021 3:22 PM
2	DK	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 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	7/14/2021 3:22 PM
2	DK	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.6.6 STAFF EXHIBIT WARMTH, GENUINENESS, FLEXIBILITY, EMPATHY AND GOOD COMMUNICATION SKILLS WITH FAMILIES."	DATE
1	DK	7/13/2021 5:44 PM
#	COMMENTS FOR "3.6.7 CHILD CARE IS OFFERED WHILE PARENTS ARE IN CLASSES."	DATE
1	not sure	7/14/2021 3:22 PM
2	DK	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.6.8 TRANSPORTATION, FOOD OR OTHER SUPPORTS ARE PROVIDED AS APPROPRIATE TO ENABLE PARENTS TO PARTICIPATE."	DATE
1	lack of transportation (need a swag car!!!)	7/14/2021 4:39 PM

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2	DK	7/13/2021 5:44 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	not sure	7/14/2021 3:22 PM
2	DK	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 PM

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

Answered: 9 Skipped: 0

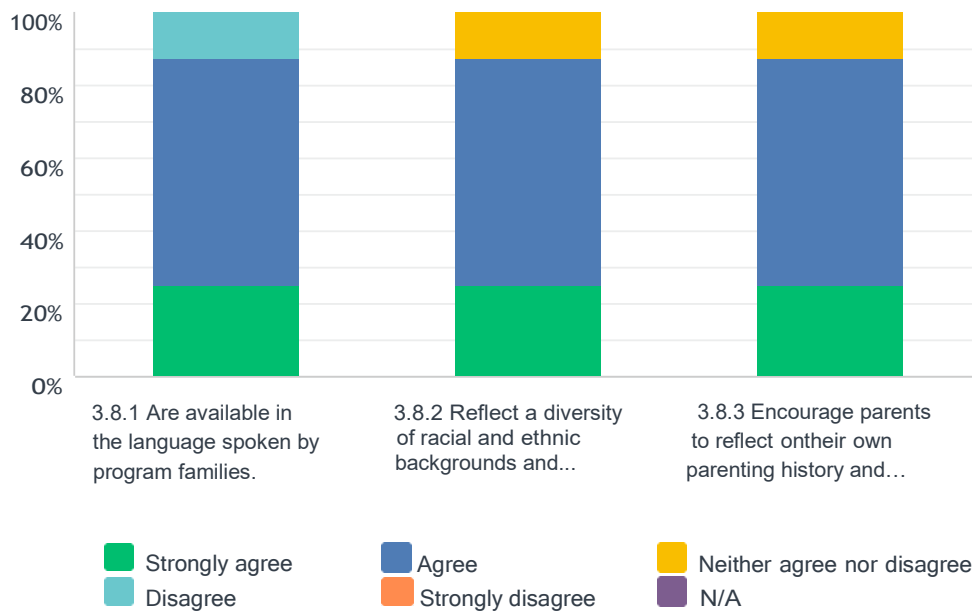


ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	3
Agree	33.33%	3
Neither agree nor disagree	22.22%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
1	not sure	7/14/2021 3:22 PM

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

Answered: 8 Skipped: 1

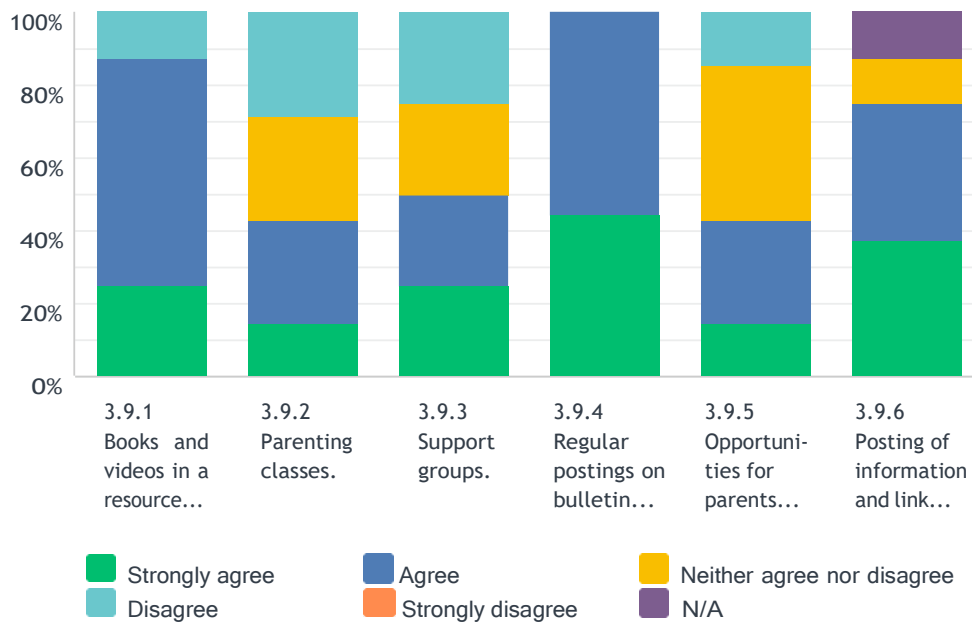


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.8.1 Are available in the language spoken by program families.	25.00% 2	62.50% 5	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.00
3.8.2 Reflect a diversity of racial and ethnic backgrounds and family structures.	25.00% 2	62.50% 5	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.13
3.8.3 Encourage parents to reflect on their own parenting history and culture, rather than encouraging stereotypes.	25.00% 2	62.50% 5	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.13

#	COMMENTS FOR "3.8.1 ARE AVAILABLE IN THE LANGUAGE SPOKEN BY PROGRAM FAMILIES."	DATE
1	Don't know. Assume so.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.8.2 REFLECT A DIVERSITY OF RACIAL AND ETHNIC BACKGROUNDS AND FAMILY STRUCTURES."	DATE
1	not sure	7/14/2021 3:22 PM
2	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.8.3 ENCOURAGE PARENTS TO REFLECT ON THEIR OWN PARENTING HISTORY AND CULTURE, RATHER THAN ENCOURAGING STEREOTYPES."	DATE
1	not sure	7/14/2021 3:22 PM
2	Don't know.	7/5/2021 2:21 PM

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

Answered: 9 Skipped: 0



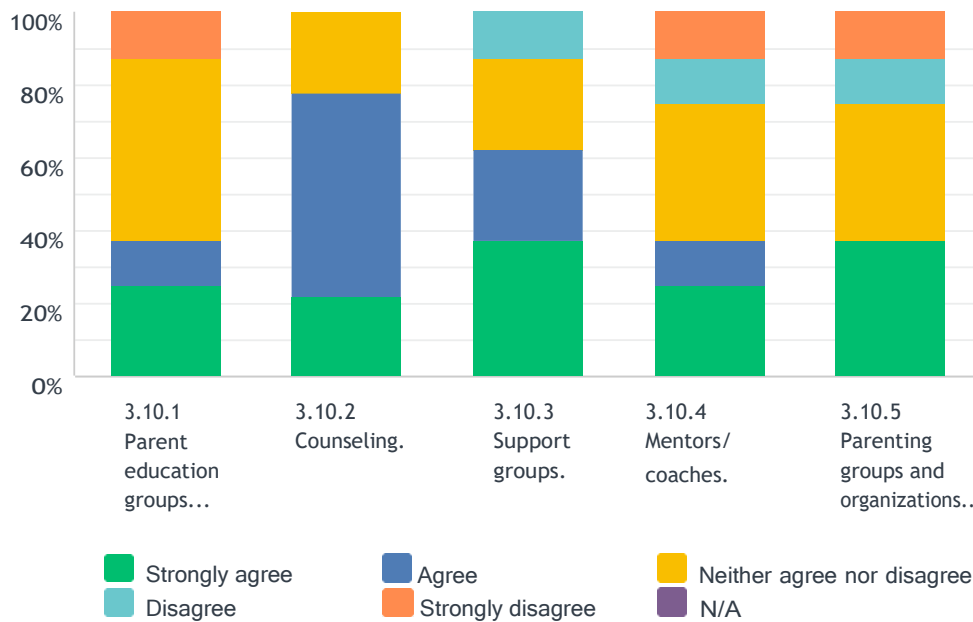
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.9.1 Books and videos in a resource library.	25.00% 2	62.50% 5	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.00
3.9.2 Parenting classes.	14.29% 1	28.57% 2	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7	3.29
3.9.3 Support groups.	25.00% 2	25.00% 2	25.00% 2	25.00% 2	0.00% 0	0.00% 0	8	3.50
3.9.4 Regular postings on bulletin boards in public spaces.	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.44
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.	14.29% 1	28.57% 2	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7	3.43
3.9.6 Posting of information and links on a program website and/or social media pages accessed by participants.	37.50% 3	37.50% 3	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8	4.29

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#	COMMENTS FOR "3.9.1 BOOKS AND VIDEOS IN A RESOURCE LIBRARY."	DATE
1	not sure	7/14/2021 11:36 AM
#	COMMENTS FOR "3.9.2 PARENTING CLASSES."	DATE
1	Not sure	7/14/2021 3:22 PM
2	not sure	7/14/2021 11:36 AM
3	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.9.3 SUPPORT GROUPS."	DATE
1	need more mom groups	7/14/2021 4:39 PM
2	Not sure	7/14/2021 3:22 PM
3	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.9.4 REGULAR POSTINGS ON BULLETIN BOARDS IN PUBLIC SPACES."	DATE
1	Excellent	7/14/2021 3:22 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	7/14/2021 3:22 PM
2	not sure	7/14/2021 11:36 AM
3	Don't know.	7/5/2021 2:21 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	Don't know.	7/5/2021 2:21 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: 0



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.10.1 Parent education groups (including fatherhood groups).	25.00% 2	12.50% 1	50.00% 4	0.00% 0	12.50% 1	0.00% 0	8	3.38
3.10.2 Counseling.	22.22% 2	55.56% 5	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.00
3.10.3 Support groups.	37.50% 3	25.00% 2	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8	3.88
3.10.4 Mentors/coaches.	25.00% 2	12.50% 1	37.50% 3	12.50% 1	12.50% 1	0.00% 0	8	3.25
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.	37.50% 3	0.00% 0	37.50% 3	12.50% 1	12.50% 1	0.00% 0	8	3.38

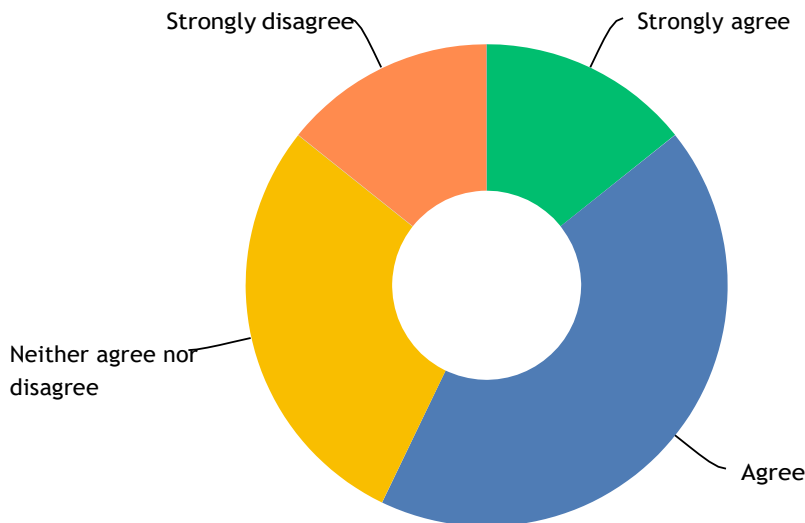
#	COMMENTS FOR "3.10.1 PARENT EDUCATION GROUPS (INCLUDING FATHERHOOD GROUPS)."	DATE
1	Agency does a superb job with referring families out to all community resources	7/14/2021 3:22 PM
2	when opportunities are available	7/13/2021 5:44 PM

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3	Don't know specifics.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.10.2 COUNSELING."	DATE
1	need counselor onsite	7/14/2021 4:39 PM
2	Agency does a superb job with referring families out to all community resources	7/14/2021 3:22 PM
3	Assume this is done by SWAG staff.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.10.3 SUPPORT GROUPS."	DATE
1	Agency does a superb job with referring families out to all community resources	7/14/2021 3:22 PM
2	Don't know.	7/5/2021 2:21 PM
#	COMMENTS FOR "3.10.4 MENTORS/COACHES."	DATE
1	Agency does a superb job with referring families out to all community resources	7/14/2021 3:22 PM
2	if opportunity is available	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 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	Agency does a superb job with referring families out to all community resources	7/14/2021 3:22 PM
2	when opportunities are available	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 PM

Q 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)

Answered: 7 Skipped: 2

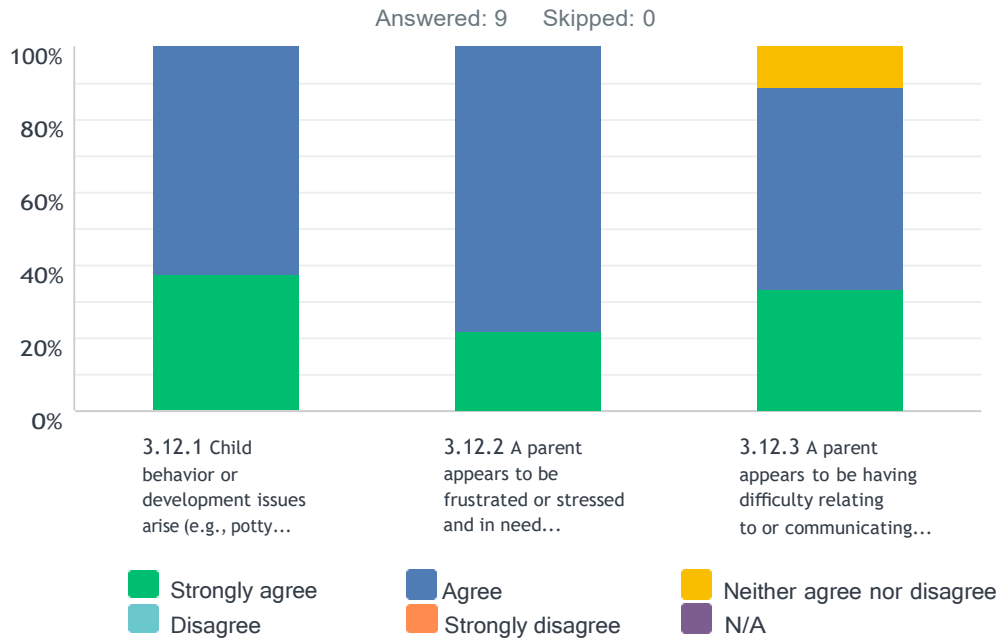


ANSWER CHOICES	RESPONSES	
Strongly agree	14.29%	1
Agree	42.86%	3
Neither agree nor disagree	28.57%	2
Disagree	0.00%	0
Strongly disagree	14.29%	1
Not applicable	0.00%	0
TOTAL		7

#	COMMENT	DATE
1	Agency does a superb job with referring families out to all community resources	7/14/2021 3:22 PM
2	N/A	7/13/2021 5:44 PM
3	Don't know.	7/5/2021 2:21 PM

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

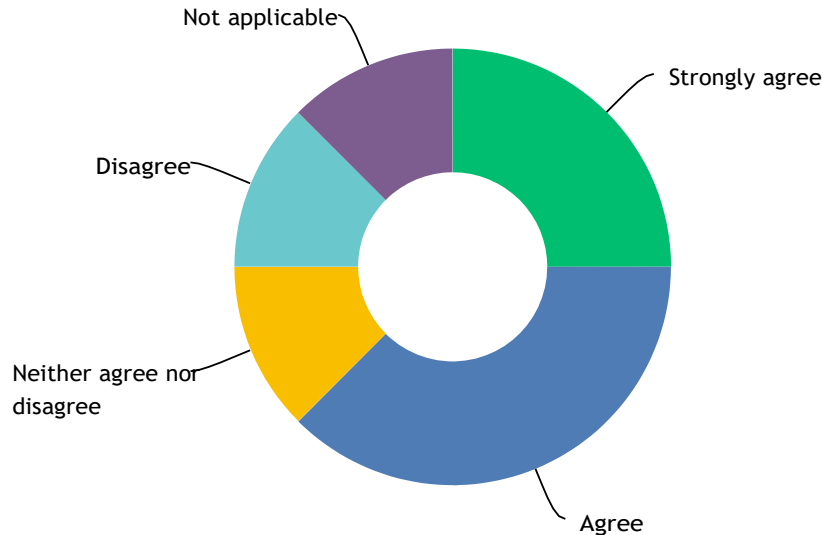


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.12.1 Child behavior or development issues arise (e.g., potty training, changes in eating or sleeping patterns, separation issues, aggressive behavior).	37.50% 3	62.50% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.38
3.12.2 A parent appears to be frustrated or stressed and in need of support.	22.22% 2	77.78% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.22
3.12.3 A parent appears to be having difficulty relating to or communicating with their child.	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.22

#	COMMENTS FOR "3.12.1 CHILD BEHAVIOR OR DEVELOPMENT ISSUES ARISE (E.G.,POTTY TRAINING, CHANGES IN EATING OR SLEEPING PATTERNS, SEPARATION ISSUES, AGGRESSIVE BEHAVIOR)."	DATE
1	N/A	7/13/2021 5:44 PM
#	COMMENTS FOR "3.12.2 A PARENT APPEARS TO BE FRUSTRATED OR STRESSEDAND IN NEED OF SUPPORT."	DATE
	There are no responses.	
#	COMMENTS FOR "3.12.3 A PARENT APPEARS TO BE HAVING DIFFICULTY RELATINGTO OR COMMUNICATING WITH THEIR CHILD."	DATE
1	I believe all of these things are done when staff is aware of them through interactions with the parents at the center.	7/5/2021 2:21 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: 1

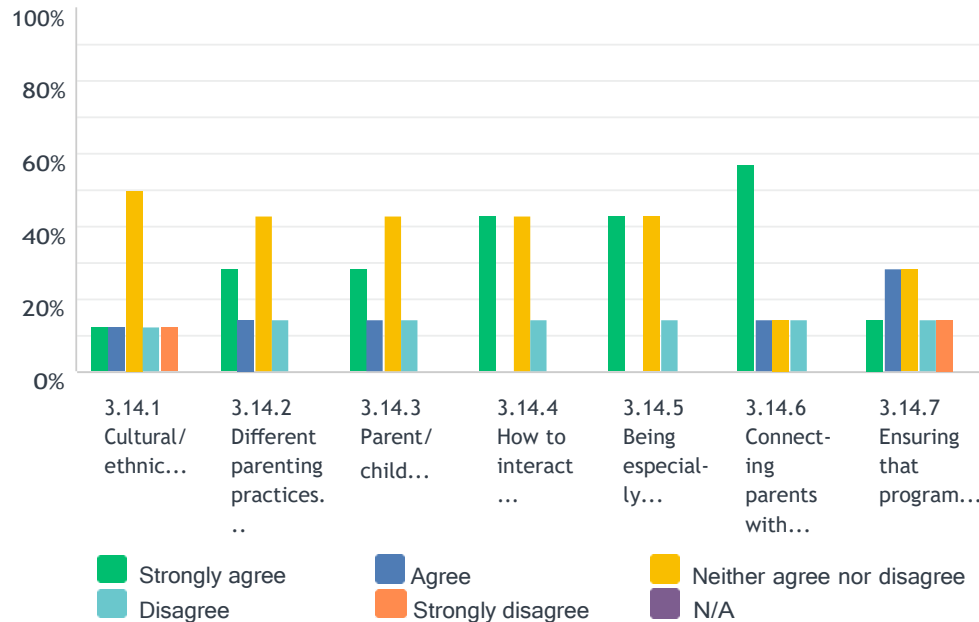


ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	2
Agree	37.50%	3
Neither agree nor disagree	12.50%	1
Disagree	12.50%	1
Strongly disagree	0.00%	0
Not applicable	12.50%	1
TOTAL		8

#	COMMENT	DATE
1	fathers need to be more involved	7/14/2021 11:36 AM
2	Not offered at the resource centers but parents can be provided information and referred to other agencies that do offer these services.	7/13/2021 5:44 PM
3	Don't know if this is done at the center. I do know we have baby gifts for new mothers and can make sure new parents know about existing programs and resources. Critical items like pack & plays are offered for safe sleeping, etc.	7/5/2021 2:21 PM

Q 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:

Answered: 8 Skipped: 1



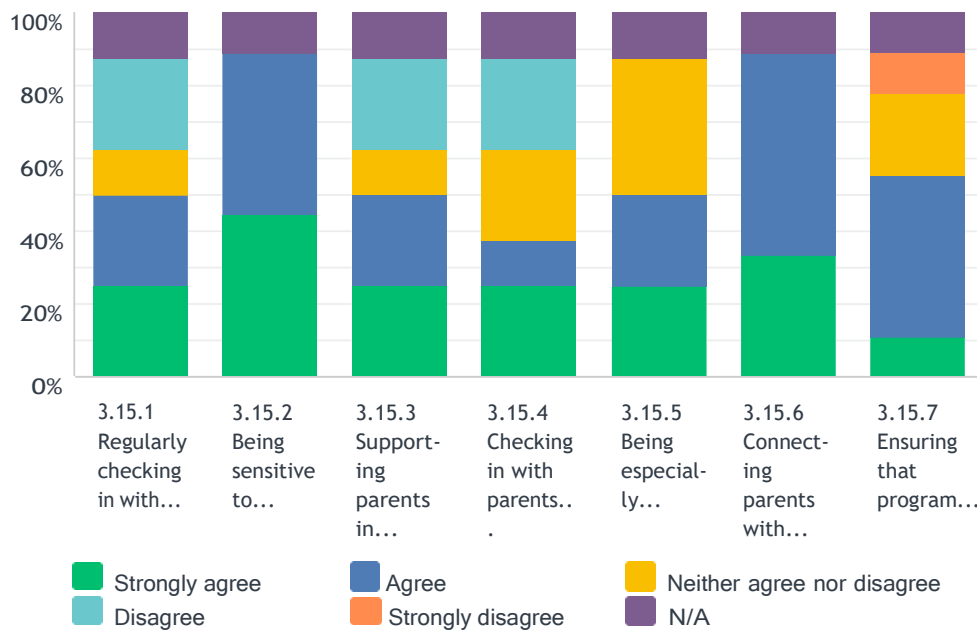
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3. 14. 1 Cultural/ethnic expectations and practices about parenting.	12.50% 1	12.50% 1	50.00% 4	12.50% 1	12.50% 1	0.00% 0	8	3.00
3. 14. 2 Different parenting practices.	28.57% 2	14.29% 1	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7	3.57
3. 14. 3 Parent/child relationships.	28.57% 2	14.29% 1	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7	3.57
3. 14. 4 How to interact effectively with their children (e.g., listening; appreciating ideas, efforts and feelings; creating a non-threatening environment).	42.86% 3	0.00% 0	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7	3.71
3. 14. 5 Being especially supportive at the time that special needs are initially identified.	42.86% 3	0.00% 0	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7	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.	57.14% 4	14.29% 1	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7	4.14
3. 14. 7 Ensuring that program parent-child activities are appropriate for families with children with special needs.	14.29% 1	28.57% 2	28.57% 2	14.29% 1	14.29% 1	0.00% 0	7	3.14

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#	COMMENTS FOR "3.14.1 CULTURAL/ETHNIC EXPECTATIONS AND PRACTICES ABOUT PARENTING."	DATE
1	N/A Resource Centers received training but have not began hosting parent cafes	7/13/2021 5:50 PM
2	Don't know.	7/5/2021 2:23 PM
#	COMMENTS FOR "3.14.2 DIFFERENT PARENTING PRACTICES."	DATE
1	N/A	7/13/2021 5:50 PM
2	Don't know.	7/5/2021 2:23 PM
#	COMMENTS FOR "3.14.3 PARENT/CHILD RELATIONSHIPS."	DATE
1	N/A	7/13/2021 5:50 PM
2	Don't know.	7/5/2021 2:23 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	7/13/2021 5:50 PM
2	Don't know.	7/5/2021 2:23 PM
#	COMMENTS FOR "3.14.5 BEING ESPECIALLY SUPPORTIVE AT THE TIME THAT SPECIAL NEEDS ARE INITIALLY IDENTIFIED."	DATE
1	N/A	7/13/2021 5:50 PM
2	Don't know.	7/5/2021 2:23 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	Agency does a superb job with referring families out to all community resources	7/14/2021 3:24 PM
2	N/A	7/13/2021 5:50 PM
3	Don't know.	7/5/2021 2:23 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	7/13/2021 5:50 PM
2	Don't know.	7/5/2021 2:23 PM

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

Answered: 9 Skipped: 0



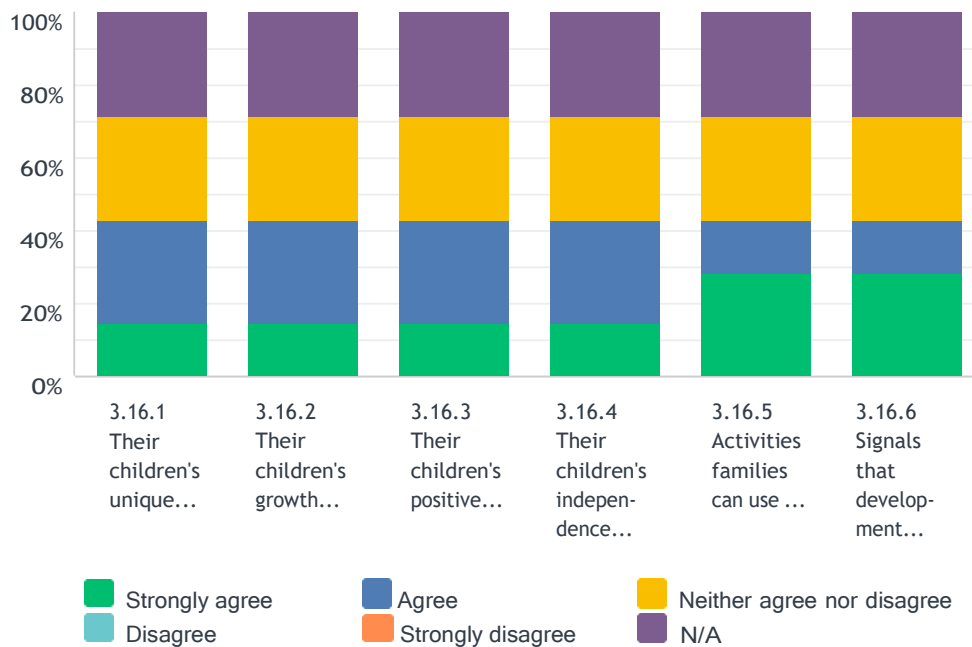
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.15.1 Regularly checking in with parents about parenting issues.	25.00% 2	25.00% 2	12.50% 1	25.00% 2	0.00% 0	12.50% 1	8	3.57
3.15.2 Being sensitive to parents' frustration, protectiveness, guilt, loss 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.	25.00% 2	25.00% 2	12.50% 1	25.00% 2	0.00% 0	12.50% 1	8	3.57
3.15.4 Checking in with parents about the impact their children's special needs may have on family dynamics and parental stress.	25.00% 2	12.50% 1	25.00% 2	25.00% 2	0.00% 0	12.50% 1	8	3.43
3.15.5 Being especially supportive at the time that special needs are initially identified.	25.00% 2	25.00% 2	37.50% 3	0.00% 0	0.00% 0	12.50% 1	8	3.86
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.	11.11% 1	44.44% 4	22.22% 2	0.00% 0	11.11% 1	11.11% 1	9	3.50

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#	COMMENTS FOR "3.15.1 REGULARLY CHECKING IN WITH PARENTS ABOUT PARENTING ISSUES."	DATE
1	Don't know.	7/5/2021 2:23 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
	There are no responses.	
#	COMMENTS FOR "3.15.3 SUPPORTING PARENTS IN UNDERSTANDING APPROPRIATE DEVELOPMENTAL EXPECTATIONS FOR THEIR CHILDREN WITH SPECIAL NEEDS."	DATE
1	Don't know. I believe so.	7/5/2021 2:23 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	Don't know.	7/5/2021 2:23 PM
#	COMMENTS FOR "3.15.5 BEING ESPECIALLY SUPPORTIVE AT THE TIME THAT SPECIAL NEEDS ARE INITIALLY IDENTIFIED."	DATE
1	Don't know.	7/5/2021 2:23 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	I'm sure that connecting parents with special needs children to available resources occurs. Don't know specifics.	7/5/2021 2:23 PM
#	COMMENTS FOR "3.15.7 ENSURING THAT PROGRAM PARENT-CHILD ACTIVITIES ARE APPROPRIATE FOR FAMILIES WITH CHILDREN WITH SPECIAL NEEDS."	DATE
	There are no responses.	

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

Answered: 7 Skipped: 2



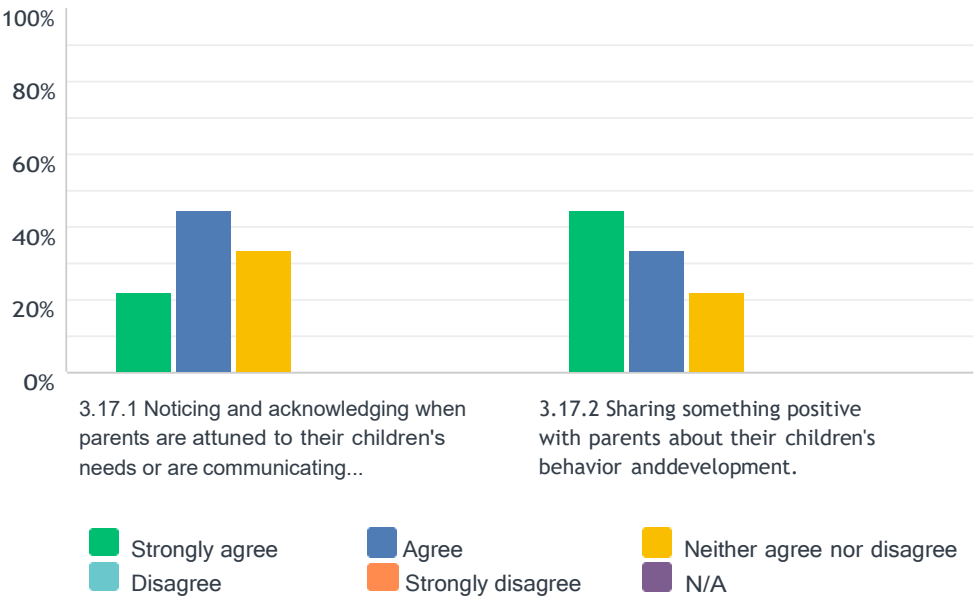
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
3.16.1 Their children's unique assets, temperament, personality, communication styles and behavioral cues.	14.29% 1	28.57% 2	28.57% 2	0.00% 0	0.00% 0	28.57% 2	7	3.80
3.16.2 Their children's growth and development patterns.	14.29% 1	28.57% 2	28.57% 2	0.00% 0	0.00% 0	28.57% 2	7	3.80
3.16.3 Their children's positive social skills and developmentally appropriate emotional behavior.	14.29% 1	28.57% 2	28.57% 2	0.00% 0	0.00% 0	28.57% 2	7	3.80
3.16.4 Their children's independence and abilities.	14.29% 1	28.57% 2	28.57% 2	0.00% 0	0.00% 0	28.57% 2	7	3.80
3.16.5 Activities families can use to enhance their children's skills and development.	28.57% 2	14.29% 1	28.57% 2	0.00% 0	0.00% 0	28.57% 2	7	4.00
3.16.6 Signals that development may not be on track.	28.57% 2	14.29% 1	28.57% 2	0.00% 0	0.00% 0	28.57% 2	7	4.00

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

#	COMMENTS FOR "3.16.1 THEIR CHILDREN'S UNIQUE ASSETS, TEMPERAMENT, PERSONALITY, COMMUNICATION STYLES AND BEHAVIORAL CUES."	DATE
1	Not sure about home visitation piece	7/14/2021 3:25 PM
2	N/A	7/13/2021 5:52 PM
3	Don't know about home visiting in this program.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.16.2 THEIR CHILDREN'S GROWTH AND DEVELOPMENT PATTERNS."	DATE
1	N/A	7/13/2021 5:52 PM
2	Don't know about home visiting in this program.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.16.3 THEIR CHILDREN'S POSITIVE SOCIAL SKILLS AND DEVELOPMENTALLY APPROPRIATE EMOTIONAL BEHAVIOR."	DATE
1	N/A	7/13/2021 5:52 PM
2	Don't know about home visiting in this program.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.16.4 THEIR CHILDREN'S INDEPENDENCE AND ABILITIES."	DATE
1	N/A	7/13/2021 5:52 PM
2	Don't know about home visiting in this program.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.16.5 ACTIVITIES FAMILIES CAN USE TO ENHANCE THEIR CHILDREN'S SKILLS AND DEVELOPMENT."	DATE
1	N/A	7/13/2021 5:52 PM
2	Don't know about home visiting in this program.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.16.6 SIGNALS THAT DEVELOPMENT MAY NOT BE ON TRACK."	DATE
1	N/A	7/13/2021 5:52 PM
2	Don't know about home visiting in this program.	7/5/2021 2:26 PM

Q 3.17 Staff reinforce positive parent-child interactions by:

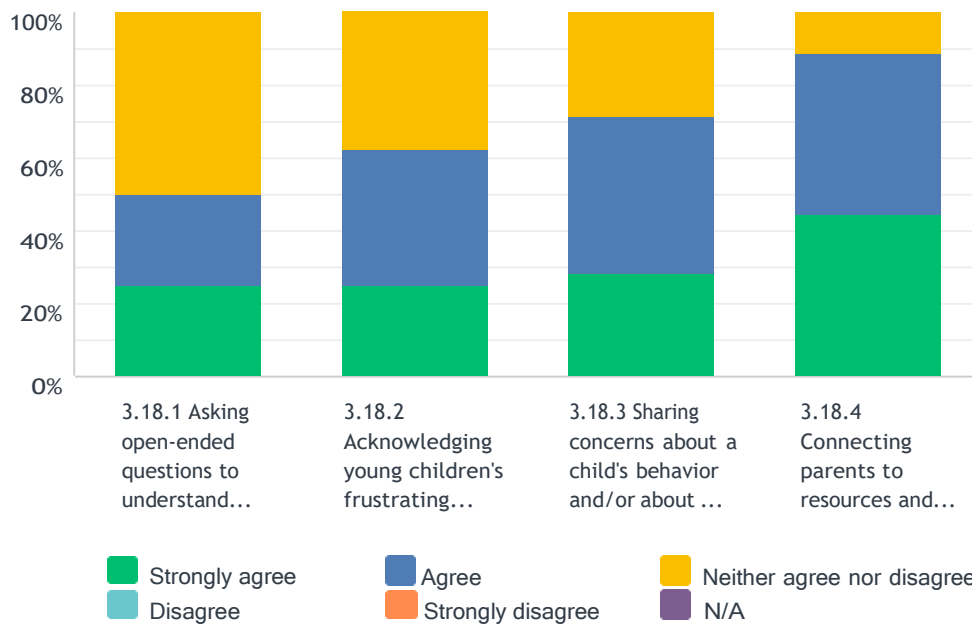
Answered: 9 Skipped: 0



	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.	22.22% 2	44.44% 4	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	3.89
3.17.2 Sharing something positive with parents about their children's behavior and development.	44.44% 4	33.33% 3	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.22

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

Answered: 9 Skipped: 0



	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.	25.00% 2	25.00% 2	50.00% 4	0.00% 0	0.00% 0	0.00% 0	8	3.75
3.18.2 Acknowledging young children's frustrating behavior and recognizing parents' efforts to deal with it effectively.	25.00% 2	37.50% 3	37.50% 3	0.00% 0	0.00% 0	0.00% 0	8	3.88
3.18.3 Sharing concerns about a child's behavior and/or about the parents' parenting practices and respectfully offering alternatives.	28.57% 2	42.86% 3	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7	4.00
3.18.4 Connecting parents to resources and supports that may help to address parenting issues.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33

#	COMMENTS FOR "3.18.1 ASKING OPEN-ENDED QUESTIONS TO UNDERSTAND THE BEHAVIOR FROM THE PARENT'S PERSPECTIVE."	DATE
1	Don't know.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.18.2 ACKNOWLEDGING YOUNG CHILDREN'S FRUSTRATING BEHAVIOR AND RECOGNIZING PARENTS' EFFORTS TO DEAL WITH IT EFFECTIVELY."	DATE

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

1	Don't know.	7/5/2021 2:26 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	Don't know.	7/5/2021 2:26 PM
#	COMMENTS FOR "3.18.4 CONNECTING PARENTS TO RESOURCES AND SUPPORTS THAT MAY HELP TO ADDRESS PARENTING ISSUES."	DATE
1	Again, this is a strength of the center staff.	7/5/2021 2:26 PM



The Southwest Advocacy Group (SWAG) Family 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), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), Dorothy Benson, Lynda Bowie-Locklear, Reva Brewster, Dennis Franklin, Euricka Franklin, Dawn Harper, Shandra Nichols, Cassandra Roncarti, Toni Spoliansky & Robin Wilkerson (SWAG SFSA Team)

Institute for Child and Family Services Research



This report was funded by the Children's Bureau; Administration on Children, Youth, and Families; Administration for Children and Families, U.S. Department of Health and Human Services, under grant # 90CA1868. The contents of this report are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau.

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Suggested Citation:

Perry, R., David-John, M., Benson, D., Bowie-Locklear, L., Brewster, R., Franklin, D., Franklin, E., Harper, D., Nichols, S., Roncarti, C., Spoliansky, T., & Wilkerson, R (2021). *The Southwest Advocacy Group (SWAG) Family 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.

Introduction

This report summarizes findings from, and recommendations developed by, the Southwest Advocacy Group (SWAG) Family 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 by the SWAG SFSA Team with a specific focus on items 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 community served by the SWAG Family Resource Center. Specific strengths associated with promoting parental resilience have been identified along with recommended action items for enhancing responsiveness to address this protective factor.

The SWAG Family 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 family 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 ultimate goal of preventing child maltreatment and reducing entries into foster care. One of the major strengths of the RC Model utilized at the four existing sites (which includes the SWAG FRC) 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. Seeking to build upon the perceived success of PSF's first Resource Center, partnerships were established to open a second Resource Center. The Southwest Advocacy Group (SWAG) was an established entity in the community that historically worked toward improving the lives of residents in southwest Gainesville by conducting needs assessments and advocating (to public and private organizations) to increase residents' access to resources. SWAG approached PSF about opening a similar Resource Center to serve the 32607 and 32608 zip codes (Linton Oaks and surrounding neighborhoods). PSF had a strong interest in strengthening the southwest

Gainesville community through collaborative efforts. In June 2010, members of SWAG went door-to-door to reach out to area residents about some of the services and resources they felt they most needed. This community-based needs assessment identified concerns regarding crime, housing, and transportation among neighborhood residents. Collectively, residents, advocates, service providers and community leaders were also concerned with the health, education, income, domestic violence, and child maltreatment disparities in southwest Gainesville. With the donation of a building from the Alachua County Board of County Commissioners and tremendous community support and financial contributions from a number of community partners (public and private) including the City of Gainesville, Rotary International, Tower Hill Insurance Agency, Kiwanis, Oelrich Construction and others, the SWAG Family Resource Center opened its doors to the community in June 2012 and has been providing continuous supports and services to individuals and families since.

The SWAG FRC was designed to provide easily accessible, non-stigmatizing place for community members to seek needed services and supports. All PSF's 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 SWAG Family 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 SWAG Family 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 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 three parents/patrons 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 the protective factors. These processes were followed in the establishment of the SWAG SFSA Team. Composition (see below) includes two administrators and direct service staff (Shandra Nichols and Robin Wilkerson), three community collaborators (Dorothy Benson, Dawn Harper, and Lynda Locklear) and four Community Ambassadors (Reva Brewster, Dennis Franklin, Euricka Franklin, and Cassandra Roncarti). 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.

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

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/>

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 SWAG FRC 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 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 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 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—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 SWAG FRC. 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 SWAG SFSA Team took place on June 30, 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 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 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 July 26 and September 8. The dates and times of meeting were in accordance with preferred times and schedules of all team members and attendees.

The SWAG Strengthening Families Self-Assessment Team

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



Dorothy Benson – SWAG Board Member

Dorothy A. Benson was born and raised in Tampa, FL, but moved to Gainesville as she was raising her family. The Bensons have lived in the Gainesville community since 1989. Dorothy fell in love with Gainesville, and it quickly came to feel like "home." Dorothy was a homemaker and a mom who got involved in her community after seeing Dr. Nancy Hardt's density maps showing high concentrations of Medicaid births and babies being born underweight in southwest Gainesville. At that time in 2008, Dorothy's youngest son was just heading off to college, and she was able to devote her time to community organizing. After connecting to SWAG community members like Joan Canton, Dorothy began advocating for the children and families in southwest Gainesville at the county commission meetings and helped Joan and others found the

Southwest Advocacy Group (SWAG) in 2010. SWAG is grassroots, community-based group that soon became a certified 501(c)(3) non-profit. SWAG works closely with Partnership for Strong Families and other community partners to bring greater opportunities and resources to the SWAG neighborhoods through the SWAG Family Resource Center, the SW Health Clinic, and the CHILD Center - a model demonstration childcare center. Dorothy has loved being a part of the Strengthening Families Self-Assessment Team because it has allowed us to look back on where we started, where we are now, and how we can best grow to better serve families and children in our community. Dorothy has been married to my supportive husband, Keyton, for 40 years. They raised two children in Gainesville, our daughter, Brenna now 37, and our son Keyton Jr. now 32. Dorothy is an avid walker and bird watcher, and she loves working with the SWAG board and community partners to bring positive changes to this wonderful community we call home. Dorothy loves the SWAG Family Resource Center because it provides a loving, safe and nurturing place for our community to come together and focus our greater collective resources to support children, families, and our seniors. The SWAG FRC provides a tangible place where people can share their love for each other through many volunteer opportunities.

Lynda Bowie-Locklear - Episcopal Children's Services

Lynda L Bowie-Locklear was born and raised in Minter, AL, and has been a part of the Alachua County community for 28 years. Lynda is married and have two children who she raised in the Alachua County Community. Lynda career started back in 2003 in early childhood education with Child Care Resources which lead her to The Early Learning Coalition of Alachua County for the next 12 years, and a year with Episcopal Children Services. Lynda continues working in the community with families through workforce with CareerSource NCFL as the WIOA Youth Program Coordinator.



Lynda has been a partner to Partnership for Strong Families Resource Centers since the inception of Library Partnership Resource Center and continues to work closely with the staff from all Resource Centers in Alachua County. When Lynda was asked to be a part of the SWAG FRC's Self-Assessment Team it wasn't a hard decision. It has been a pleasure to serve alongside of SWAG FRC staff, SWAG Board Member, the community Ambassadors, Robin Perry, Mikaela David-John, and Toni Spoliansky. Lynda feels the time spent together on this project has taken our partnership relationship to another level. She looks forward to continuing our partnership to better serve the families in the Alachua County Community.

Lynda has kept these words in the forefront of her mind daily as she works with families in the community. It is an empathy reminder like no other “We often think that admitting struggle is a sign of weakness, but we all struggle sometimes. We all get overwhelmed sometimes. We need help sometimes. Acknowledging this is not a sign of weakness, but struggling alone is a choice to grow weak”
-Lori Deschene

“I can’t change the direction of the wind, but I can adjust my sails to always reach my destination” -
Jimmy Dean



Reva Brewster – Community Ambassador

Reva Brewster was born and raised in the U.S. Virgin Islands. Reva has been a member of the Gainesville community for 24 years. Reva raised her two children in the Gainesville community and now enjoys spending time with her four (soon to be five) grandchildren. Reva has been serving others for many years starting back in the U.S. Virginia Islands where she volunteered for a summer camp for youth with disabilities. Here in Gainesville, Reva volunteered for Altrusa House, an adult day health care program, for many years not only to give back to her community but also to spend time with her father while he was part of the program. Reva joined the SWAG SFSA team because of the support she feels when interacting with the staff. She receives so much positive feedback and information from the staff. Compared to the “outside the SWAG FRC’s walls where everything feels very negative, inside the Resource Center staff are uplifting.” During the SFSA process, Reva enjoyed having positive people from the community around her. Reva loves that the SWAG FRC staff are “here with resources and information and that the community has a place to turn to for help and answers.”

Dennis Franklin – Community Ambassador

Dennis Franklin was born and raised in Harlem New York with one sister of an 18-year age difference. Dennis received education and training in speech, drama, journalism, communications, and business. After finishing his education, Dennis spent ten years involved in marketing and sales for a variety of different businesses. Dennis grew up with an unconditional love for the entertainment industry. As a young adult, Dennis spent his time discovering, up-and-coming and the mainstream artists in the entertainment industry. Dennis always knew that his purpose in life was to make a mark in entertainment that would change the life of music. Dennis was taught early on from his own personal hardships that everyone is not guaranteed the opportunity to advance themselves, so he decided to use his love for music to give back to the community. Dennis enhanced his entrepreneurial skills to establish The Disco Den Record Pool in 1976 which was an educational program to teach disc jockey candidates on how to promote records. Nevertheless, founding The Disco Den Record Pool was just the beginning of the many strides to come. In 1983, Dennis turned the Disco Den into a school for up-and-coming disc jockeys. “We were the original uptown outlet for information and the exchanging of ideas among club jocks. Then, we expanded our base and increased our services.” The Disco Den was replaced with The



Record School, a non-profit umbrella corporation that contained a record pool, a Harlem nightclub, The Music Bank, a promotion and Production Company, and a record label.

Dennis moved himself and his family of eight to his mother's hometown, Gainesville, FL, after his mother got sick. After living in Florida for eight years, Dennis' life took a drastic flip - Dennis had a relapse on drugs and alcohol. Following an incarceration, Dennis agreed to one year of drug court and was released after eight months. Growing as a man of God, Dennis was taught that being a great leader was not just about what he accomplished, but what he did Christ-like. He later learned that "the best leader is a servant leader." Reminiscing the struggles and hardships that he experienced, Dennis vowed to do whatever he could to prevent people from slipping through the cracks. "I think this was the greatest turning point in my life. I made a decision that I would work as hard as I could and see that no one would have to go through what happen to me, the feeling was not nice". He vowed that he would dedicate himself to people that had situations with addiction, ex-offenders, lost children, the homeless, in aspiration that anyone who has lost hope will have some place to go. That place would be called The Neighborhood House, a non-profit organization Dennis co-founded that strives to make a positive impact on our community and youth. Dennis has enjoyed being part of the SWAG SFSA team as it has been an opportunity for him to connect with people in the neighborhood and share information that can help strengthen the community and bring the community together. Currently, Dennis is working on a new project called The Nuskool which is a success training program which he hopes to share with the southwest Gainesville community and beyond.



Euricka Franklin – Community Ambassador

Euricka L. Franklin originates from New York City. She was born and raised in Harlem. Euricka graduated from Fashion Industry in New York City. In 1995, Euricka moved to Gainesville and became a resident of Clayton Estate located a few blocks away from the SWAG Family Resource Center. Euricka attended Santa Fe College and became a CNA. For several years, Euricka worked in the healthcare industry until an injury made her unable to continue. Starting in 2004, Euricka was a stay-at-home mother to her six children. Euricka and her husband, Dennis have been together for 31 years. Euricka has volunteered in the community extensively including the MCBC Saturday Academy assisting first through fifth graders with a variety of subjects including English and math and accompanying the students on field trips. Euricka has volunteered for decades with the Board of Elections doing many duties from clerk to ballot scanner. Euricka also volunteered back in New York city with the YMCA Summer Youth Employment Program as a camp counselor assisting children with educational enrichment. Euricka also assisted with Dr. Shawn Kneipp's 'welfare-to-work' study. Euricka and her husband founded a nonprofit organization called The Neighborhood House which partners with the Big Brother Big Sister program to provide food for children and families in the community. Living across the street from the SWAG FRC, Euricka has been involved with the Resource Center from the beginning – she even watched as the building was reconstructed from apartments to be able to house the Resource Center. Euricka and her family have participated in numerous events and activities at the SWAG FRC and their nonprofit organization, The Neighborhood House, has donated clothes and food in the past. Currently, Euricka cares for her mother and her grandchildren. Euricka

found that some of the conversations had, and information shared during the SFSA meetings at the SWAG FRC helped Euricka adequately address situations that will arise when caring for her mother and grandchildren. Euricka was happy to be part of the SFSA team because she received important information from the discussion with fellow SFSA team members, that she can share with my family and community. Euricka particularly enjoyed the discussions around mental health treatment and self-care as they are needed in this community, and every community. We all have a hurts, habits, and hang-ups. Euricka joined the SFSA team because she believes that sharing our different experiences with others strengthen everyone.

Dawn Harper – Department of Children and Families (DCF)

Dawn Harper was the DCF Community Partner Liaison for circuits 3 and 8.



Shandra Nichols, MS, CHES, CWCM – SWAG FRC Staff (Resource Center Manager)

Shandra is a native of Ocala, FL, but has lived and worked in Gainesville for about 10 years. Shandra attended the University of Florida where she received a Bachelor of Science and Master of Science degree in Health Education and Behavior. In her spare time, Shandra enjoys spending time with her family and friends, traveling, attending concerts and other entertainment events, listening to music, and DIY projects. After working with the State of Florida Department of Health, Shandra realized that her passion was in working with children and families and transitioned into the child welfare sector, where she has been serving families for the past 8+ years. Shandra began her employment with

Partnership for Strong Families in the summer 2016 after accepting a position as the Family Support Facilitator at the Library Partnership Family Resource Center. As the Family Support Facilitator for 4 and a half years, Shandra found great pleasure in meeting and engaging families on a regular basis. She assisted them with meeting their needs through onsite and community resources and by helping them to identify their own personal and family skills and strengths. Most of all, she enjoyed building relationships with the families she served. Currently, as the Manager of the SWAG FRC, Shandra continues to work closely with children and families, however, spends most of her time planning and developing programs to meet the needs of the community, maintaining working relationships with collaborating partners, and managing the oversight of day-to-day activities and patron services with staff, interns, and volunteers. As a member of the Strengthening Families Self-Assessment Team, Shandra has had the opportunity to learn more about the history of SWAG, as well and the southwest Gainesville neighborhoods the resource center serve. As the new manager, Shandra is even more encouraged and see the importance of seeking input from community members when planning programs and events that will have a direct impact on the community. Often times, the SWAG FRC serve as a place of hope for individuals and families who are experiencing uncertain times in their lives. Our staff members are compassionate, invested, and really want the best for the families we serve.

Cassandra Roncarti – Community Ambassador

Ms. Roncarti and her two daughters were patrons of the SWAG FRC and lived in the SWAG community. Ms. Roncarti's oldest daughter attended children's programming at the SWAG FRC.



Robin Wilkerson, M.Ed., RBT – SWAG FRC Staff (Family Support Facilitator)

Robin Wilkerson is originally from south Florida and has been part of the Gainesville community for 27 years. Robin has been at the SWAG Family Resource Center since December 2018, first in the Early Childhood Support Facilitator Role and now as the Family Support Facilitator. Robin holds a bachelor's degree in psychology from Saint Leo University and a master's degree in applied behavioral analysis from Arizona State University. Previously, Robin worked clinically in behavioral analysis as well as seven years in educational roles for the Alachua County School Board. Robin is also a founding board member of Healing for All, a local nonprofit that specializes in mental health services for underserved populations. Robin is a single mother of two children.

Her son, who was diagnosed with Asperger's, was her inspiration for the degrees she has pursued. Robin loves working at the SWAG FRC because of the families she works with, and she enjoys being able to be a support for them.

Support for SWAG SFSA Team Processes

Although not formally members of the SWAG SFSA Team, Robin Perry (Lead Evaluator), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the SWAG 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 SWAG FRC. Mikaela David-John is the Community Research Coordinator for the SWAG FRC, and a principal on-site contact for team members. Ms. David-John maintained regular contact with team members and distributed meeting materials; aided with the 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 questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the SWAG FRC. 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 the 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 SWAG FRC to community need related to supporting families through the promotion of social connections. There was no effort by those in supportive roles to censor 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 and 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 Mikaela David-John 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 SWAG Family 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 associated with a measure of how the SWAG FRC 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. There were no SFSA tool items for which the majority of team members thought were not applicable. At most, there were two team members that found only one item (1.2.1) represented in Table 1 to be not applicable. The team scores (weighted average) cells are color coded by where dark green represents team consensus of Strongly Agree, light green represents Agree, yellow represents scores in the Neither Agree nor Disagree range, and red represents a level of Disagreement (neither Disagree nor Strongly Disagree).

Findings in Table 1 highlight a team assessment (consensus) of agreement (reaching an average threshold score of 4.0 or higher) with 21 of the 32 items/indicators of demonstrating that parents are valued with 11 within the Neither Agree nor Disagree range. There were no item/indicators for which there was 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 SWAG FRC's strengths and potential areas of improvement. Details regarding key discussion points can be found in the team's meeting minutes. These minutes would be utilized in future team meetings and by SWAG FRC staff members when implementation tasks are itemized for each action item.

Taking together, ratings and discussion on items 1.1 through 1.4.8 reinforced the overall positive impact and meaningful practices (through multiple formal, informal, and regular communication methods) that the SWAG Family Resource Center and its staff engage in to 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 SWAG FRC.

Taking together, ratings and discussion...reinforced the overall positive impact and meaningful practices (through multiple formal, informal, and regular communication methods) that the SWAG Family Resource Center and its staff engage in to 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 SWAG FRC... [as] all patrons and family members are authentically valued and respected by staff and SWAG FRC practices.

Of note are items 1.1 and 1.3 through 1.4.8 for which team members suggested no need for any affiliated action items. The team suggested their level of agreement (all agreed or strongly agreed with each item) on these items collectively reinforced their assessment that all patrons and family members are authentically valued and respected by staff and SWAG FRC practices.

Although there was collective agreement and strengths identified for items 1.2.1 through 1.2.2, the team did identify select action items associated with enhancing existing communication efforts. These action items included:

Action Item #1: Reevaluate the current engagement and outreach strategies to improve messaging to parents/families/households regarding the agency (SWAG FRC).

Action Item #2: Formalize some level of communication between the SWAG Board and the members of the Strengthening Families Self-Assessment Team.

Action Item #3: Utilize community members to help raise awareness of the SWAG FRC.

Action Item #4: Increase engagement with local businesses and schools to promote the Resource Center.

Although there are existing outreach efforts that the SWAG FRC engages in within the community, it was thought that word of mouth is one of the biggest ways that community members find out about the SWAG FRC. Community Ambassadors highlighted that word of mouth within the neighborhoods focuses primarily on the concrete supports available at the RC (i.e., "...a place to go when you need free food, clothes, fax, etc.....") and that many families may not be aware of the wide array of services and programs offered at the SWAG FRC or other resource centers within Gainesville operated by PSF. An exploration of alternative messaging and engagement activities was recommended. Some suggestions focused on the messaging that highlighting on the support, growth, and sharing focus of the RC (e.g., "Resource Centers Can Help You Grow") for patrons and families. Other suggestions included: the development of more formal connections with supportive landlords and leasing offices of apartment complexes as a conduit/dissemination source of information regarding the SWAG FRC; the utilization of the Community Ambassadors for outreach and engagement with families (e.g., modelled after an approach used by the Gainesville Housing Authority); increased engagement with local business and schools to promote RC information; and, hosting more open houses and community dinners/events when able to do so safely (post-COVID). Members of the SWAG SFSA Team discussed the potential role/opportunity of the team becoming a standing (advisory) committee for the SWAG FRC that can collaborate with the community SWAG Board as a continued support (see also below discussion associated with Action Item #11 and #12). A new Community Outreach Coordinator position with PSF may be an added support/resource that can be used by SWAG FRC to aid with some of the recommended action items.

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, especially 1.5.1 through 1.5.5, with a notable number of team member disagreeing or strongly disagreeing with these statements. There was a very involved discussion regarding these items, including an overview of broader factors and influences (in society and the community) impacting upon the level of engagement and responsiveness of fathers to SWAG FRC engagement attempts, supports and activities. These discussions led to consideration of two action items.

Action Item #5: Recruit more fathers to utilize the services and programs at the SWAG FRC.

Action Item #6: Host social connection events with themes catered towards fathers.

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 SWAG FRC activities. Any efforts of engagement, it was suggested, need to be sensitive and responsive to potential circumstances/factors contributing to the historical limited utilization of SWAG FRC supports and activities... Collaborating with local fathers was perceived as a necessity...

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 SWAG FRC activities. Any efforts of engagement, it was suggested, need to be sensitive and responsive to potential circumstances/factors contributing to the historical limited utilization of SWAG FRC supports and activities. Some of the suggested factors include limited trust of social/human service agencies, stigma associated with receipt of help/assistance (especially given perceived and cultural gender/family roles and responsibilities), conflicts with work schedules, and engagement events and activities that may not be targeted to specific interests of fathers/males. Collaborating with local fathers was perceived as a necessity in develop a plan to address the above action items (Action Item #5 and #6), although some suggested activities were suggested; for example: dads, daughters, and doughnuts (i.e., Donuts with Dads); father/daughter dance, neighborhood kickball or softball game, etc.

With respect to the final three sets of items (1.8 through 1.10.2), one additional action items resulted from involved discussion of the summarized results. There were no action items associated with items 1.9.1 through 1.9.4; there was general agreement and praise for efforts of the SWAG FRC to ensure its program's efforts reflect the communities and families it serves. Although the collective average team score for items 1.10.1 and 1.10.2 were in the Neither Agree nor Disagree range, the team was not aware of a significant refugee or immigrant population within the community/service area for the SWAG FRC; subsequently, there was no associated action item, although continued efforts of improving resources for addressing language barrier issues and collaboration with partners to assist with specific needs of these population would continue, as needed.

...there was general agreement and praise for efforts of the SWAG FRC to ensure its program's efforts reflect the communities and families it serves.

The action item generated from discussion (especially related to 1.8.2) is as follows:

Action Item #7: Explore how to better engage with diverse populations within the community.

The team agreed that the observed level of variation in individual member scoring on this item reflects variation in the level of knowledge members/respondents had regarding the training PSF/SWAG FRC staff receive with respect to working with diverse families. An involved discussion ensued where PSF staff informed the SFSA Team that all RC staff receive cultural competency trainings on an ongoing basis that parallel training received by all PSF employees/direct service staff. Community Ambassadors highlighted the value of trainings on this topic, especially as such relates to the diversity of the population within the neighborhood/community. Suggestions were made that encouraged informing patrons of the trainings received by staff (making this information public): “We need to be more informed on what [staff are] being trained on...” adding “...we don’t want to be left out of these issues.” There appeared to be consensus among the Community Ambassadors in support of informing patrons of these trainings, utilizing a Parent Advisory Committee/Group to discuss training opportunities for staff BUT ALSO exploring opportunities for Community Ambassadors and parents and others in the community receiving training themselves on diversity and inclusion. It was noted that sometimes engagement and communication across families from different cultures can be limited by language and cultural barriers within the community. Some Community Ambassadors spoke of the value (and their willingness to volunteer) to engage with select families that may be isolated within the community. Here, training or “...opened up discussions” and/or opportunities for Ambassadors and community members to discuss diversity issues may be an opportunity to promote engagement and subsequently link diverse families to the RC or other community resources. These comments highlighted the value of the RC and the need to enhance its impact for all families. Singing the praises of the benefits of the RC, one Ambassador noted “SWAG is my second home.” These benefits may not be fully realized for other families that may feel isolated due to cultural and/or language barriers.

RC staff are “fairly certain” that there are families in the community/neighborhood that are not engaged with or providing input regarding their needs due to language barriers. While they may feel comfortable accessing food or clothing services, ESOL families may not be accessing services and programs that may help them become may more stable/economically self-sufficient. There was an involved discussion regarding the use of engagement strategies that could utilize Community Ambassadors and motivated/“trusted” parents for outreach efforts and in helping promote self-reliant and self-sufficiency skills of parents/community members. Reinforcing “...neighbors helping others,” “building relationships with patrons...[and]...building up individuals as well...” where Ambassadors and other trusted parents are “...given something to do... [as partners and not] ...told what to do” (as some report is typically done by other human service agencies) were some themes in this discussion. It was noted that there have been times when planned community events that were well advertised were poorly attended. This led to an expanded discussion of potential contributing factors (some denoted above) with added commentary regarding the impact of COVID on engagement, level of parent/community member participation in planning of events, etc. Within the context of the broader discussion, it was noted that three children/youth were shot in the neighborhood in the past weekend. “We are experiencing a crisis within a crisis” noted an ambassador highlighting the grieving the “...parents and community” are currently engaged in while “...we deal with problems every day.”

There was an involved discussion regarding the use of engagement strategies that could utilize Community Ambassadors and motivated/ “trusted” parents for outreach efforts and in helping promote self-reliant and self-sufficiency skills of parents/community members. Reinforcing “...neighbors helping others,” “building relationships with patrons...[and]...building up individuals as well...” where Ambassadors and other trusted parents are “...given something to do... [as partners and not] ...told what to do” (as some report is typically done by other human service agencies) were some themes in this discussion.

These events led to a broader discussion of community mental health needs, a desire to “get young kids involved” in activities so they “feel part of the system,” consideration of reinstituting/developing a “neighborhood garden” (that engages multiple generations, especially kids), having more “community events” that promote engagement, and using select Community Ambassadors and community members as “resources to be involved in planning [or RC activities]”

Opportunities, it was thought, should be explored related to the establishment of a Parent/Community Advisory Committee to review, and discuss training received and training needs of staff, Community Ambassadors, and community members; and the empowerment of Community Ambassadors/targeted parents as partners in the development and implementation of engagement strategies and RC activity planning (see also below Action Item #11 and #12).

Table 1: How Does SWAG 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	4.75
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.	4.67
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.	4.67
1.2.3 Staff regularly ask parents about their observations of their child.	4.22
1.3 All family members are made to feel welcome:	
1.3.1 Someone is available to greet families when they come in.	4.89
1.3.2 Staff are respectful even when family visits are unexpected.	5.00
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.	4.75
1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.	4.63
1.4.3 Regularly inquiring about what is happening in their lives.	4.75
1.4.4 Providing emotional support and encouragement.	4.63
1.4.5 Sharing appropriate information about themselves.	4.63
1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.	4.75
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.	4.63
1.4.8 Using intake forms, applications and surveys that are gender-neutral.	4.71
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.	3.38
1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.	3.14
1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.	3.38
1.5.4 Providing peer activities or services that are man-to-man, father-to-father.	3.38
1.5.5 Engaging male participants to greet other men at program activities.	3.14
1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.	3.75
1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.	3.88
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.	4.13
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.	3.88
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.	4.13
1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.	3.88
1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.	4.25
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.	4.63
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.	4.33
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.	4.44
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.	3.56
1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.	3.67

How Does SWAG Family 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 SWAG Family Resource Center honor each family's race, language, culture, history, and approach to parenting. No action item was recommended by the team as such relates to any of the items denoted in Table 2. Specific note was made of efforts and consideration by staff across all SWAG FRC programs and supports to be respectful and inclusive of all families from different cultural, religious, and socioeconomic backgrounds. Concerted efforts reportedly are made to be friendly, supportive, and engaged and respectful of those from diverse backgrounds. The team score for 1.6.4 is below an average level of agreement. Here, an action item is not recommended as efforts associated with Action Items #1, 5, 6, and 7 would/could accommodate any noted area of improvement associated with this item.

Specific note was made of efforts and consideration by staff across all SWAG FRC programs and supports to be respectful and inclusive of all families from different cultural, religious, and socioeconomic backgrounds. Concerted efforts...are made to be friendly, supportive, and engaged and respectful of those from diverse backgrounds.

No action item is linked with Item 1.7.1, as the team was made aware of current efforts underway to address the need for greater translation of program and outreach materials that are linguistically and culturally appropriate. A report was provided by Partnership for Strong Families and SWAG FRC staff that highlighted a series of engagement, enrollment, and program information materials (e.g., "Getting to Know You" forms, Family Resource Center rack cards/program and support descriptions, etc.) that have been redesigned/translated into Spanish. These materials will soon be printed and disseminated. Staff have used Google translate to help overcome language barriers. Spanish speaking interns, a SWAG Advisory Board Member, and select PSF employees on occasion have served as translators. However, efforts are in place (through Partnership for Strong Families) at securing live/telephonic interpretation services. For community members that want to learn English, referrals are made to collaborative partners and other community resources for additional supports (e.g., ESOL programs at/through a local school, Santa Fe College, through Catholic Charities, and at public libraries).

The rating associated with 1.7.2 is reflective of the fact that there is no Parent Advisory Board associated with the SWAG FRC; however, community participation and representation is present on the SWAG Board. Efforts to be associated with Action Item #2 are thought to address this issue insofar as exploration is made of the possible extension of the SWAG SFSA Team becoming a standing committee or the impetus for the development of a formal Parent/Community Advisory Committee specific to the SWAG FRS that can have a formal collaborative relationship with the SWAG Board.

Table 2: How Does SWAG 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.	4.63
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.	4.63
1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.	4.13
1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.	3.88
1.6.5 The program displays diverse families and family structures in books, posters and program materials.	4.13
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.	3.71
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.	3.29
1.7.3 Designed or selected to reflect the culture(s) of the community served.	4.63

How Does SWAG Family Resource Center encourage parents to manage stress effectively?
(Items 1.11 to 1.13.7)

Table 2 provides a detailed summary of the individual items/questions associated with a measure of how the SWAG Family Resource Center encourages parents to manage stress effectively. Of the 13 identified items, the team scores signaled agreement with eight (61.5%) 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 SWAG FRC staff toward parents and all patrons. Opportunities are provided for parents to relieve stress through links/referrals to support groups, engaging parents informally, 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.

Program staff are perceived as proactively responsive and supportive when parents/patrons demonstrate common signs of stress...findings... suggest a quality level of support, professionalism, respectful, and caring attitude of SWAG FRC staff toward parents and all patrons.

Opportunities are provided for parents to relieve stress through links/referrals to support groups, engaging parents informally, 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.

The team scores (below an average level of agreement) for Items 1.12.3 and 1.12.5 reflect a desire, especially among Community Ambassadors and patrons for opportunities for more parent-only activities at the SWAG FRC, 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. The implementation of parent-only activities may be a way of engaging parents and subsequently lead to knowledge and utilization of additional programs and supports offered by the SWAG FRC.

Action Item #8: Explore parent-only activities where childcare is provided in “post-covid” world.

SWAG FRC professionalism and concern for parents and all patrons is reflective in...that staff do a good job: talking to families about difficult issues and helping them access additional help...; maintaining confidentiality...; and, 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...

SWAG FRC professionalism and concern for parents and all patrons is reflective in the consensus agreement that staff do a good job: talking to families about difficult issues and helping them access additional help (1.13.3); maintaining confidentiality (1.13.4); and, 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 (1.13.5). The lack of reaching an agreement threshold for three other items (Item 1.13.1, 1.13.2, and 1.13.6) reflect real and timely concerns about community stressors having an impact on the mental health of parents, children/youth, and families. Historically, and during the time of this review, gun violence has impacted this community and taken lives of its members (including youth). The items in question (see Table 3) include:

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.

1.13.6 Understanding trauma and its impact on children and how staff can help.

Community Ambassadors reinforced that families are “stressed” and that “...parents and our community are grieving” due to weekly gun violence and an erosion of trust within the community.

Community Ambassadors reinforced that families are “stressed” and that “...parents and our community are grieving” due to weekly gun violence and an erosion of trust within the community. SWAG FRC staff acknowledged that mental health partnerships are needed or need to be strengthened to better support the community and individual families and children impacted by violence within the community/neighborhood. Current efforts/negotiations have been initiated (by the SWAG FRC Manager) to explore additional supports, and the team brainstormed additional ideas, including (but not limited): reaching out directly to parents when an act of violence happens; partnering with MOMS Demand Action; partnering with Healing for All (an organization devoted to providing mental health counseling to those without insurance); facilitating on-site support/services with Meridian Behavioral Health (i.e., community has better access to mental health services); speaking/community engagement about mental health issues. These discussions led to the following Action Items:

Action Item #9: Host a community event to talk about gun violence that can serve to help connect the community with grief counselors.

Action Item #10: Strengthen partnerships with local organizations such as Meridian Behavioral Health to provide mental health support for the community.

Shortly after the meeting when Action Item #10 was created, efforts were made to partner with Meridian Behavioral Health that resulted in a commitment/contract for them to be onsite once a month beginning in November 2021. Meridian Behavioral Health is a non-profit organization that provides mental health and substance abuse education and evidence-based treatment services from a community mental health perspective to as a means of “...enhancing the quality of life...wellbeing and health of our patients and community” (see: <https://www.mbhci.org/>).

Table 3: How Does SWAG 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 common 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.	4.44
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.	4.00
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.	3.56
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.	4.33
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.	3.11
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.	3.88
1.13.2 Supporting families' immediate and long-term plans.	3.75
1.13.3 Talking to families about difficult issues and helping them access additional help.	4.00
1.13.4 Maintaining confidentiality.	4.56
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.	4.11
1.13.6 Understanding trauma and its impact on children and how staff can help.	3.89
1.13.7 Other community agencies providing specialized services to families and children.	4.22

How Does SWAG Family 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 SWAG Family Resource Center support parents as decision-makers and help build decision-making and leadership skills? No action items were recommended for items 1.14.1 through 1.17.4 (21 items). Among these 21 items there were only three for which the Team Score was slightly below the agreement threshold of 4.0 with select members indicating their rating of Neither Agree nor Disagree was influenced by a lack of knowledge about the item/question in question. 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 SWAG FRC 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 1.18.5 where the team was in agreement that **SWAG FRC staff and resources** (across all activities associated with each item) **clearly support a parent's personal education and career goals.**

...findings reinforce a perceived perspective that SWAG FRC 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.

Although the team perceives there is strong support for parents and strengthening families among SWAG FRC 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 Asking families for regular input on programmatic decisions.
- 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 SWAG FRC. Three actions items were generated from these discussions, namely:

Action Item #11: Create a Parent Advisory Committee (PAC) or Community Advisory Community (CAC) to advise the SWAG FRC.

Action Item #12: Create a Youth Advisory Council (YAC) to advise the SWAG FRC.

Action Item #13: Explore what the organizational framework would be in terms of engagement and program planning that involves parents/patrons.

All the Community Ambassadors on the SFSA team see value in an advisory committee being consulted especially on program matters highlighting the importance of “...keeping the neighborhood involved...” as a valued partner in SWAG FRC activities.

All the Community Ambassadors on the SFSA team see value in an advisory committee being consulted especially on program matters highlighting the importance of “...keeping the neighborhood involved...” as a valued partner in SWAG FRC activities. Active engagement of Ambassadors and parents/patrons in program planning may lead to better engagement in program participation and more timely assessment of community/household needs. These efforts may be of assistance to existing efforts of the RC Manager in networking with community resources to address/respond to emerging issues/needs within the community (e.g., current efforts to partner with the development UF IFAS on an anti-bullying initiative; the Gainesville Police Department and Alachua County Sheriff’s Office; and work being done to develop STEM programs for youth, etc.). SWAG has an Advisory Board that does have parent/citizen participation/members. Dorothy Benson (a member of the Team) is part of the SWAG Advisory Board who helps with program planning. Although the form, function, and activities of the SWAG Advisory Board are valued and have relevance for the SWAG FRC (as they are a supportive, collective partner), it was thought a separate Parent Advisory Committee (PAC) or Community Advisory Community (CAC) to advise the SWAG FRC would be of value and could interact/collaborate with the SWAG Advisory Board (that provides insights, oversight, and guidance on a broader array of SWAG initiatives). A PAC or CAC would/could be SWAG FRC specific. Consideration of Action Items #11 through #13 should explore options for implementation, with specific focus on its association and relationship with the SWAG Board (e.g., Should the PAC/CAC be a stand-alone/independent committee? Should parents be on the SWAG board, some combination of both? How would its role be aligned with the organizational structure and operations of SWAG FRC? etc.). Some consideration should be given to research on how PACs and CACs have been structured in other communities where they had meaningful impact. Extending from this discussion was support for considering the creation of a Youth Advisory Council as a means of better informing engagement with and program decisions focused on the needs of youth in the neighborhoods served. Such may allow for multiple generations in the community to be involved in the planning and programming process.

The final set of items that generated action items included those associated with the continued development of parent leaders. The team score for the following items was 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).

There was involved feedback and suggestions from Community Ambassadors 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 a willingness to continue to volunteer their time (following the SFSA process) to enhance parent/patron involvement and serve as advocates for the community. Some ideas and suggestions perceived of value included (but were not limited to):

- Providing opportunities for parents and community members (Ambassadors) to receive training or be exposed through trainings, developments, and events on how to talk to others from different cultures, recognize variations in needs across cultures (and other diversity factors), celebrate diversity and how to come together as a community, etc.
- Provide training and support to volunteer leaders/Community Ambassadors on community engagement tactics/methods.
- Involve Community Ambassadors (and other parent leaders) as information/knowledge experts on the influence and impact of SWAG FRC at meetings and conferences (e.g., the annual Florida DCF Summit, etc.).
- Develop and implement parent support nights that are facilitated by the Community Ambassadors/parent leaders. These events could be opportunities for parents to provide input into SWAG FRC programming decisions, explore parent mentoring, and the development of formal and informal supports among parents. These events could build off of existing and past efforts organized by the SWAG FRC (e.g., financial literacy workshops, etc.) where it was highlighted that informal supports and connections among parents developed organically.

These discussions/brainstorming activities led to the itemization of two final Action Items associated with Table 4:

Action Item #14: Explore means and mechanisms for training for Community Ambassadors.

Action Item #15: Create a parent support night or some informal type of way to facilitate parents meeting.

Table 4: How Does SWAG 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.	4.13
1.14.2 Opportunities to process their own emotional reactions with appropriate support.	4.13
1.14.3 Access to a mental health consultant.	3.86
1.14.4 Time off if needed.	4.13
1.15 Staff reinforce parental authority by:	
1.15.1 Respecting parents' directions and/or decisions about their children.	4.38
1.15.2 Learning about parents' expectations and limits for their children.	4.38
1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.	4.44
1.15.4 Understanding the parenting and child behavior norms of the parent's culture.	4.33
1.15.5 Being careful not to contradict a parent in front of his or her child or other children.	4.22
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.	4.25
1.16.2 Parents are informed about the confidentiality policy and what it means to them.	4.38
1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.	4.29
1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.	4.38
1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.	4.00
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.	3.83
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.	4.33
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.	4.33
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.	4.44
1.17.4 Are updated regularly.	3.86

Table 4 (Continued): How Does SWAG 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).	4.44
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.	4.33
1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.	4.25
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.	4.29
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.	3.88
1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles	4.00
1.19.3 Asking families for regular input on programmatic decisions.	3.56
1.19.4 Asking families for input into staff hiring and training.	3.29
1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).	4.11
1.20 The program promotes participation in activities by:	
1.20.1 Addressing topics, issues and skills that families identify as important to them.	4.44
1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).	4.38
1.20.3 Providing child care during trainings or workshops.	3.38
1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.	4.33
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.	3.75
1.21.2 Leadership development trainings and mentoring activities.	3.75
1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).	3.88
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.	4.33
1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.	4.33
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.	4.00
1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.	3.50

Table 5: How Does SWAG 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.	3.89
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	3.89
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 SWAG Family Resource Center help parents understand how to buffer their child during stressful times? (Items 1.23 to 1.25).

Although there were two items 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 time 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 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). 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 65 (of a possible score of 97) or 67%, suggesting that the services and supports associated with the Parental

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 SWAG 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 65 (of a possible score of 97) or 67%, 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



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.

How do programs demonstrate that parents are valued?

								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 common signs of stress include: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?**

								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



SWAG Team - Strengthening Families Self-Assessment Tool - Resilience

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



SWAG Team - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.3.2 Staff are respectful even when family visits are unexpected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.4.3 Regularly inquiring about what is happening in their lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.4.4 Providing emotional support and encouragement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.4.5 Sharing appropriate information about themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Comments

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

1.4.8 Using intake forms, applications and surveys that are gender-neutral.

☐
☐
☐
☐
☐
☐

Comments

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

1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.

☐
☐
☐
☐
☐
☐

Comments

1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.

☐
☐
☐
☐
☐
☐

Comments

1.5.4 Providing peer activities or services that are man-to-man, father-to-father.

☐
☐
☐
☐
☐
☐

Comments

1.5.5 Engaging male participants to greet other men at program activities.

☐
☐
☐
☐
☐
☐

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

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



SWAG Team - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.6.5 The program displays diverse families and family structures in books, posters and program materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.7.3 Designed or selected to reflect the culture(s) of the community served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG Team - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG Team - Strengthening Families Self-Assessment Tool - Resilience

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 common 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.12.2 Setting aside space and time for parents to gather, talk and participate in informal activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.13.2 Supporting families' immediate and long-term plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.13.3 Talking to families about difficult issues and helping them access additional help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.13.4 Maintaining confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.13.6 Understanding trauma and its impact on children and how staff can help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.13.7 Other community agencies providing specialized services to families and children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG Team - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.14.2 Opportunities to process their own emotional reactions with appropriate support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.14.3 Access to a mental health consultant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.14.4 Time off if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.15.2 Learning about parents' expectations and limits for their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.15.4 Understanding the parenting and child behavior norms of the parent's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.15.5 Being careful not to contradict a parent in front of his or her child or other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.16.2 Parents are informed about the confidentiality policy and what it means to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments						
<input type="text"/>						
1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments						
<input type="text"/>						
1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments						
<input type="text"/>						
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments						
<input type="text"/>						
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments						
<input type="text"/>						

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.17.2 Identify services and opportunities within the program that may help parents achieve their goals and effectively use their skills and talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.17.4 Are updated regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.19.3 Asking families for regular input on programmatic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.19.4 Asking families for input into staff hiring and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.20.3 Providing child care during trainings or workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.21.2 Leadership development trainings and mentoring activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG Team - Strengthening Families Self-Assessment Tool - Resilience

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

SWAG Family Resource Center Strengthening Families Self-Assessment Team

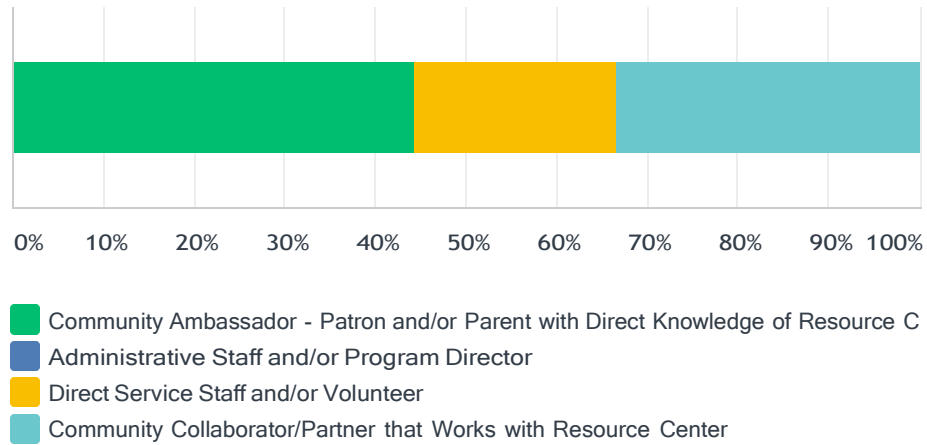
SFSA Tool for Community-Based Programs—**Parental Resilience** Results

SWAG 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?

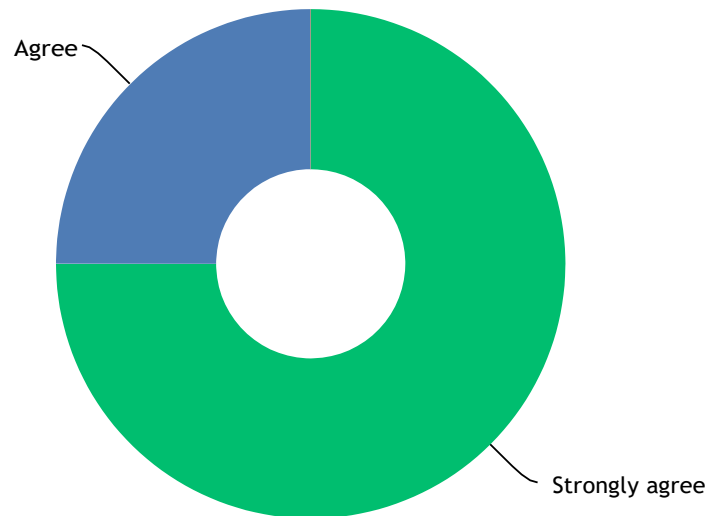
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	44.44%	4
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	33.33%	3
TOTAL		9

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: 8 Skipped: 1

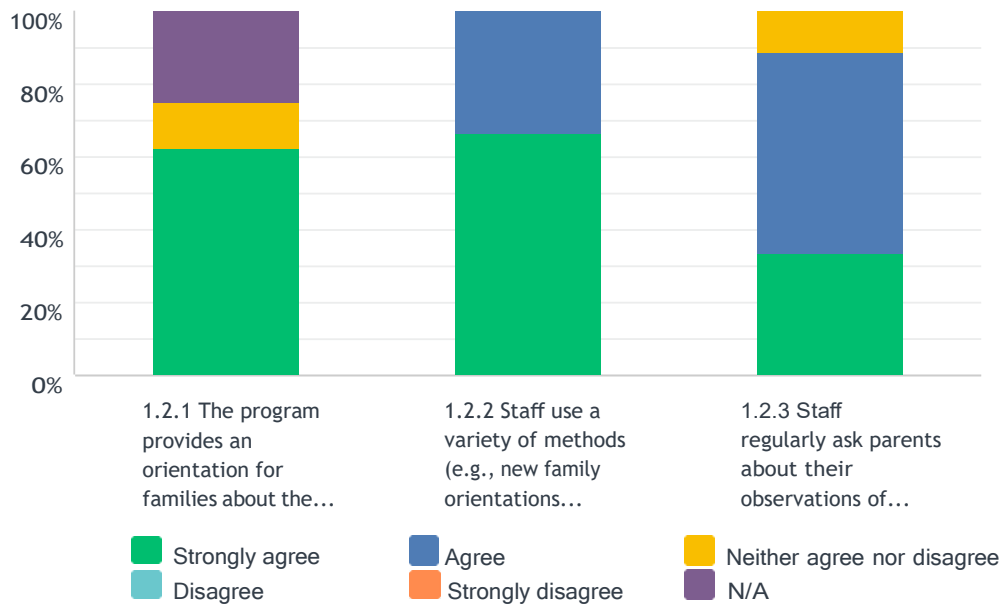


ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		8

#	COMMENT	DATE
1	don't know	7/14/2021 10:50 AM
2	One of the staff's greatest strengths.	7/5/2021 1:37 PM

Q 1.2 The program has multiple avenues for regular communication with families.

Answered: 9 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.	62.50% 5	0.00% 0	12.50% 1	0.00% 0	0.00% 0	25.00% 2	8	4.67
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.	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.67
1.2.3 Staff regularly ask parents about their observations of their child.	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.22

#	COMMENTS FOR "1.2.1 THE PROGRAM PROVIDES AN ORIENTATION FOR FAMILIES ABOUT THE PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES."	DATE
1	Don't know specifically about "orientations."	7/5/2021 1:37 PM
#	COMMENTS FOR "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."	DATE

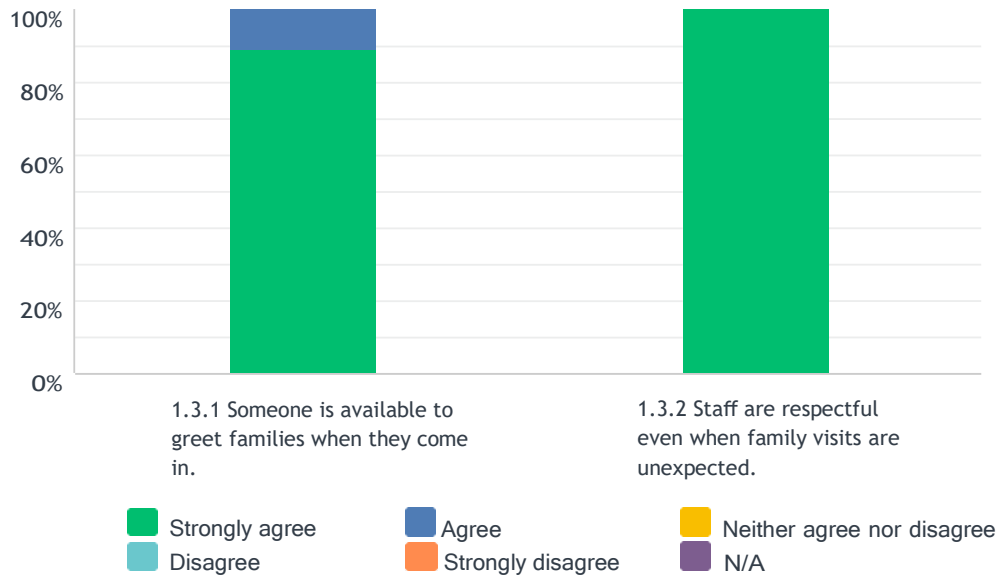
SWAG Team SFSA Tool for Community-Based Programs—**Parental Resilience** Results

There are no responses.

#	COMMENTS FOR "1.2.3 STAFF REGULARLY ASK PARENTS ABOUT THEIR OBSERVATIONS OF THEIR CHILD."	DATE
1	I've worked with the agency since day 1 and I usually receive emails from staff regarding patrons who need help securing an early educational program . Our agency partners to be on site weekly to provide support to patrons	7/14/2021 7:36 AM
2	Staff is always proactive in asking parents about the children in our programs.	7/5/2021 1:37 PM

Q 1.3 All family members are made to feel welcome:

Answered: 9 Skipped: 0

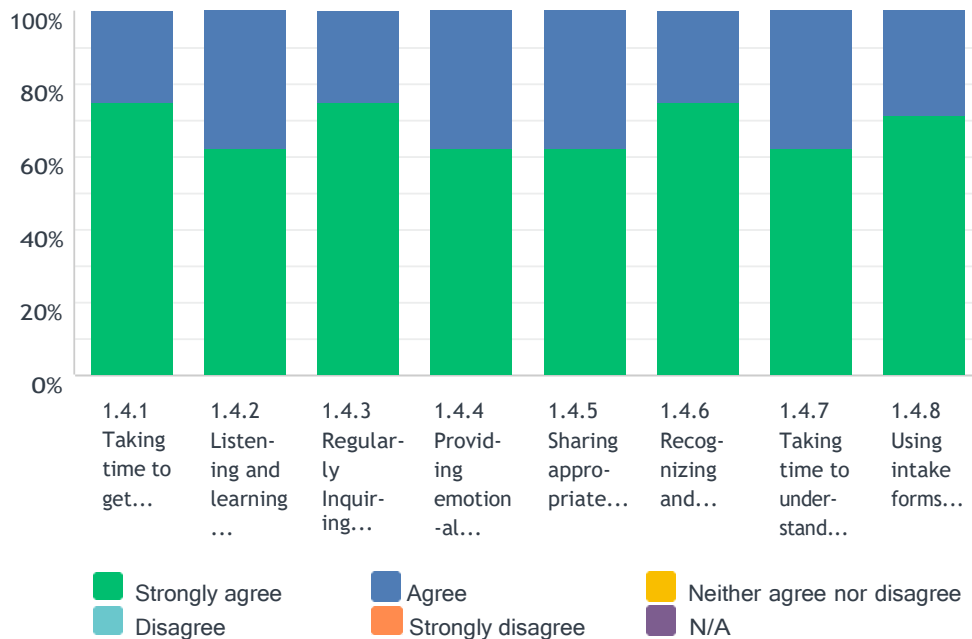


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.3.1 Someone is available to greet families when they come in.	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.89
1.3.2 Staff are respectful even when family visits are unexpected.	100.00% 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	5.00

#	COMMENTS FOR "1.3.1 SOMEONE IS AVAILABLE TO GREET FAMILIES WHEN THEY COME IN."	DATE
1	always a friendly greeting	7/14/2021 4:26 PM
#	COMMENTS FOR "1.3.2 STAFF ARE RESPECTFUL EVEN WHEN FAMILY VISITS ARE UNEXPECTED."	DATE
	There are no responses.	

Q 1.4 Staff develop mutually respectful relationships with all family members by:

Answered: 8 Skipped: 1

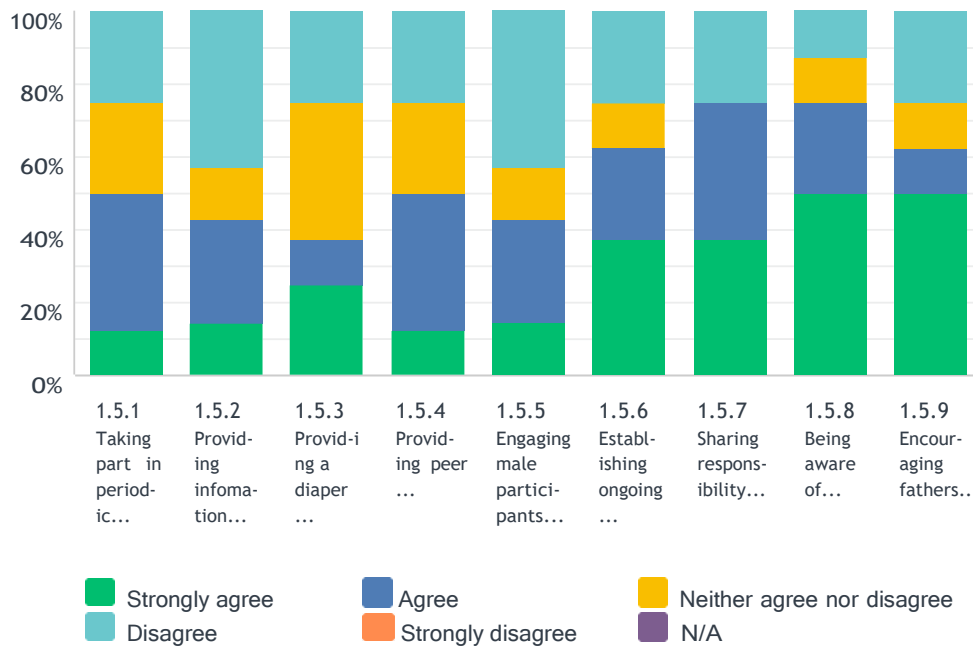


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.4.1 Taking time to get to know family members individually, by name.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.75
1.4.2 Listening and learning about their interests, current activities, hopes and expectations for themselves and their children.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63
1.4.3 Regularly inquiring about what is happening in their lives.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.75
1.4.4 Providing emotional support and encouragement.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63
1.4.5 Sharing appropriate information about themselves.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63
1.4.6 Recognizing and acknowledging parents' strengths, efforts and contributions.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.75
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.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63
1.4.8 Using intake forms, applications and surveys that are gender-neutral.	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7	4.71

#	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
1	very attentive to individual needs	7/14/2021 4:26 PM
#	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
1	working with SWAG team 1 year now I can say Robin has truly met all of these questions with resources all in the community and are in tune with my individual needs.	7/14/2021 4:26 PM
#	COMMENTS FOR "1.4.8 USING INTAKE FORMS, APPLICATIONS AND SURVEYS THAT ARE GENDER-NEUTRAL."	DATE
1	Don't know.	7/5/2021 1:37 PM

Q 1.5 Staff show that they value fathers and are sensitive to their unique needs by:

Answered: 9 Skipped: 0



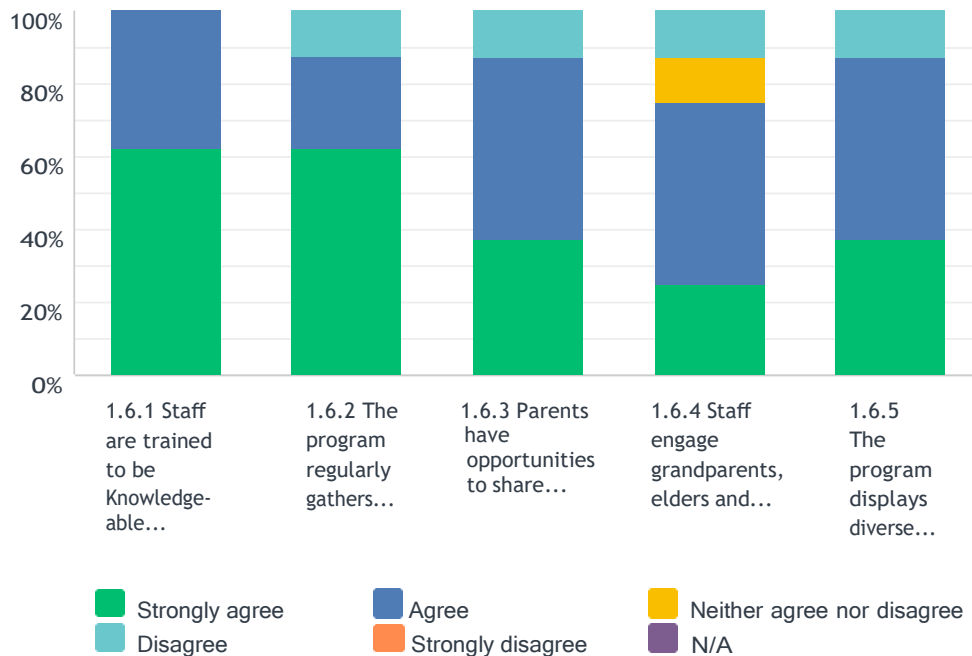
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.5.1 Taking part in periodic training on understanding and appreciating fathers' needs and parenting.	12.50% 1	37.50% 3	25.00% 2	25.00% 2	0.00% 0	0.00% 0	8	3.38
1.5.2 Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf.	14.29% 1	28.57% 2	14.29% 1	42.86% 3	0.00% 0	0.00% 0	7	3.14
1.5.3 Providing a diaper changing table in the men's room or other area accessible to men.	25.00% 2	12.50% 1	37.50% 3	25.00% 2	0.00% 0	0.00% 0	8	3.38
1.5.4 Providing peer activities or services that are man-to-man, father-to-father.	12.50% 1	37.50% 3	25.00% 2	25.00% 2	0.00% 0	0.00% 0	8	3.38
1.5.5 Engaging male participants to greet other men at program activities.	14.29% 1	28.57% 2	14.29% 1	42.86% 3	0.00% 0	0.00% 0	7	3.14
1.5.6 Establishing ongoing partnerships with community resources that provide services to fathers.	37.50% 3	25.00% 2	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.75
1.5.7 Sharing responsibility for inviting fathers to attend programs and working to engage them in activities.	37.50% 3	37.50% 3	0.00% 0	25.00% 2	0.00% 0	0.00% 0	8	3.88
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.	50.00% 4	25.00% 2	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	4.13
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.	50.00% 4	12.50% 1	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.88

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#	COMMENTS FOR "1.5.1 TAKING PART IN PERIODIC TRAINING ON UNDERSTANDING AND APPRECIATING FATHERS' NEEDS AND PARENTING."	DATE
1	Don't know.	7/15/2021 1:37 PM
#	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
1	patron left blank on paper survey	7/15/2021 2:35 PM
2	Don't know.	7/15/2021 1:37 PM
#	COMMENTS FOR "1.5.3 PROVIDING A DIAPER CHANGING TABLE IN THE MEN'S ROOM OR OTHER AREA ACCESSIBLE TO MEN."	DATE
1	patron left blank on paper survey	7/15/2021 2:35 PM
#	COMMENTS FOR "1.5.4 PROVIDING PEER ACTIVITIES OR SERVICES THAT ARE MAN-TO-MAN, FATHER-TO-FATHER."	DATE
1	patron left blank on paper survey	7/15/2021 2:35 PM
#	COMMENTS FOR "1.5.5 ENGAGING MALE PARTICIPANTS TO GREET OTHER MEN AT PROGRAM ACTIVITIES."	DATE
1	patron left blank on paper survey	7/15/2021 2:35 PM
2	Don't know.	7/15/2021 1:37 PM
#	COMMENTS FOR "1.5.6 ESTABLISHING ONGOING PARTNERSHIPS WITH COMMUNITY RESOURCES THAT PROVIDE SERVICES TO FATHERS."	DATE
1	patron left blank on paper survey	7/15/2021 2:35 PM
#	COMMENTS FOR "1.5.7 SHARING RESPONSIBILITY FOR INVITING FATHERS TO ATTEND PROGRAMS AND WORKING TO ENGAGE THEM IN ACTIVITIES."	DATE
1	patron left blank on paper survey	7/15/2021 2:35 PM
#	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
1	patron left blank on paper survey	7/15/2021 2:35 PM
#	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
1	patron left blank on paper survey	7/15/2021 2:35 PM

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: 8 Skipped: 1

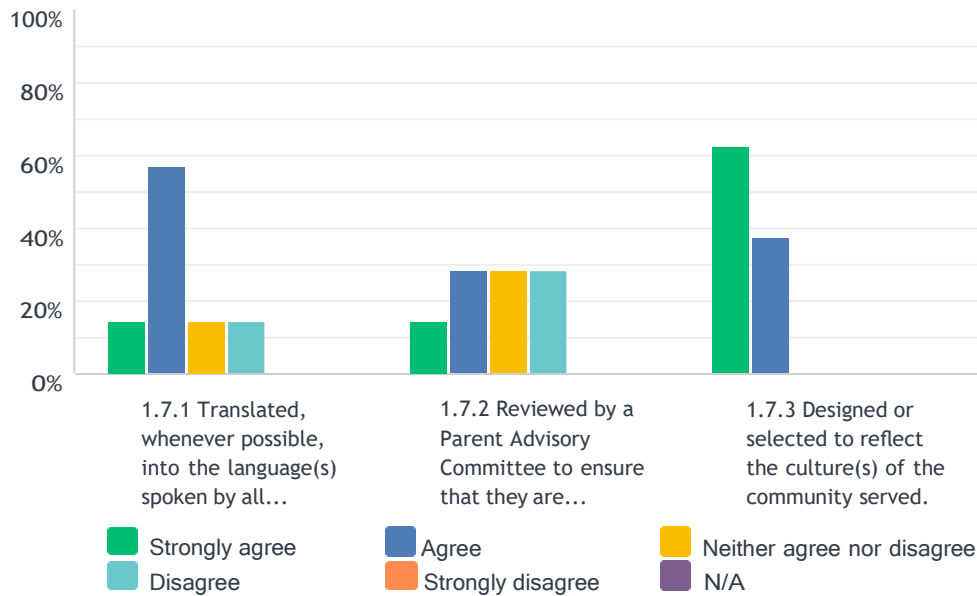


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.6.1 Staff are trained to be knowledgeable about the parenting practices and approaches to family decision-making of different cultural and ethnic groups.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63
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.	62.50% 5	25.00% 2	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.38
1.6.3 Parents have opportunities to share skills, talents and cultural traditions with children and other parents.	37.50% 3	50.00% 4	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.13
1.6.4 Staff engage grandparents, elders and extended family members in discussions on parenting and the transmission of cultural beliefs.	25.00% 2	50.00% 4	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	3.88
1.6.5 The program displays diverse families and family structures in books, posters and program materials.	37.50% 3	50.00% 4	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.13

#	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
1	need more groups	7/14/2021 4:28 PM
#	COMMENTS FOR "1.6.4 STAFF ENGAGE GRANDPARENTS, ELDERS AND EXTENDED FAMILY MEMBERS IN DISCUSSIONS ON PARENTING AND THE TRANSMISSION OF CULTURAL BELIEFS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.6.5 THE PROGRAM DISPLAYS DIVERSE FAMILIES AND FAMILY STRUCTURES IN BOOKS, POSTERS AND PROGRAM MATERIALS."	DATE
1	would like to see more of this	7/14/2021 4:28 PM

Q 1.7 An effort is made to ensure program information and outreach materials are linguistically and culturally appropriate. Materials are:

Answered: 8 Skipped: 1



	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.	14.29% 1	57.14% 4	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7	3.71
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.	14.29% 1	28.57% 2	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7	3.29
1.7.3 Designed or selected to reflect the culture(s) of the community served.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63

#	COMMENTS FOR "1.7.1 TRANSLATED, WHENEVER POSSIBLE, INTO THE LANGUAGE(S) SPOKEN BY ALL FAMILIES IN THE COMMUNITY SERVED."	DATE
1	Don't know. I assume materials are available in Spanish and English.	7/5/2021 1:40 PM
#	COMMENTS FOR "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."	DATE
1	not sure about this	7/14/2021 7:37 AM

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2

Don't know.

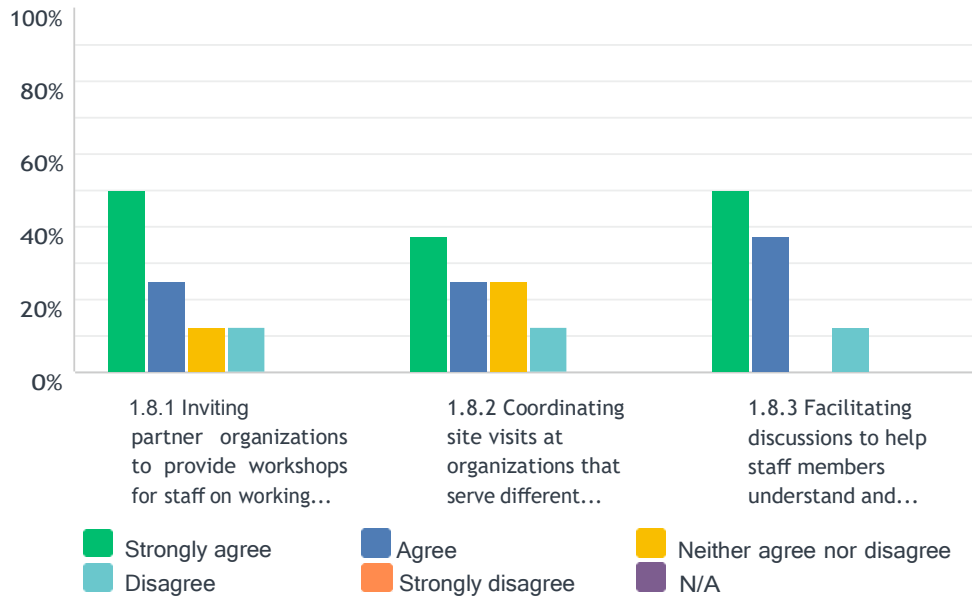
7/5/2021 1:40 PM

#	COMMENTS FOR "1.7.3 DESIGNED OR SELECTED TO REFLECT THE CULTURE(S) OF THE COMMUNITY SERVED."	DATE
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There are no responses.

Q 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:

Answered: 8 Skipped: 1



	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.	50.00% 4	25.00% 2	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	4.13
1.8.2 Coordinating site visits at organizations that serve different populations so that staff can learn how to best serve diverse families.	37.50% 3	25.00% 2	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8	3.88
1.8.3 Facilitating discussions to help staff members understand and appreciate their culturally different communication styles.	50.00% 4	37.50% 3	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	4.25

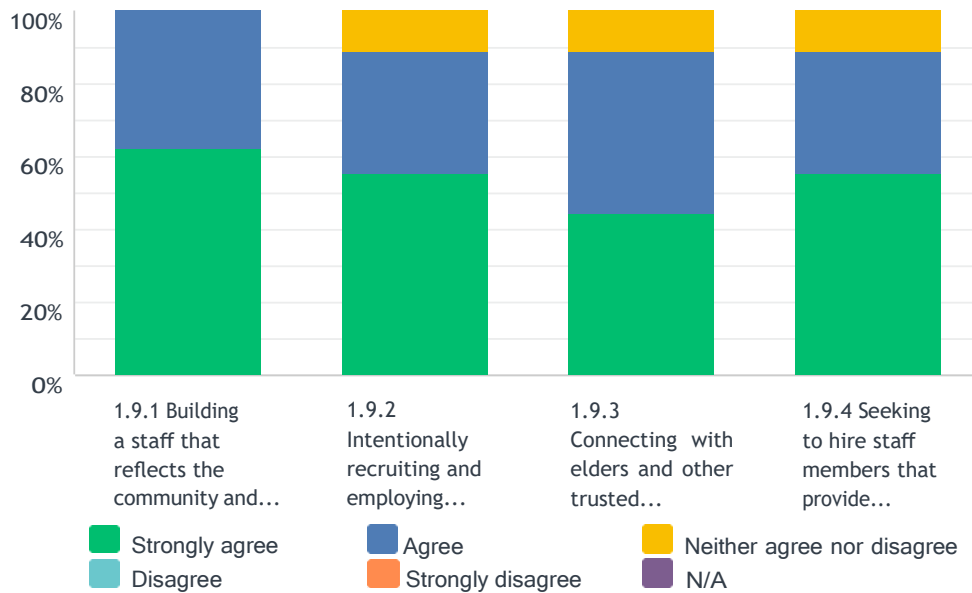
#	COMMENTS FOR "1.8.1 INVITING PARTNER ORGANIZATIONS TO PROVIDE WORKSHOPS FOR STAFF ON WORKING WITH DIVERSE FAMILIES."	DATE
1	don't know	7/14/2021 10:54 AM
2	not sure	7/14/2021 7:39 AM
#	COMMENTS FOR "1.8.2 COORDINATING SITE VISITS AT ORGANIZATIONS THAT SERVE DIFFERENT POPULATIONS SO THAT STAFF CAN LEARN HOW TO BEST SERVE DIVERSE FAMILIES."	DATE

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1	don't know	7/14/2021 10:54 AM
2	not sure	7/14/2021 7:39 AM
#	COMMENTS FOR "1.8.3 FACILITATING DISCUSSIONS TO HELP STAFF MEMBERS UNDERSTAND AND APPRECIATE THEIR CULTURALLY DIFFERENT COMMUNICATION STYLES."	DATE
1	don't know	7/14/2021 10:54 AM

Q 1.9 The program seeks to reflect the community and families it serves by:

Answered: 9 Skipped: 0



	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.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	4.63
1.9.2 Intentionally recruiting and employing staff members who are skilled at working with the diversity of the families in the program.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
1.9.3 Connecting with elders and other trusted messengers of the diverse cultural groups represented in the community served.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
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.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44

#	COMMENTS FOR "1.9.1 BUILDING A STAFF THAT REFLECTS THE COMMUNITY AND FAMILIES SERVED."	DATE
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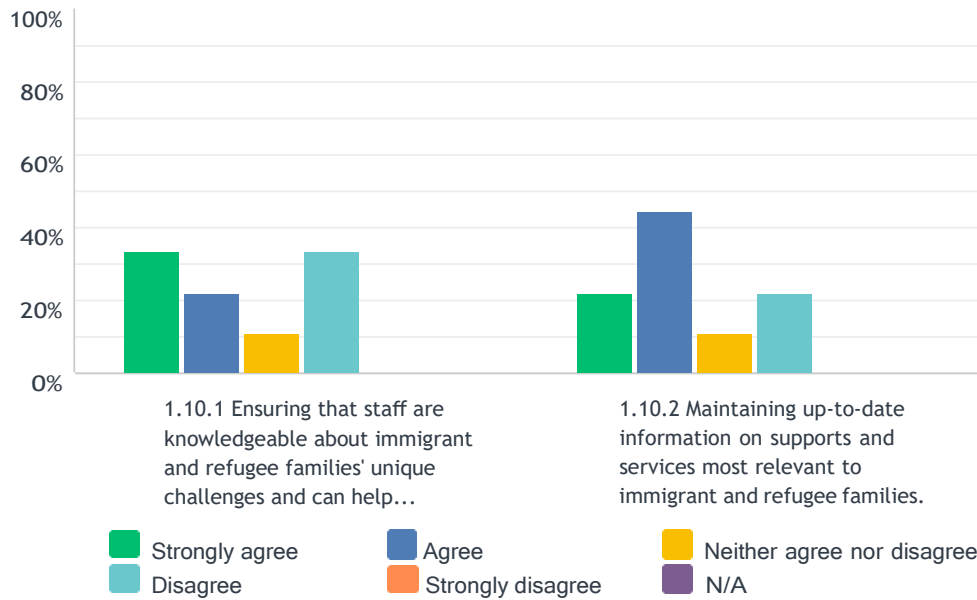
There are no responses.

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#	COMMENTS FOR "1.9.2 INTENTIONALLY RECRUITING AND EMPLOYING STAFF MEMBERS WHO ARE SKILLED AT WORKING WITH THE DIVERSITY OF THE FAMILIES IN THE PROGRAM."	DATE
1	picked a great team!	7/14/2021 4:29 PM
#	COMMENTS FOR "1.9.3 CONNECTING WITH ELDERS AND OTHER TRUSTED MESSENGERS OF THE DIVERSE CULTURAL GROUPS REPRESENTED IN THE COMMUNITY SERVED."	DATE
	There are no responses.	
#	COMMENTS FOR "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."	DATE
	There are no responses.	

Q 1.10 The program supports participating immigrant and refugee families by:

Answered: 9 Skipped: 0

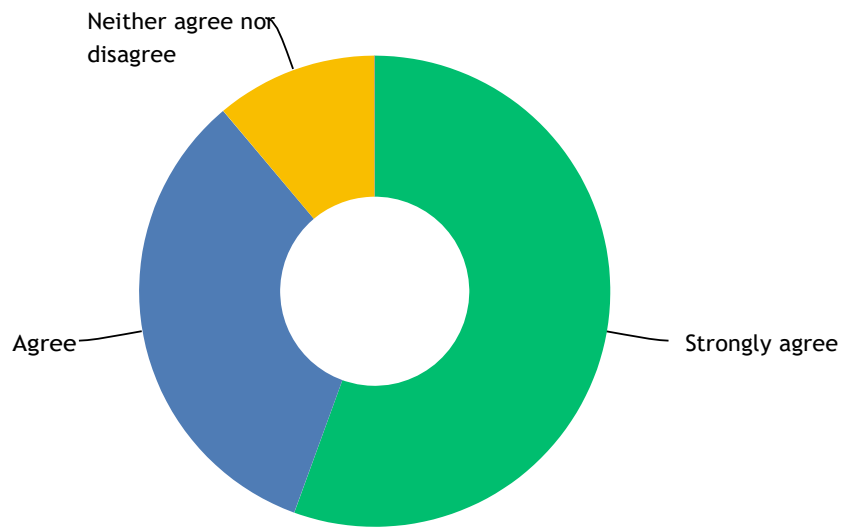


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.10.1 Ensuring that staff are knowledgeable about immigrant and refugee families' unique challenges and can help address them in a respectful manner.	33.33% 3	22.22% 2	11.11% 1	33.33% 3	0.00% 0	0.00% 0	9	3.56
1.10.2 Maintaining up-to-date information on supports and services most relevant to immigrant and refugee families.	22.22% 2	44.44% 4	11.11% 1	22.22% 2	0.00% 0	0.00% 0	9	3.67

#	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	7/14/2021 7:39 AM
#	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	7/14/2021 7:39 AM

Q 1.11 When common signs of stress occur, program staff reach out to families proactively and supportively. Some common 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.

Answered: 9 Skipped: 0

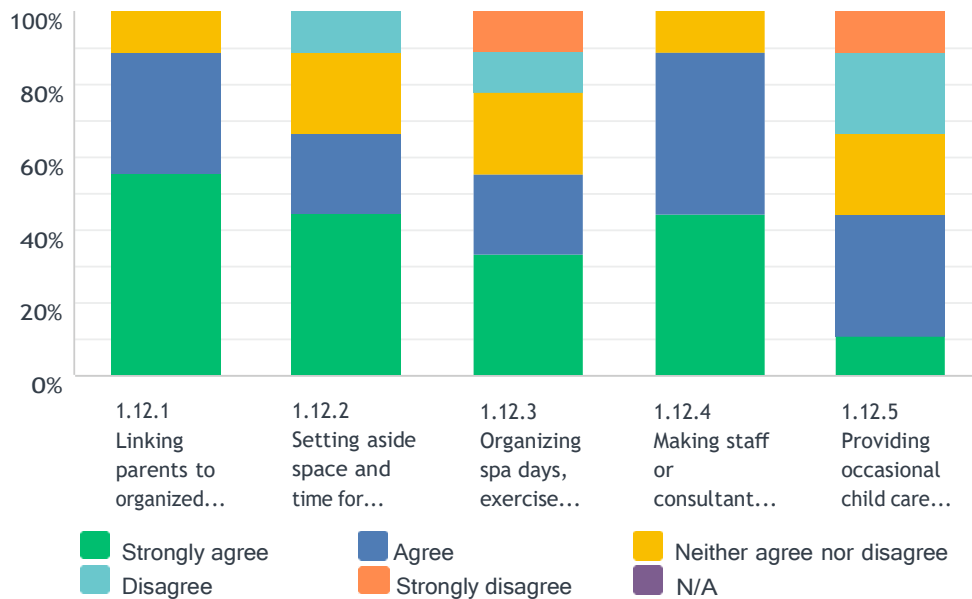


ANSWER CHOICES		RESPONSES	
Strongly agree		55.56%	5
Agree		33.33%	3
Neither agree nor disagree		11.11%	1
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	great support through the pandemic and a difficult move	7/14/2021 4:29 PM

Q 1.12 The program provides regular opportunities for parents to relieve stress through:

Answered: 9 Skipped: 0



	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.	44.44% 4	22.22% 2	22.22% 2	11.11% 1	0.00% 0	0.00% 0	9	4.00
1.12.3 Organizing spa days, exercise classes or other parent-only social activities.	33.33% 3	22.22% 2	22.22% 2	11.11% 1	11.11% 1	0.00% 0	9	3.56
1.12.4 Making staff or consultants available for parents to talk to individually about issues that are troubling them.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
1.12.5 Providing occasional child care so parents can take a "night out," go shopping or participate in other parent-only activities.	11.11% 1	33.33% 3	22.22% 2	22.22% 2	11.11% 1	0.00% 0	9	3.11

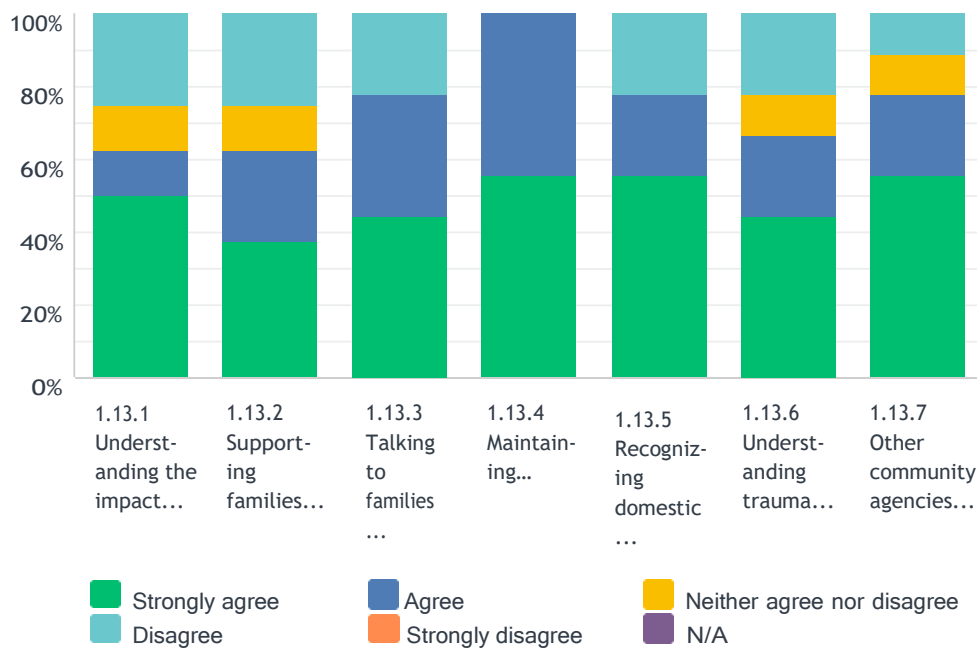
#	COMMENTS FOR "1.12.1 LINKING PARENTS TO ORGANIZED SUPPORT GROUPS."	DATE
	There are no responses.	

SWAG Team SFSA Tool for Community-Based Programs—**Parental Resilience Results**

#	COMMENTS FOR "1.12.2 SETTING ASIDE SPACE AND TIME FOR PARENTS TO GATHER, TALK AND PARTICIPATE IN INFORMAL ACTIVITIES."	DATE
1	This has been a challenge during the pandemic with space for public activities.	7/5/2021 1:47 PM
#	COMMENTS FOR "1.12.3 ORGANIZING SPA DAYS, EXERCISE CLASSES OR OTHER PARENT-ONLY SOCIAL ACTIVITIES."	DATE
1	We've done yoga and other programs. Covid creating some roadblocks but we're overcoming them finally.	7/5/2021 1:47 PM
#	COMMENTS FOR "1.12.4 MAKING STAFF OR CONSULTANTS AVAILABLE FOR PARENTS TO TALK TO INDIVIDUALLY ABOUT ISSUES THAT ARE TROUBLING THEM."	DATE
1	Absolutely a program strength at this center.	7/5/2021 1:47 PM
#	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	not sure	7/14/2021 7:41 AM
2	Not aware of specific child care offered or care for "night out" for the parents, but we often have events for kids while parents pick up backpacks and back to school clothes, etc.	7/5/2021 1:47 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: 9 Skipped: 0

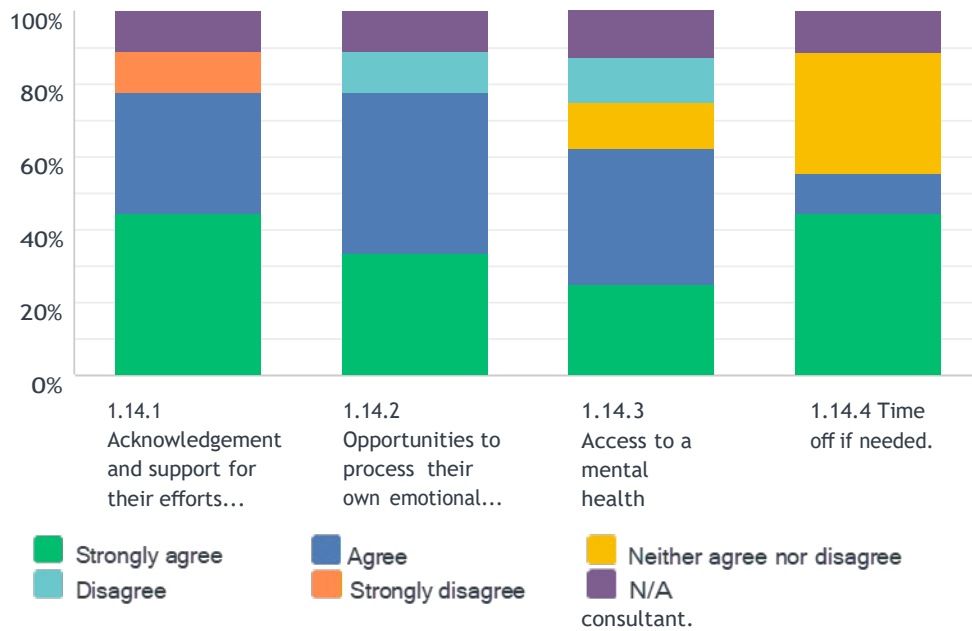


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.13.1 Understanding the impact of family crises and/or loss on all family members -- especially children -- and how to respond appropriately.	50.00% 4	12.50% 1	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.88
1.13.2 Supporting families' immediate and long-term plans.	37.50% 3	25.00% 2	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.75
1.13.3 Talking to families about difficult issues and helping them access additional help.	44.44% 4	33.33% 3	0.00% 0	22.22% 2	0.00% 0	0.00% 0	9	4.00
1.13.4 Maintaining confidentiality.	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.56
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.	55.56% 5	22.22% 2	0.00% 0	22.22% 2	0.00% 0	0.00% 0	9	4.11
1.13.6 Understanding trauma and its impact on children and how staff can help.	44.44% 4	22.22% 2	11.11% 1	22.22% 2	0.00% 0	0.00% 0	9	3.89
1.13.7 Other community agencies providing specialized services to families and children.	55.56% 5	22.22% 2	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9	4.22

#	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
1	don't know	7/14/2021 10:57 AM
#	COMMENTS FOR "1.13.2 SUPPORTING FAMILIES' IMMEDIATE AND LONG-TERM PLANS."	DATE
1	don't know	7/14/2021 10:57 AM
#	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
	There are no responses.	
#	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 under stress through:

Answered: 9 Skipped: 0



	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.	44.44% 4	33.33% 3	0.00% 0	0.00% 0	11.11% 1	11.11% 1	9	4.13
1.14.2 Opportunities to process their own emotional reactions with appropriate support.	33.33% 3	44.44% 4	0.00% 0	11.11% 1	0.00% 0	11.11% 1	9	4.13
1.14.3 Access to a mental health consultant.	25.00% 2	37.50% 3	12.50% 1	12.50% 1	0.00% 0	12.50% 1	8	3.86
1.14.4 Time off if needed.	44.44% 4	11.11% 1	33.33% 3	0.00% 0	0.00% 0	11.11% 1	9	4.13

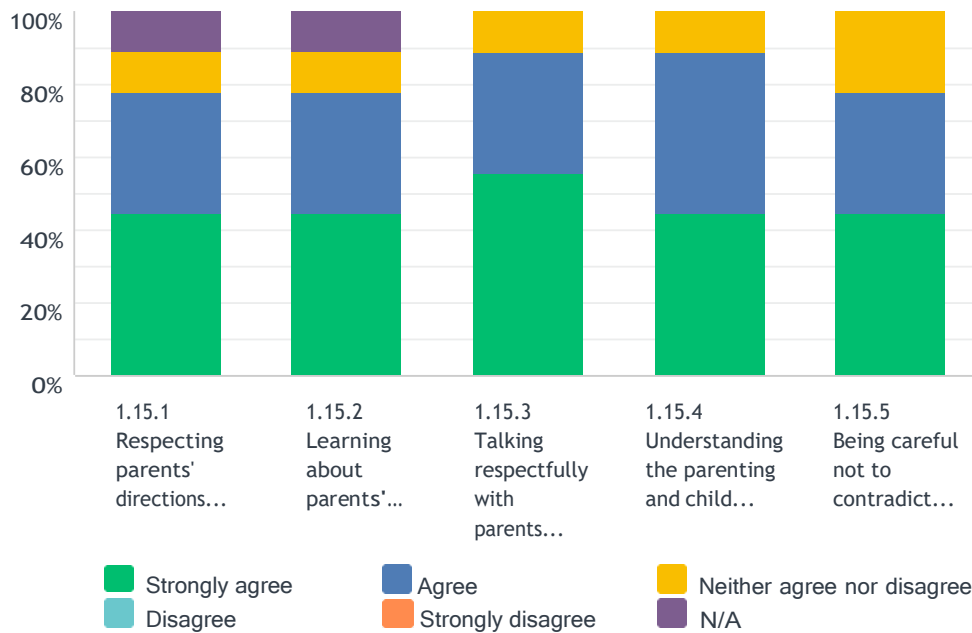
#	COMMENTS FOR "1.14.1 ACKNOWLEDGEMENT AND SUPPORT FOR THEIR EFFORTS FROM SUPERVISORS AND ADMINISTRATORS."	DATE
	There are no responses.	
#	COMMENTS FOR "1.14.2 OPPORTUNITIES TO PROCESS THEIR OWN EMOTIONAL REACTIONS WITH APPROPRIATE SUPPORT."	DATE
	There are no responses.	
#	COMMENTS FOR "1.14.3 ACCESS TO A MENTAL HEALTH CONSULTANT."	DATE
1	would like to see more trauma counseling	7/14/2021 4:33 PM

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2	don't know	7/14/2021 11:05 AM
#	COMMENTS FOR "1.14.4 TIME OFF IF NEEDED."	DATE
1	not sure	7/14/2021 7:45 AM

Q 1.15 Staff reinforce parental authority by:

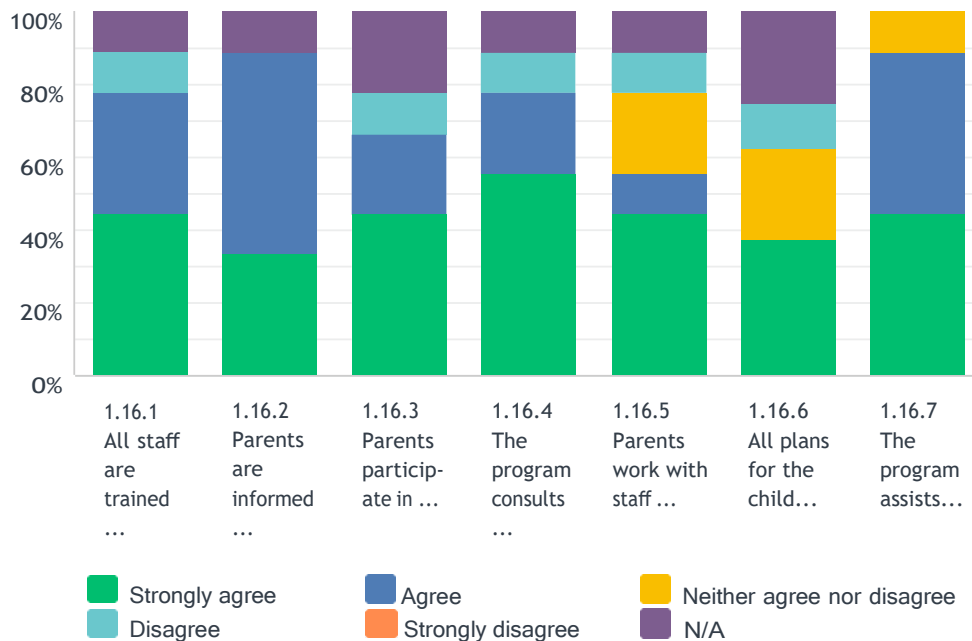
Answered: 9 Skipped: 0



	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.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
1.15.2 Learning about parents' expectations and limits for their children.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	0.00% 0	11.11% 1	9	4.38
1.15.3 Talking respectfully with parents about how to handle differences in expectations regarding children's behavior and development.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
1.15.4 Understanding the parenting and child behavior norms of the parent's culture.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
1.15.5 Being careful not to contradict a parent in front of his or her child or other children.	44.44% 4	33.33% 3	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.22

Q 1.16 Parents are engaged as partners in developmental screenings or assessments of their child:

Answered: 9 Skipped: 0

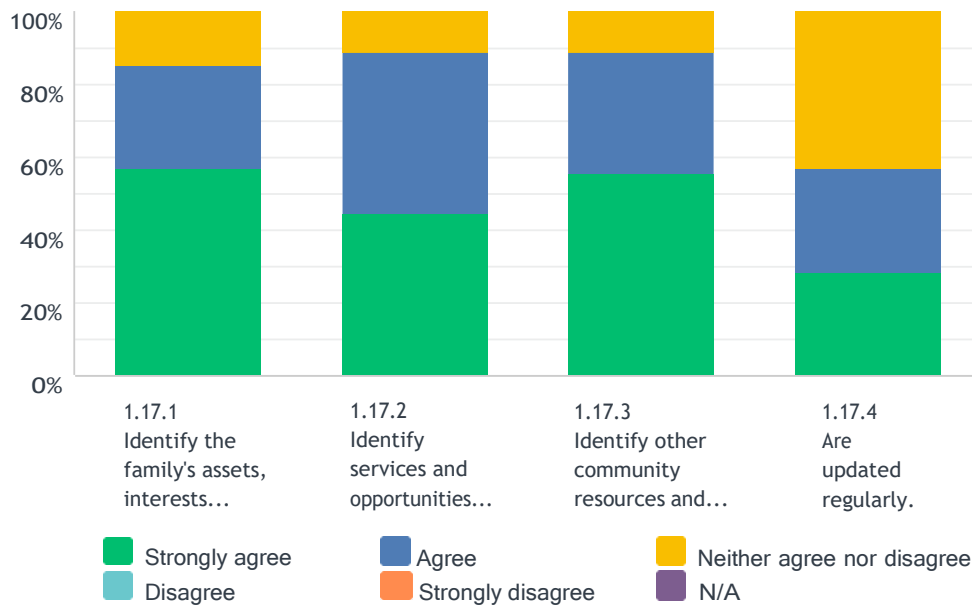


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.16.1 All staff are trained in the program's confidentiality policy regarding screening and results.	44.44% 4	33.33% 3	0.00% 0	11.11% 1	0.00% 0	11.11% 1	9	4.25
1.16.2 Parents are informed about the confidentiality policy and what it means to them.	33.33% 3	55.56% 5	0.00% 0	0.00% 0	0.00% 0	11.11% 1	9	4.38
1.16.3 Parents participate in the screening and/or are informed of the results of all screenings as soon as possible.	44.44% 4	22.22% 2	0.00% 0	11.11% 1	0.00% 0	22.22% 2	9	4.29
1.16.4 The program consults with parents immediately when child health, behavior or developmental problems are suspected or identified.	55.56% 5	22.22% 2	0.00% 0	11.11% 1	0.00% 0	11.11% 1	9	4.38
1.16.5 Parents work with staff to develop plans and accommodations for their children based on the screening.	44.44% 4	11.11% 1	22.22% 2	11.11% 1	0.00% 0	11.11% 1	9	4.00
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.	37.50% 3	0.00% 0	25.00% 2	12.50% 1	0.00% 0	25.00% 2	8	3.83
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.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33

#	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
	There are no responses.	
#	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
	There are no responses.	
#	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	Don't know.	7/5/2021 1:56 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
	There are no responses.	

Q 1.17 Parents and staff develop family plans together that:

Answered: 9 Skipped: 0



	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.	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7	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.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
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.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
1.17.4 Are updated regularly.	28.57% 2	28.57% 2	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7	3.86

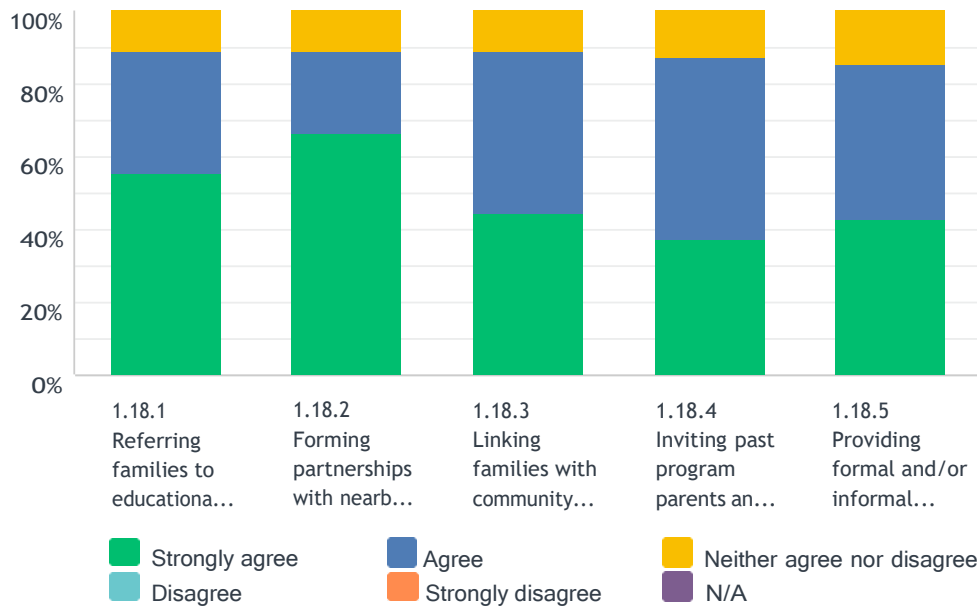
#	COMMENTS FOR "1.17.1 IDENTIFY THE FAMILY'S ASSETS, INTERESTS, SKILLS, NEEDS AND GOALS FOR THEMSELVES AND THEIR CHILDREN."	DATE
1	Don't know.	7/5/2021 1:56 PM

SWAG Team SFSA Tool for Community-Based Programs—**Parental Resilience** Results

#	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
1	not sure	7/14/2021 7:45 AM
2	Don't know.	7/5/2021 1:56 PM

Q 1.18 The program supports a parent's personal education and career goals by:

Answered: 9 Skipped: 0

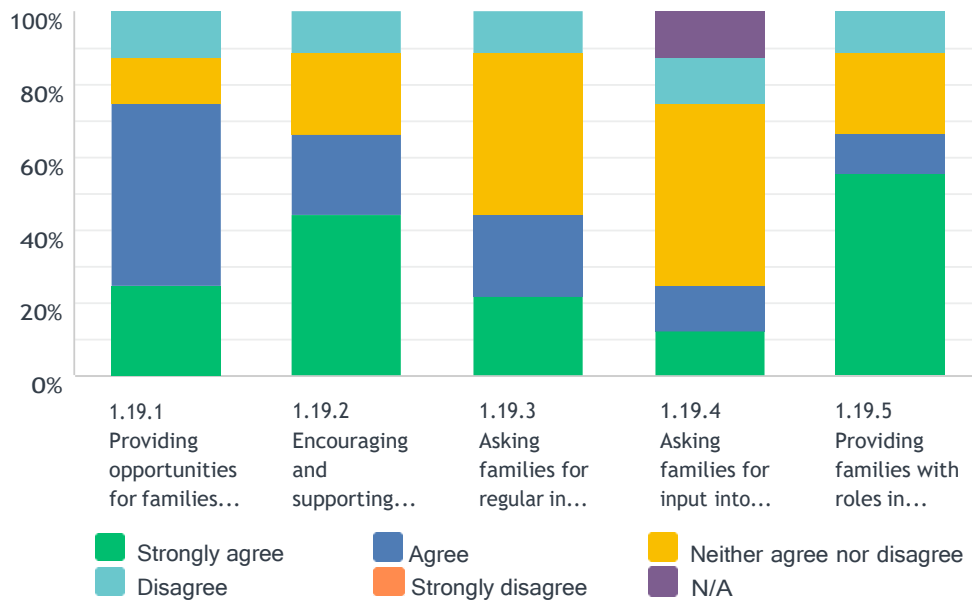


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.18.1 Referring families to educational and career resources (e.g., GED programs, adult education, ESL classes, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills).	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
1.18.2 Forming partnerships with nearby educational resources, including higher education institutions, to support families' learning interests and educational goals.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	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.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
1.18.4 Inviting past program parents and community volunteers to share their educational and career experiences with families.	37.50% 3	50.00% 4	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.25
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.	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7	4.29

#	COMMENTS FOR "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)."	DATE
	There are no responses.	
#	COMMENTS FOR "1.18.2 FORMING PARTNERSHIPS WITH NEARBY EDUCATIONAL RESOURCES, INCLUDING HIGHER EDUCATION INSTITUTIONS, TO SUPPORT FAMILIES' LEARNING INTERESTS AND EDUCATIONAL GOALS."	DATE
	There are no responses.	
#	COMMENTS FOR "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."	DATE
	There are no responses.	
#	COMMENTS FOR " 1.18.4 INVITING PAST PROGRAM PARENTS AND COMMUNITY VOLUNTEERS TO SHARE THEIR EDUCATIONAL AND CAREER EXPERIENCES WITH FAMILIES."	DATE
1	would like to see more people come to SWAG	7/14/2021 4:33 PM
2	Don't know.	7/5/2021 1:56 PM
#	COMMENTS FOR "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."	DATE
1	Don't know.	7/5/2021 1:56 PM

Q 1.19 The program provides opportunities and support for families to serve as leaders and decision-makers by:

Answered: 9 Skipped: 0



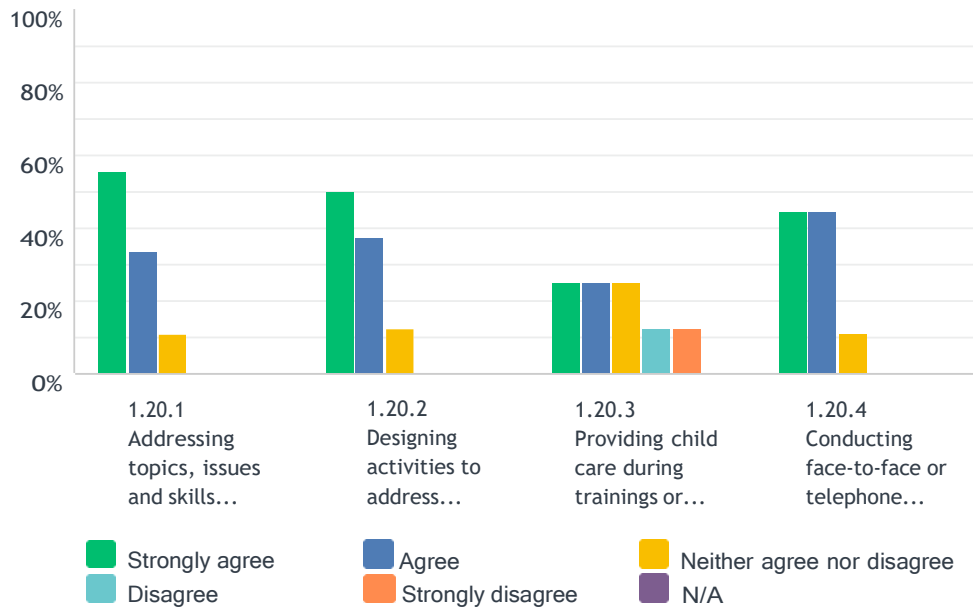
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.19.1 Providing opportunities for families to volunteer and contribute to the program.	25.00% 2	50.00% 4	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	3.88
1.19.2 Encouraging and supporting parents in becoming active members of the program's governing/advisory groups and in taking on leadership roles	44.44% 4	22.22% 2	22.22% 2	11.11% 1	0.00% 0	0.00% 0	9	4.00
1.19.3 Asking families for regular input on programmatic decisions.	22.22% 2	22.22% 2	44.44% 4	11.11% 1	0.00% 0	0.00% 0	9	3.56
1.19.4 Asking families for input into staff hiring and training.	12.50% 1	12.50% 1	50.00% 4	12.50% 1	0.00% 0	12.50% 1	8	3.29
1.19.5 Providing families with roles in evaluating the program (e.g., parent questionnaires, group evaluation meetings).	55.56% 5	11.11% 1	22.22% 2	11.11% 1	0.00% 0	0.00% 0	9	4.11

SWAG Team SFSA Tool for Community-Based Programs—**Parental Resilience** Results

#	COMMENTS FOR "1.19.1 PROVIDING OPPORTUNITIES FOR FAMILIES TO VOLUNTEER AND CONTRIBUTE TO THE PROGRAM."	DATE
1	we need to get the word out to many people that don't know about how great SWAG is	7/14/2021 4:33 PM
2	Don't know.	7/5/2021 1:56 PM
#	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
1	Staff has referred community members/parents to attend SWAG meetings and even to join the SWAG board.	7/5/2021 1:56 PM
#	COMMENTS FOR "1.19.3 ASKING FAMILIES FOR REGULAR INPUT ON PROGRAMMATIC DECISIONS."	DATE
1	not sure	7/14/2021 7:45 AM
2	Staff is very good at assessing if an offered program is wanted and/or used by families.	7/5/2021 1:56 PM
#	COMMENTS FOR "1.19.4 ASKING FAMILIES FOR INPUT INTO STAFF HIRING AND TRAINING."	DATE
1	not sure	7/14/2021 7:45 AM
2	Don't know.	7/5/2021 1:56 PM
#	COMMENTS FOR "1.19.5 PROVIDING FAMILIES WITH ROLES IN EVALUATING THE PROGRAM (E.G., PARENT QUESTIONNAIRES, GROUP EVALUATION MEETINGS)."	DATE
1	Strongly agree based on the team members who make up the self-assessment team.	7/5/2021 1:56 PM

Q 1.20 The program promotes participation in activities by:

Answered: 9 Skipped: 0



	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.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
1.20.2 Designing activities to address interests of different family members (e.g., fathers, mothers, other family members).	50.00% 4	37.50% 3	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.38
1.20.3 Providing child care during trainings or workshops.	25.00% 2	25.00% 2	25.00% 2	12.50% 1	12.50% 1	0.00% 0	8	3.38
1.20.4 Conducting face-to-face or telephone outreach to families who might not otherwise participate.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33

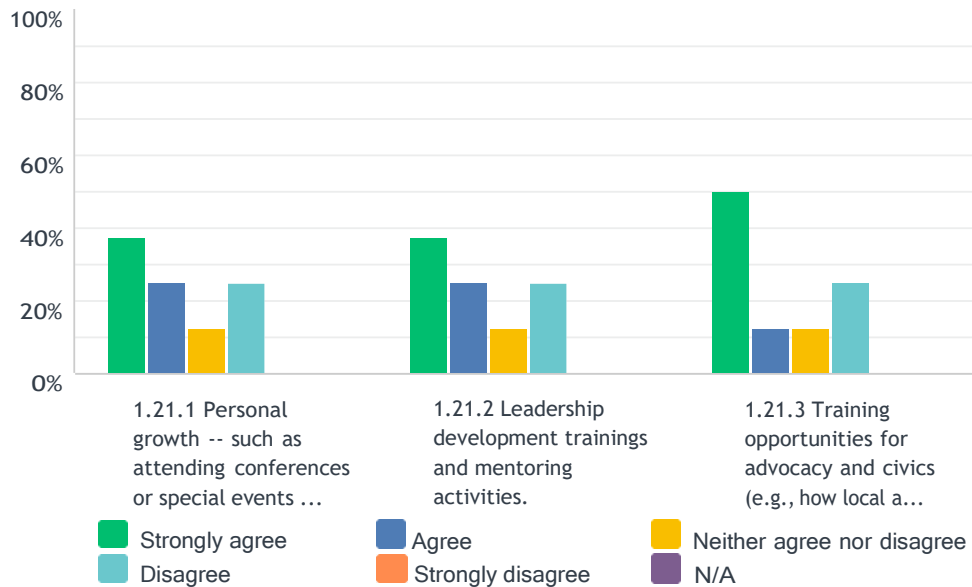
#	COMMENTS FOR "1.20.1 ADDRESSING TOPICS, ISSUES AND SKILLS THAT FAMILIES IDENTIFY AS IMPORTANT TO THEM."	DATE
	There are no responses.	
#	COMMENTS FOR "1.20.2 DESIGNING ACTIVITIES TO ADDRESS INTERESTS OF DIFFERENT FAMILY MEMBERS (E.G., FATHERS, MOTHERS, OTHER FAMILY MEMBERS)."	DATE
1	want to see more family activities	7/14/2021 4:33 PM

SWAG Team SFSA Tool for Community-Based Programs—**Parental Resilience Results**

#	COMMENTS FOR "1.20.3 PROVIDING CHILD CARE DURING TRAININGS OR WORKSHOPS."	DATE
1	not enough staffing	7/14/2021 11:05 AM
2	Don't know specifically about child care.	7/5/2021 1:56 PM
#	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: 8 Skipped: 1



	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.	37.50% 3	25.00% 2	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.75
1.21.2 Leadership development trainings and mentoring activities.	37.50% 3	25.00% 2	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.75
1.21.3 Training opportunities for advocacy and civics (e.g., how local and state government works, how to foster change).	50.00% 4	12.50% 1	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.88

#	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
1	Don't know.	7/5/2021 1:56 PM
#	COMMENTS FOR "1.21.2 LEADERSHIP DEVELOPMENT TRAININGS AND MENTORING ACTIVITIES."	DATE
1	Don't know.	7/5/2021 1:56 PM
#	COMMENTS FOR "1.21.3 TRAINING OPPORTUNITIES FOR ADVOCACY AND CIVICS	DATE

(E.G., HOW LOCAL AND STATE GOVERNMENT WORKS, HOW TO FOSTER CHANGE)."

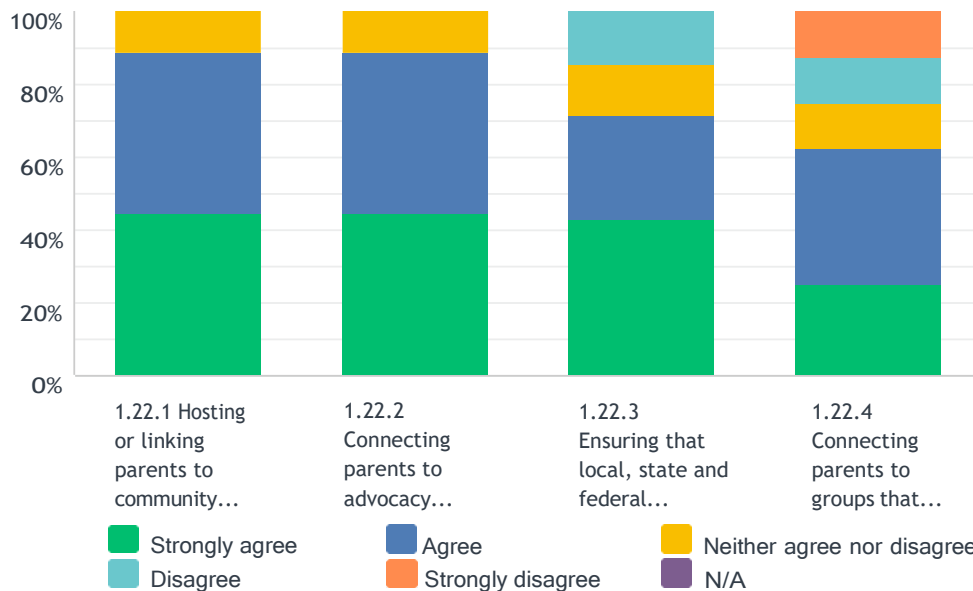
1

Don't know.

7/5/2021 1:56 PM

Q 1.22 The program helps to support parents' opportunities for leadership in community change by:

Answered: 9 Skipped: 0



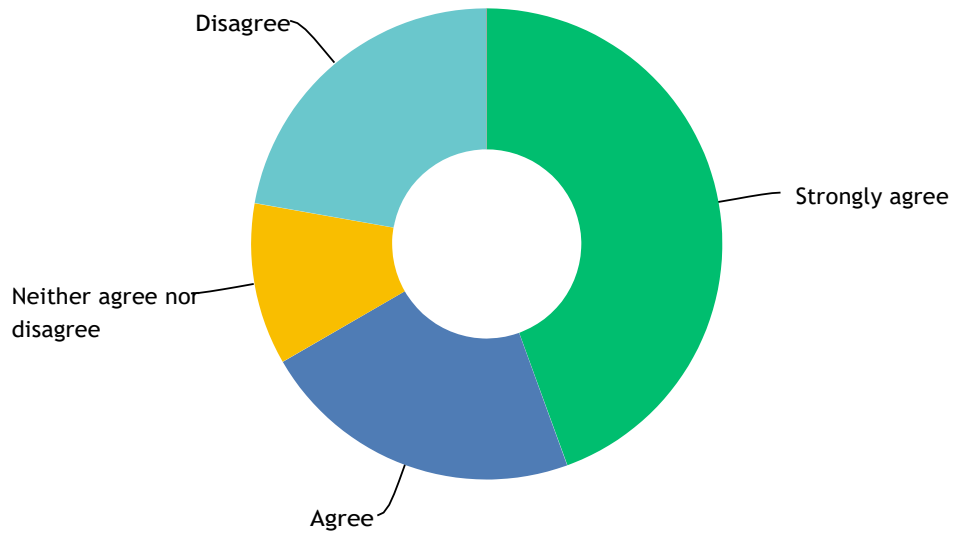
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
1.22.1 Hosting or linking parents to community events that help raise awareness of emerging community needs and assets.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
1.22.2 Connecting parents to advocacy groups that work on issues related to child, family and community needs.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
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.	42.86% 3	28.57% 2	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7	4.00
1.22.4 Connecting parents to groups that inform and shape policy at the local, state or national level.	25.00% 2	37.50% 3	12.50% 1	12.50% 1	12.50% 1	0.00% 0	8	3.50

SWAG Team SFSA Tool for Community-Based Programs—**Parental Resilience** Results

#	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
	There are no responses.	
#	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
1	don't know	7/14/2021 11:05 AM
2	Don't know.	7/5/2021 1:56 PM
#	COMMENTS FOR "1.22.4 CONNECTING PARENTS TO GROUPS THAT INFORM AND SHAPE POLICY AT THE LOCAL, STATE OR NATIONAL LEVEL."	DATE
1	Don't know.	7/5/2021 1:56 PM

Q 1.23 Staff receive training on talking with parents about helping children in times of family crisis.

Answered: 9 Skipped: 0

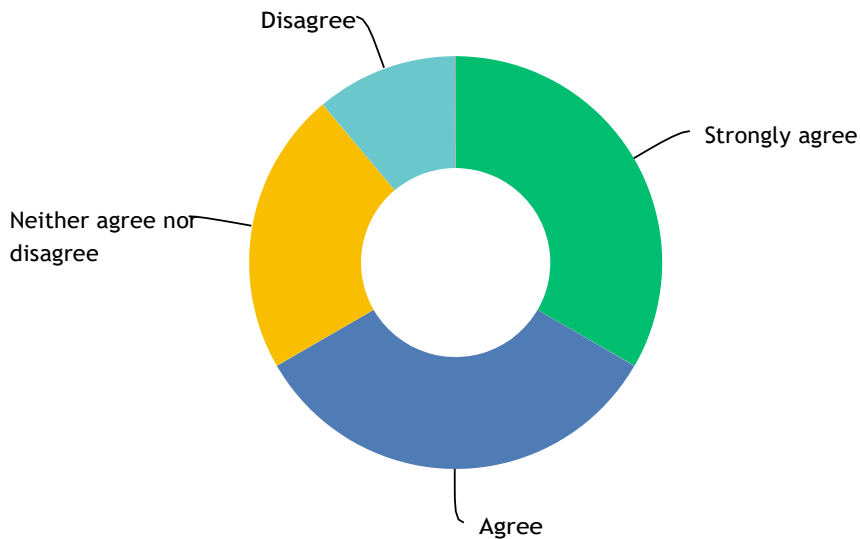


ANSWER CHOICES		RESPONSES	
Strongly agree		44.44%	4
Agree		22.22%	2
Neither agree nor disagree		11.11%	1
Disagree		22.22%	2
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	not sure but it seems so to me	7/14/2021 11:07 AM

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: 9 Skipped: 0

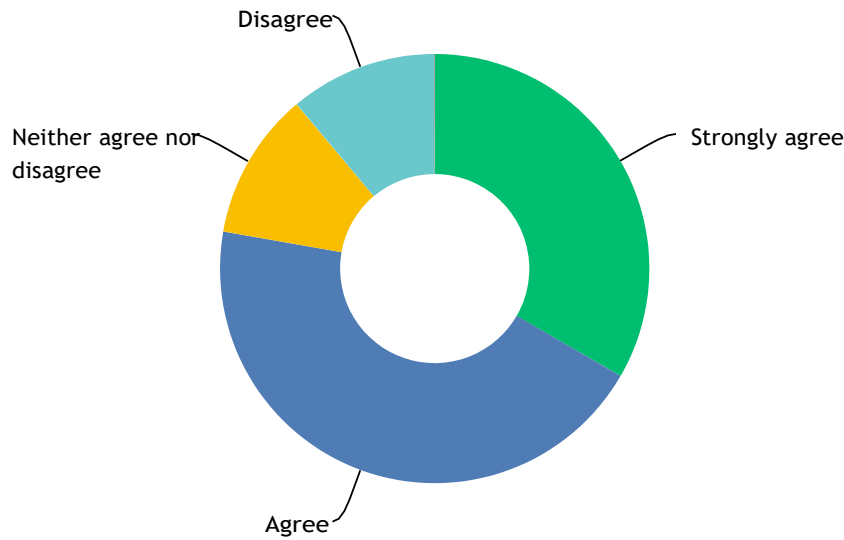


ANSWER CHOICES		RESPONSES	
Strongly agree		33.33%	3
Agree		33.33%	3
Neither agree nor disagree		22.22%	2
Disagree		11.11%	1
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	more trauma/stress counseling for moms	7/14/2021 4:34 PM
2	not sure but it seems so to me	7/14/2021 11:07 AM

Q 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.

Answered: 9 Skipped: 0



ANSWER CHOICES		RESPONSES	
Strongly agree		33.33%	3
Agree		44.44%	4
Neither agree nor disagree		11.11%	1
Disagree		11.11%	1
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	need an onsite counselor	7/14/2021 4:34 PM
2	Partnership's partnering with Meridian Behavioral Healthcare is a valuable asset at the SWAG center.	7/5/2021 1:57 PM



The Southwest Advocacy Group (SWAG) Family 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

Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), Robin Perry (Lead Evaluator), Dorothy Benson, Lynda Bowie-Locklear, Reva Brewster, Dennis Franklin, Euricka Franklin, Dawn Harper, Shandra Nichols, Toni Spoliansky & Robin Wilkerson (SWAG SFSA Team)

Institute for Child and Family Services Research



This report was funded by the Children's Bureau; Administration on Children, Youth, and Families; Administration for Children and Families, U.S. Department of Health and Human Services, under grant # 90CA1868. The contents of this report are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau.

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Suggested Citation: David-John, Perry, R., M., Benson, D., Bowie-Locklear, L., Brewster, R., Franklin, D., Franklin, E., Harper, D., Nichols, S., Spoliansky, T., & Wilkerson, R (2022). *The Southwest Advocacy Group (SWAG) Family 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*. Tallahassee: Institute for Child and Family Services Research.

Introduction

This report summarizes findings from, and recommendations developed by, the Southwest Advocacy Group (SWAG) Family Resource Center Strengthening Families Self-Assessment (SFSA) Team utilizing a standardized process developed by the Center for the Study of Social Policy. This report highlights findings from the utilization of the SFSA Tool for Community-Based Programs by the SWAG SFSA Team with a focus on items associated with supporting families by promoting social and emotional competence of children. Promoting social and emotional competence of children 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 the SWAG Family Resource Center (SWAG FRC). Strengths associated with promoting social and emotional competence of children have been identified along with recommended action items for enhancing services and supports to address this protective factor.

The SWAG Family 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, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasizes a strengthening family 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 to strengthen families with the ultimate goal of preventing child maltreatment and reducing entries into the formal child welfare system. One major strength of the RC Model is its focus on community collaborations to address identified needs in at-risk neighborhoods. There is a history of collaboration with each Resource Center in Gainesville with a network of over 75 community partners. These collaborative efforts have been well documented in select Resource Center reports website and social media posts, Resource Center pamphlets/infographics, news reports, and select publications. Services provided are intended to be responsive to the needs of the community as identified by community partners/stakeholders and parents/household members (referred to as patrons) within the targeted areas. Representation across public, business, philanthropic, community, and nonprofit sectors has allowed a blending of funding, expansion of services to meet patron needs 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 PSF was the Library Partnership Resource Center which opened in July 2009. Seeking to build upon the perceived success of PSF's first Resource Center, partnerships were established to open a second. The Southwest Advocacy Group (SWAG) was an established entity in the community which works to improve the lives of residents in southwest Gainesville by conducting needs assessments and advocating (to public and private organizations) to increase residents' access to resources. SWAG approached PSF about opening a Resource Center to serve the 32607 and 32608 zip codes. PSF had a strong interest in strengthening the southwest Gainesville community through collaborative efforts. In June 2010, members of SWAG went door-to-door to reach out to residents about services and resources they felt they were in most need of. This community-based needs assessment identified concerns regarding crime, housing, and transportation among neighborhood residents. Collectively, residents, advocates, service providers and community leaders were also concerned with the health, education, income, domestic violence, and child

maltreatment disparities in southwest Gainesville. With the donation of a building from the Alachua County Board of County Commissioners, tremendous community support and financial contributions from community partners including the City of Gainesville, Rotary International, Tower Hill Insurance Agency, Kiwanis, Oelrich Construction and others, the SWAG FRC opened its doors in June 2012.

The SWAG FRC was designed to provide an easily accessible, non-stigmatizing place for community members to seek needed services and supports. PSF's Resource Centers are 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 are voluntary and free of charge to all community members.

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 that may be utilized at different levels by patrons. Although there are common services and supports across RCs, there is variation in the service array based on the population needs within the geo spatial target area for each RC. The five protective factors that services and supports are based on 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 upon services, supports, and efforts of the SWAG FRC for promoting social and emotional competence of children. This report is one element of a comprehensive process evaluation meant to advance the knowledge regarding the functioning, responsiveness, and impact of PSF's Family Resource Centers upon the communities they serve. Since supports and services at the SWAG FRC are structured in accordance with the CSSP Protective Factors framework, the SFSA Tool for Community-Based Programs, and associated processes are being used to help determine the fidelity of specific implementation strategies for promoting social and emotional competence of children. This process will help identify existing strengths of supports and services and potential areas for 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 the RCs have implemented services/activities to engage and strengthen families with respect to each of the protective factors¹. The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each RC has implemented

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/>

services/activities in alignment with core strategies for building the five protective factors.

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 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 patrons who have been active participants in the program (or whose children participate in the program). The three patrons selected to be team members 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 the protective factors. These processes were followed in the establishment of the SWAG SFSA Team. Composition includes two administrators and direct service staff (Shandra Nichols and Robin Wilkerson), three community collaborators (Dorothy Benson, Dawn Harper, and Lynda Locklear) and four Community Ambassadors (Reva Brewster, Dennis Franklin, Euricka Franklin, and Cassandra Roncarti²). 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.

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 SWAG Family Resource Center Help Parents Foster Their Child’s Social Emotional Development? (Items 5.1.1 through 5.3)

How Does the SWAG Family Resource Center Model Nurturing Care to Children? (Items 5.4.1 through 5.6)

How Does the SWAG Family Resource Center Include Children’s Social and Emotional Development Activities in Programming? (Items 5.7.1 through 5.8.2)

² Ms. Roncarti relocated to another state and was unable to participate in meetings and discussions beginning in September, which included findings denoted in this report. Although not an author on this report, tabled findings do reflect her contributions as a Community Ambassador on the SWAG SFSA Team that completed the SFSA Tool.

How Does the SWAG Family Resource Center Help Children Develop a Positive Cultural Identity and Learn to Interact in a Diverse Society? (Items 5.9 through 5.14)

How Does the SWAG Family 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 SWAG FRC 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. 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 team members completed their surveys, the data was 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 to arrive at a consensus for each item and indicator, if possible, so that a collective assessment could lead to a structured action plan to address any fidelity concerns and program needs. 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 collectively and then as individual items. For many items established consensus and agreement was evident, especially for items and questions identified as observed strengths of the SWAG FRC. 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) with variation in response, 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. 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 SWAG SFSA Team took place on June 30, 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. The dates and times of meetings were in accordance with preferred times and schedules of all team members and attendees. 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 during this timeframe, the meeting format changed/varied in accordance with safety concerns and PSF's pandemic protocols. During the November 10, 2021, SWAG SFSA meeting, the team discussed Social and Emotional Competence of Children items but decided supplemental meetings between the Community Research Coordinator and the SWAG FRC staff would be a better strategy for assessment of fidelity to this protective factor. This strategy was deemed best as staff acknowledged that many of the services and supports that promote the social and emotional competence of children are individualized and for which awareness is not widespread among community partners and patrons who have not needed to utilize the services.

The SWAG Strengthening Families Self-Assessment Team

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



Dorothy Benson – SWAG Board Member

Dorothy A. Benson was born and raised in Tampa, FL, but moved to Gainesville as she was raising her family. The Bensons have lived in the Gainesville community since 1989. Dorothy fell in love with Gainesville, and it quickly came to feel like "home." Dorothy was a homemaker and a mom who got involved in her community after seeing Dr. Nancy Hardt's density maps showing high concentrations of Medicaid births and babies being born underweight in southwest Gainesville. At that time in 2008, Dorothy's youngest son was just heading off to college, and she was able to devote her time to community organizing. After connecting to SWAG community members like Joan Canton,

Dorothy began advocating for the children and families in southwest Gainesville at the county commission meetings and helped Joan and others found the Southwest Advocacy Group (SWAG) in 2010. SWAG is a grassroots community-based group that soon became a certified 501(c)(3) non-profit. SWAG works closely with Partnership for Strong Families and other community partners to bring greater opportunities and resources to the SWAG neighborhoods through the SWAG Family Resource Center, the SW Health Clinic, and the CHILD Center - a model demonstration childcare center. Dorothy has loved being a part of the Strengthening Families Self-Assessment Team because it has allowed us to look back on where we started, where we are now, and how we can best grow to better serve families and children in our community. Dorothy has been married to my supportive husband, Keyton, for 40 years. They raised two children in Gainesville, our daughter, Brenna now 37, and our son Keyton Jr. now 32.

Dorothy is an avid walker and bird watcher, and she loves working with the SWAG board and community partners to bring positive changes to this wonderful community we call home. Dorothy loves the SWAG Family Resource Center because it provides a loving, safe and nurturing place for our community to come together and focus our greater collective resources to support children, families, and our seniors. The SWAG FRC provides a tangible place where people can share their love for each other through many volunteer opportunities.

Lynda Bowie-Locklear – CareerSource of North Central Florida

Lynda L. Bowie-Locklear was born and raised in Minter, AL, and has been a part of the Alachua County community for 28 years. Lynda is married and has two children who she raised in the Alachua County Community. Lynda's career started back in 2003 in early childhood education with Child Care Resources which lead her to The Early Learning Coalition of Alachua County for the next 12 years, and a year with Episcopal Children Services. Lynda continues working in the community with families through workforce with CareerSource of North Central Florida as the WIOA Youth Program Coordinator.



Lynda has been a partner to the Partnership for Strong Families Resource Centers since the inception of Library Partnership Resource Center and continues to work closely with the staff from all Resource Centers in Alachua County. When Lynda was asked to be a part of the SWAG FRC's Self-Assessment Team it wasn't a hard decision. Lynda feels it has been a pleasure to serve alongside of SWAG staff, SWAG Board Member, the community Ambassadors, Robin Perry, Mikaela David-John and Toni Spoliansky. Lynda feels the time spent together on this project has taken our partnership relationship to another level. She looks forward to continuing the partnership to better serve the families in the Alachua County Community.

Lynda has kept these words in the forefront of her mind daily as she works with families in the community. It is an empathy reminder like none other "We often think that admitting struggle is a sign of weakness, but we all struggle sometimes. We all get overwhelmed sometimes. We need help sometimes. Acknowledging this is not a sign of weakness, but struggling alone is a choice to grow weak"
-Lori Deschene

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination" -
Jimmy Dean



Reva Brewster – Community Ambassador

Reva Brewster was born and raised in the U.S. Virgin Islands. Reva has been a member of the Gainesville community for 24 years. Reva raised her two children in the Gainesville community and now enjoys spending time with her four (soon to be five) grandchildren. Reva has been serving others for many years starting back in the U.S. Virgin Islands where she volunteered for a summer camp for youth with disabilities. Here in Gainesville, Reva volunteered for Altrusa House, an adult day health care program, for many years not only to give back to her community but also to spend time with her father while he was part of the program. Reva joined the SWAG SFSA team because of the support she feels when interacting with the staff. She receives so much positive feedback and information from the staff. Compared to the “outside the SWAG FRC’s walls where everything feels very negative, inside the Resource Center staff are uplifting.” During the SFSA process, Reva enjoyed having positive people from the community around her. Reva loves that the SWAG FRC staff are “here with resources and information and that the community has a place to turn to for help and answers.”

Dennis Franklin – Community Ambassador

Dennis Franklin was born and raised in Harlem New York with one sister of an 18-year age difference. Dennis received education and training in speech, drama, journalism, communications, and business. After finishing his education, Dennis spent ten years involved in marketing and sales for a variety of different businesses. Dennis grew up with an unconditional love for the entertainment industry. As a young adult, Dennis spent his time discovering, up-and-coming and the mainstream artists in the entertainment industry. Dennis always knew that his purpose in life was to make a mark in entertainment that would change the life of music. Dennis was taught early on from his own personal hardships that everyone is not guaranteed the opportunity to advance themselves, so he decided to use his love for music to give back to the community. Dennis enhanced his entrepreneurial skills to establish The Disco Den Record Pool in 1976 which was an educational program to teach disc jockey candidates on how to promote records. Nevertheless, founding The Disco Den Record Pool was just the beginning of the many strides to come. In 1983, Dennis turned the Disco Den into a school for up-and-coming disc jockeys. “We were the original uptown outlet for information and the exchanging of ideas among club jocks. Then, we expanded our base and increased our services.” The Disco Den was replaced with The Record School, a non-profit umbrella corporation that contained a record pool, a Harlem nightclub, The Music Bank, a promotion and Production Company, and a record label.



Dennis moved himself and his family of eight to his mother’s hometown, Gainesville, FL, after his mother got sick. After living in Florida for eight years, Dennis’ life took a drastic flip - Dennis had a relapse on drugs and alcohol. Following an incarceration, Dennis agreed to one year of drug court and was released after eight months. Growing as a man of God, Dennis was taught that being a great leader was not just about what he accomplished, but what he did Christ-like. He later learned that “the best leader is a servant leader.” Reminiscing the struggles and hardships that he experienced, Dennis vowed to do

whatever he could to prevent people from slipping through the cracks. “I think this was the greatest turning point in my life. I made a decision that I would work as hard as I could and see that no one would have to go through what happen to me, the feeling was not nice”. He vowed that he would dedicate himself to people that had situations with addiction, ex-offenders, lost children, the homeless, in aspiration that anyone who has lost hope will have some place to go. That place would be called The Neighborhood House, a non-profit organization Dennis co-founded that strives to make a positive impact on our community and youth. Dennis has enjoyed being part of the SWAG SFSA team as it has been an opportunity for him to connect with people in the neighborhood and share information that can help strengthen the community and bring the community together. Currently, Dennis is working on a new project called The Nuskool which is a success training program which he hopes to share with the southwest Gainesville community and beyond.



Euricka Franklin – Community Ambassador

Euricka L. Franklin originates from New York City. She was born and raised in Harlem. Euricka graduated from Fashion Industry in New York City. In 1995, Euricka moved to Gainesville and became a resident of Clayton Estate located a few blocks away from the SWAG Family Resource Center. Euricka attended Santa Fe College and became a CNA. For several years, Euricka worked in the healthcare industry until an injury made her unable to continue. Starting in 2004, Euricka was a stay-at-home mother to her six children. Euricka and her husband, Dennis have been together for 31 years. Euricka has volunteered in the community extensively including the MCBC Saturday Academy assisting first through fifth graders with a variety of subjects including English and math and accompanying the students on field trips. Euricka has volunteered for decades with the Board of Elections doing many duties from clerk to ballot scanner. Euricka also volunteered back in New York city with the YMCA Summer Youth Employment Program as a camp counselor assisting children with educational enrichment. Euricka also assisted with Dr. Shawn Kneipp’s ‘welfare-to-work’ study. Euricka and her husband founded a nonprofit organization called The Neighborhood House which partners with the Big Brother Big Sister program to provide food for children and families in the community. Living across the street from the SWAG FRC, Euricka has been involved with the Resource Center from the beginning – she even watched as the building was reconstructed from apartments to be able to house the Resource Center. Euricka and her family have participated in numerous events and activities at the SWAG FRC and their nonprofit organization, The Neighborhood House, has donated clothes and food in the past. Currently, Euricka cares for her mother and her grandchildren. Euricka found that some of the conversations had, and information shared during the SFSA meetings at the SWAG FRC helped Euricka adequately address situations that will arise when caring for her mother and grandchildren. Euricka was happy to be part of the SFSA team because she received important information from the discussion with fellow SFSA team members, that she can share with my family and community. Euricka particularly enjoyed the discussions around mental health treatment and self-care as they are needed in this community, and every community. We all have a hurts, habits, and hang-ups. Euricka joined the SFSA team because she believes that sharing our different experiences with others strengthen everyone.

Dawn Harper – Department of Children and Families (DCF)

Dawn Harper was the DCF Community Partner Liaison for circuits 3 and 8.

Shandra Nichols, MS, CHES, CWCM – SWAG FRC Staff (Resource Center Manager)

Shandra is a native of Ocala, FL, but has lived and worked in Gainesville for about 10 years. Shandra attended the University of Florida where she received a Bachelor of Science and Master of Science degree in Health Education and Behavior. In her spare time, Shandra enjoys spending time with her family and friends, traveling, attending concerts and other entertainment events, listening to music, and DIY projects. After working with the State of Florida Department of Health, Shandra realized that her passion was in working with children and families and transitioned into the child welfare sector, where she has been serving families for the past 8+ years. Shandra began her employment with Partnership for Strong Families in the summer 2016 after accepting a position as the Family Support Facilitator at the Library Partnership Family Resource Center. As the Family Support Facilitator for 4 and a half years, Shandra found great pleasure in meeting and engaging families on a regular basis. She assisted them with meeting their needs through onsite and community resources and by helping them to identify their own personal and family skills and strengths. Most of all, she enjoyed building relationships with the families she served. Currently, as the Manager of the SWAG FRC, Shandra continues to work closely with children and families, however, spends most of her time planning and developing programs to meet the needs of the community, maintaining working relationships with collaborating partners, and managing the oversight of day-to-day activities and patron services with staff, interns, and volunteers. As a member of the Strengthening Families Self-Assessment Team, Shandra has had the opportunity to learn more about the history of SWAG, as well as the southwest Gainesville neighborhoods the resource center serve. As the new manager, Shandra is even more encouraged and see the importance of seeking input from community members when planning programs and events that will have a direct impact on the community. Often times, the SWAG FRC serve as a place of hope for individuals and families who are experiencing uncertain times in their lives. Our staff members are compassionate, invested, and really want the best for the families we serve.

**Cassandra Roncarti – Community Ambassador [Original Member]**

Ms. Roncarti and her two daughters were patrons of the SWAG FRC and lived in the SWAG community. Ms. Roncarti's oldest daughter attended children's programming at the SWAG FRC.

Robin Wilkerson, M.Ed., RBT – SWAG FRC Staff (Family Support Facilitator)



Robin Wilkerson is originally from south Florida and has been part of the Gainesville community for 27 years. Robin has been at the SWAG Family Resource Center since December 2018, first in the Early Childhood Support Facilitator Role and now as the Family Support Facilitator. Robin holds a bachelor's degree in psychology from Saint Leo University and a master's degree in applied behavioral analysis from Arizona State University. Previously, Robin worked clinically in behavioral analysis as well as seven years in educational roles for the Alachua County School Board. Robin is also a founding board member of Healing for All, a local nonprofit that specializes in mental health services for underserved populations. Robin is a single mother of two children. Her son, who was diagnosed with Asperger's, was her inspiration for the degrees she has pursued. Robin loves working at the SWAG FRC because of the families she works with, and she enjoys being able to be a support for them.

Support for SWAG SFSA Team Processes

Although not formal members of the SWAG SFSA Team, Robin Perry (Lead Evaluator), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the SWAG SFSA Team meetings and served as key supports for team processes. Robin Perry provided the 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 SWAG FRC. Mikaela David-John is the Community Research Coordinator for the SWAG FRC, and a principal on-site contact for team members. Ms. David-John maintained regular contact with team members and distributed meeting materials; aided with the 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 questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the SWAG FRC. 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 the 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 SWAG FRC to community need related to supporting families through the promotion of concrete supports. There was no effort by those in supportive roles to censor 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 and 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 Mikaela David-John 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 represents a summary of key findings and recommendations by the team for questions and items associated with promoting Social and Emotional Competence of Children. For a more detailed itemization/descriptive profile of all responses, please see **Appendix C** for the *SFSA Tool for Community-Based Programs— Social and Emotional Development of Children*; 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.

Along with deciding to utilize supplemental staff discussions for the final protective factor, the SFSA team also decided on the following overarching action items which are also referenced in the SWAG SFSA promoting knowledge of parenting and child development report:³

Action Item #1: Create a dynamic speaker series and/or programs to reach the two audiences – parents and youth.

Action Item #2: Start moving forward as a team to plan the next steps for the previously identified action items.

The SWAG SFSA team reached a consensus that it was appropriate to create a plan to address the proposed action items. All present team members also agreed during the November 10, 2021 meeting that inviting external speakers to promote topics related to the knowledge of parenting and child development and social and emotional competence of children would be the best approach to addressing any potential gaps.

³ David-John, M., Perry, R., Benson, D., Bowie-Locklear, L., Brewster, R., Franklin, D., Franklin, E., Harper, D., Nichols, S., Spoliansky, T., & Wilkerson, R (2021). *The Southwest Advocacy Group (SWAG) Family 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*. Tallahassee: Institute for Child and Family Services Research.

How Does the SWAG Family Resource Center Help Parents Foster Their Child’s Social Emotional Development?

Table 1 provides a detailed summary of the individual items associated with the measures of how the SWAG FRC helps parents foster their children’s social and emotional development, 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 for which the majority of team members thought were not applicable. 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 5 of the 7 items related to the SWAG FRC helping parents foster their children’s social and emotional development with 2 within the Neither Agree nor Disagree range. There were no items for which there was average representing a consensus of disagreement.

There is no formal programming that allows staff to help parents understand age-appropriate social and emotional skills and behaviors as mentioned in item 5.1.2, but it is typically done via one-on-one situations as staff observe children exhibiting challenging behaviors or behaviors that are not developmentally appropriate. When staff discuss these behaviors with caregivers, the caregivers reportedly are “more receptive” to the discussion because of the relationships staff have built with the families. These dialogues are less likely with a new family as staff note they need time to observe, engage, and form appropriate professional/trusting relationships first. For example, several children participating in homework help programs have received (following behavioral observations and parental engagement) extra tutoring support from an outside provider/collaborative partner at the SWAG FRC. Selection for inclusion in programs like Summer SOAR (Summer Opportunity for Advanced Research), tutoring, and extra support tutoring with providers hosted onsite occur because of (SWAG staff note) “identified needs based on individual interactions with children.” These individualized programs are curated based on the identified children’s needs; therefore, they are not open to the entire community.

In homework help programming, SWAG FRC staff, interns and volunteers meet students “where they are at,” individualizing personal goals and program elements to each child’s needs. SWAG FRC’s Family Support Facilitator highlights: “...we don’t just help with homework; we help students recognize their emotions and learn how to deal with them in a positive manner... so, it is homework help but also *all of the above help*.” An important component of the SWAG FRC’s homework help program is goal setting that occurs at the beginning of each school year, evaluated mid-year, with frequent monitoring. The children meet with the RC staff and determine at least three academic or behavioral goals. At the mid-year evaluation, goals can be changed or expanded to fit the children’s personal progress. The RC staff meet and collaborate with parents to discuss the children’s initial goals and check in with parents on the children’s progress as needed.

SWAG FRC staff, interns and volunteers meet students “where they are at,” individualizing personal goals and program elements to each child’s needs. SWAG FRC’s Family Support Facilitator highlights: “...we don’t just help with homework; we help students recognize their emotions and learn how to deal with them in a positive manner...”

While opportunities to discuss social and emotional issues within a racial and cultural context as mentioned in item 5.1.3 are not built into programming, the staff ensure program content is culturally relevant and providers reflect the racial and cultural backgrounds of the community, when possible. During the 2021 homework help holiday party, the SWAG FRC staff brought a Black Santa onsite to take part in the celebration. During summer camp 2021, members of Black Architects in the Making (BAM) provided onsite programming. In BAM’s case, both the program content and the program facilitator aided in making local youth aware that individuals from the same racial, ethnic, or cultural backgrounds are thriving in a variety of professional fields, such as architecture. Curating program content to be culturally relevant and ensuring program facilitators, staff, volunteers, and interns onsite reflect the community helps families feel welcome and ensures inclusivity.

...the staff ensure program content is culturally relevant and providers reflect the racial and cultural backgrounds of the community, when possible...both the program content and the program facilitator aided in making local youth aware that individuals from the same racial, ethnic, or cultural backgrounds are thriving in a variety of professional fields...Curating program content to be culturally relevant and ensuring program facilitators, staff, volunteers, and interns onsite reflect the community helps families feel welcome and ensures inclusivity.

The SWAG FRC provides several opportunities for families to strengthen bonds as mentioned in item 5.2. For example, prior to the pandemic, monthly community dinners provided an avenue for families to bond. Currently, SWAG FRC staff are looking to find a way to bring back this aspect of community dinners in a safe manner sometime after March 2022. For now, the RC is providing to-go meals for families during these monthly events and to promote family bonding, parents and children must be present to receive a meal. During the height of the pandemic, the SWAG FRC pivoted to ensure children’s social and emotional programs and activities were still incorporated into programming. The SWAG FRC sent home family bonding activities including picnic baskets with families. Each year, the SWAG FRC hosts a homework help holiday party and invites parents to attend with their children. In 2021, families competed in a gingerbread house contest which was a planned activity to strengthen family bonds. Parents are also invited on all fieldtrips for spring break and summer camps – past trips

have included visits to the Kanapaha Botanical Gardens, the UF Museum of Natural History, Depot Park and more.

Table 1: How Do SWAG Family Resource Center Programs 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.	4.22
5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.	3.78
5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.	3.33
5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.	4.11
5.1.5 Asking about parents' observations of their child's social and emotional development.	4.00
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.	4.22

How Does the SWAG Family Resource Center Model Nurturing Care to Children?

Findings related to SWAG FRC modeling nurturing care to children highlighted in Table 2 did not reach team consensus of agreement (i.e., reaching an average threshold score of 4.0 or higher) as only half the items fell in that range. Eight items were rated within the Neither Agree nor Disagree range. There were no items for which there was an average representing a consensus of disagreement.

During homework help and other afterschool programming, RC staff ensure children are consistently responded to in a warm, supportive manner as mentioned in item 5.4.1. The RC staff have an open-door policy which allows children to know staff are there to support them beyond academics. Several times last year, youth have utilized this open-door policy to discuss different events in their life and staff have provided a space for the children to work through the situations and their emotions in a healthy way.

During homework help and other afterschool programming, RC staff ensure children are consistently responded to in a warm, supportive manner...The RC staff have an open-door policy which allows children to know staff are there to support them beyond academics.

While staff do not receive ongoing coaching to support their skills related to promoting social and emotional development in children as mentioned in item 5.5.1, there is some peer-to-peer training that occurs at the SWAG FRC because the current FSF has a master's degree in behavioral analysis. The FSF typically conducts "peer-to-peer" training with new interns and volunteers so they can be well equipped to support the children's social and emotional development when onsite. Staff do have access to

trainings periodically that can strengthen their skills related to promoting the social and emotional competence of children such as Youth Mental Health First Aid⁴ trainings and Lemonade for Life⁵ trainings which are designed to build hope and resilience in the lives children who have experiences adverse childhood experiences (ACEs).

Families are allowed to observe their children as mentioned in item 5.6, although they may not be aware that this is an option. Parents are welcome to come into homework help to observe other children's programming to see how their children are interacting with others. In some cases, parents may have awareness of this option but many of the programs occur during working hours, so parents are either quickly picking up and dropping off or children walk home and not afforded to opportunity to observe their child(ren) with other children. One suggestion the RCM provided to help spread awareness is to advertise the open-door policy on applications for children's programming. A barrier that may be faced once awareness increases is that caregivers who want to be involved in programming beyond observing their children will need to be cleared as a volunteer through PSF (as per PSF and State policy and operating protocols) before interacting with other children.

⁴ For more information regarding Mental Health First Aid trainings please see:

<https://www.mentalhealthfirstaid.org/> These trainings are an initiative of the National Council for Mental Wellbeing (see: <https://www.thenationalcouncil.org/> for more information). Staff at CPLRC have access to all professional development trainings offered or contracted by the Partnership for Strong Families. For a list of existing training provided by the Partnership, please see: <https://www.pfsf.org/training/professional-development/>

⁵ For more information regarding the Lemonade for Life program and associated trainings, see: <https://lemonadeforlife.com/>

Table 2: How Does SWAG 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.	4.63
5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.	4.63
5.4.3 Showing warmth through appropriate physical contact.	4.38
5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).	4.75
5.4.5 Responding sympathetically to help children who are upset, hurt or angry.	4.75
5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.	4.75
5.4.7 Modeling empathy and appropriate emotional responsiveness.	4.75
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.	3.50
5.5.2 Recognizing behavioral/emotional problems or developmental delays.	3.63
5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.	4.00
5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.	3.63
5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.	3.75
5.5.6 Promoting positive relationships among children living in the same house hold.	3.63
5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.	3.86
5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.	3.86
5.6 Families are invited to observe their children interacting with other children and/or staff in the program.	3.50

How Does the SWAG Family Resource Center Include Children's Social and Emotional Development Activities in Programming?

Findings in Table 3 highlight a team consensus of agreement (reaching an average threshold score of 4.0 or higher) with 5 of the 7 items related to the SWAG FRC including children's social and emotional programming in developmental activities with 2 within the Neither Agree nor Disagree range. There were no items for which there was average representing a consensus of disagreement.

Mental health consults are not available every day to assist staff with integrating social and emotional development elements into programming as mentioned in item 5.8.1, however the SWAG FRC has several initiatives and community partners to assist with this integration. CDS Family and Behavioral

Health Services⁶, a community partner, has offered the Stop Now and Plan (SNAP) program at the SWAG FRC. The SNAP program is designed to help children manage their emotions effectively. The WhyTry program, a strengths-based approach to teaching life skills, is offered during spring break and summer camps. During spring break and summer camps, the FSF also hosts “circle time” with youth in programming to support social and emotional learning for children. The SWAG board recently secured funding to hire a new part-time staff member to assist with all afterschool programming. Currently, approximately 50% of the FSF’s job duties pertain to afterschool programming. This upcoming staff position would free up the FSF’s time to be able to assist with children’s social and emotional challenges but also frees up time for more in-depth interactions with patrons for services related to the other protective factors such as concrete supports or parental resilience.

Table 3: How Does SWAG 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.	4.67
5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.	4.44
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).	4.44
5.7.4 Setting clear expectations and limits for behavior.	4.44
5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).	4.56
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.	3.50
5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.	3.50

How Does the SWAG Family Resource Center Help Children Develop a Positive Cultural Identity and Learn to Interact in a Diverse Society?

Findings related to the SWAG FRC helping children develop a positive cultural identity and learn to interact with a diverse society highlighted in Table 4 did not reach team consensus of agreement (reaching an average threshold score of 4.0 or higher) as only two items fell in that range. Ten items were rated within the Neither Agree nor Disagree range. There were no item/indicators for which there was average representing a consensus of disagreement.

⁶ As noted on their website, CDS Family & Behavioral Health Services is a “...non-profit social services agency that has provided services in North Central Florida for over 51 years. CDS’s has different programs and serves a wide variety of community needs, all [their] programs fall under the umbrella of the organization’s mission statement, “Strengthening Communities by Building Strong Families. [They] ...target familial strength through prevention, counseling, and youth shelters.” For more information, please see: <https://www.cdsfl.org/>

Historically at the SWAG FRC, there has been diverse groups of children in social and emotional programming. Programming at the SWAG FRC does not explicitly invite families to define and express their ethnicity or culture as mentioned in 5.9.2 but the staff do utilize informal strategies to welcome and affirm cultures of the families it serves is asking questions that start with “How does your family do.....?” These simple questions provide a platform for children to discuss their home cultures.

The SWAG FRC staff complete required and supplemental cultural competencies trainings, but these trainings do not provide knowledge of individual cultures and background impacts on social and emotional development as mentioned in items associated with 5.10. One suggestion provided by the FSF to enhance understanding and appreciation for individuals from different cultures, ethnicities, sexual orientations, languages, and cultural expressions is to include volunteers and interns in cultural competence trainings. The FSF also suggested enhancing trainings to include competence of environmental and economic factors and how these factors come into play in social and emotional development.

Historically at the SWAG FRC, there has been diverse groups of children in social and emotional programming. Programming at the SWAG FRC does not explicitly invite families to define and express their ethnicity or culture...but the staff do utilize informal strategies to welcome and affirm cultures of the families it serves

Currently and historically, program policies and practices have not supported home languages as mentioned in item 5.12 primarily because very few youths in programming had a primary home language other than English. In the past, one child in homework help had a different home language and they were the only individual in their family that spoke English. In this instance, the RC staff communicated important information primarily through the child and utilized Google Translate when appropriate, with other family members.

All the SWAG FRC partners and staff are considerate of differences in parenting and child behaviors due to cultural traditions and roots, but the SWAG FRC does not have a mental health consultant as mentioned in item 5.13 which may have contributed to some of the team member disagreement reflected in Table 4. Partners and staff reportedly “understand that their life experiences do not necessarily mirror the experiences of patrons...” and that “selection of staff and interns and staff backgrounds help with inclusivity and understanding of cultural differences in parenting.”

Table 4: How Does SWAG 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.	4.00
5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.	3.33
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.	4.33
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.	3.43
5.10.2 The extent to which nonverbal communication is predominant across cultures.	3.29
5.10.3 Diverse cultural views success and appropriate child development.	3.14
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.	3.86
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.	3.86
5.11.3 Being trained in how to sensitively ask questions about each family’s specific experience and cultural perspectives.	3.43
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.	3.50
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.	3.00
5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.	3.57

How Does the SWAG Family Resource Center Respond Proactively When Social or Emotional Development Needs Extra Support?

Findings in Table 5 highlight a team consensus of agreement (reaching an average threshold score of 4.0 or higher) with five of the six items related to the SWAG FRC responding proactively when social and emotional development needs extra support, with one item within the Neither Agree nor Disagree

range. There were no item/indicators for which there was average representing a consensus of disagreement.

It was reported that staff talk to parents about their child’s development, needs or challenges as mentioned in item 5.16.2 in a one-on-one setting. Since the SWAG FRC is not a facility that serves only children, staff do not have the opportunity to monitor children all day. While this could be done more frequently, given the nature of the FRC, these interactions typically only occur with afterschool families where relationships are already established. SWAG FRC’s Resource Center Manager pointed out that, “many of the programs at the RC are focused on adults and caregivers because those are the individuals that need to be reached in order to prevent child abuse in neglect. While of course children’s programming is important to building social and emotional competence of local children.”

Table 5: How Does SWAG 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.		4.13
5.15.2 Arranging for appropriate screenings and assessments.		4.11
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).		4.44
5.15.4 Helping parents develop strategies for addressing the issue at home.		4.00
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.		4.13
5.16.2 Talk respectfully with parents about the child’s development, needs or challenges.		3.75

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)⁷ 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). As

⁷ 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.

observed, there were no red or no shade cells in each table. 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 25 (of a possible score of 48) or 52%, 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 25 (of a possible score of 48) or 52%, 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.

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



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.

How do programs demonstrate that parents are valued?

								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?

								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 common signs of stress include: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none">• 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?

								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



SWAG - Strengthening Families Self-Assessment - Social and Emotional Competence of Children

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



SWAG - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.1.5 Asking about parents' observations of their child's social and emotional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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



SWAG - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.4.3 Showing warmth through appropriate physical contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.4.5 Responding sympathetically to help children who are upset, hurt or angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.4.7 Modeling empathy and appropriate emotional responsiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.2 Recognizing behavioral/emotional problems or developmental delays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.6 Promoting positive relationships among children living in the same household.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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



SWAG - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.7.4 Setting clear expectations and limits for behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					



SWAG - Strengthening Families Self-Assessment - Social and Emotional Competence of Children

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.10.2 The extent to which nonverbal communication is predominant across cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.10.3 Diverse cultural views of success and appropriate child development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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



SWAG - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.15.2 Arranging for appropriate screenings and assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
5.15.4 Helping parents develop strategies for addressing the issue at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

5.16.2 Talk respectfully with parents about the child's development, needs or challenges.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments

Appendix C

SWAG Family Resource Center
Strengthening Families Self-Assessment Team

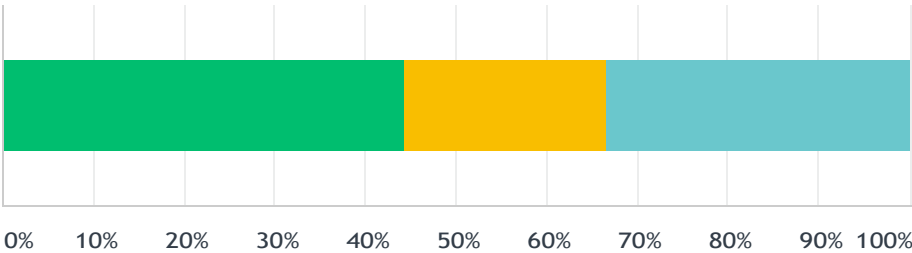
SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

SWAG 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: 9 Skipped: 0

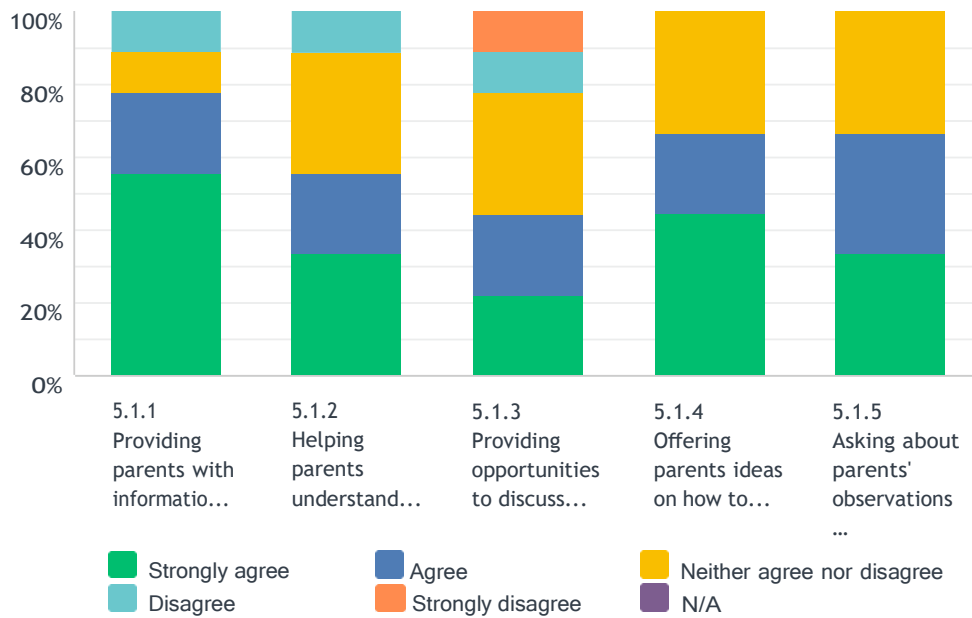


- Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource C
- Administrative Staff and/or Program Director
- Direct Service Staff and/or Volunteer
- Community Collaborator/Partner that Works with Resource Center

ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	44.44%	4
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	33.33%	3
TOTAL		9

Q 5.1 The program introduces family members to social and emotional development by:

Answered: 9 Skipped: 0



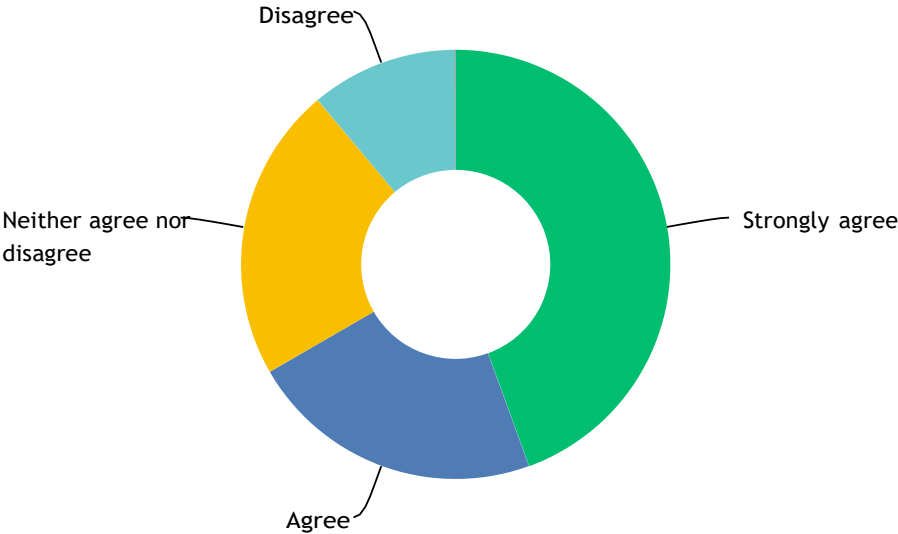
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.1.1 Providing parents with information on the importance of supporting children's healthy social and emotional development and its connection to success in school and life.	55.56% 5	22.22% 2	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9	4.22
5.1.2 Helping parents understand age-appropriate social and emotional skills and behaviors.	33.33% 3	22.22% 2	33.33% 3	11.11% 1	0.00% 0	0.00% 0	9	3.78
5.1.3 Providing opportunities to discuss social and emotional issues within a racial and cultural context.	22.22% 2	22.22% 2	33.33% 3	11.11% 1	11.11% 1	0.00% 0	9	3.33
5.1.4 Offering parents ideas on how to foster a child's social and emotional learning at home.	44.44% 4	22.22% 2	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.11
5.1.5 Asking about parents' observations of their child's social and emotional development.	33.33% 3	33.33% 3	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.00

**SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results**

#	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	Agency does a superb job with referring families out to all community resources	7/14/2021 3:35 PM
#	COMMENTS FOR "5.1.2 HELPING PARENTS UNDERSTAND AGE-APPROPRIATE SOCIAL AND EMOTIONAL SKILLS AND BEHAVIORS."	DATE
1	not sure of this process	7/14/2021 3:35 PM
2	would likely refer family to providers who offer the service based on family's need	7/13/2021 8:53 PM
#	COMMENTS FOR "5.1.3 PROVIDING OPPORTUNITIES TO DISCUSS SOCIAL AND EMOTIONAL ISSUES WITHIN A RACIAL AND CULTURAL CONTEXT."	DATE
1	if patron request assistance	7/13/2021 8:53 PM
#	COMMENTS FOR "5.1.4 OFFERING PARENTS IDEAS ON HOW TO FOSTER A CHILD'S SOCIAL AND EMOTIONAL LEARNING AT HOME."	DATE
1	if patron request assistance, but would likely refer family out	7/13/2021 8:53 PM
#	COMMENTS FOR "5.1.5 ASKING ABOUT PARENTS' OBSERVATIONS OF THEIR CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT."	DATE
1	if patron request assistance	7/13/2021 8:53 PM

Q 5.2 Program activities provide opportunities to strengthen bonds between parents and their children (e.g., parent-child playgroups, playingtogether in cooperative games or make believe, cooking, making an art project together).

Answered: 9 Skipped: 0

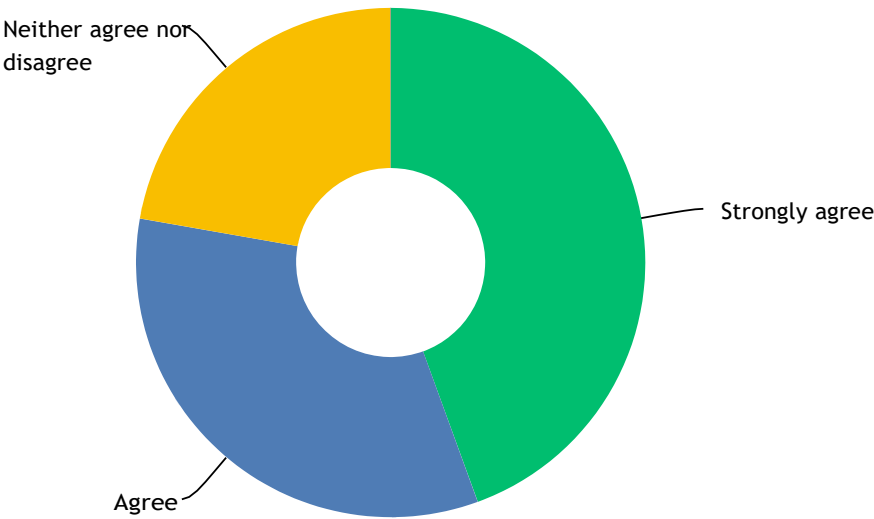


ANSWER CHOICES		RESPONSES	
Strongly agree		44.44%	4
Agree		22.22%	2
Neither agree nor disagree		22.22%	2
Disagree		11.11%	1
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
	There are no responses.	

Q 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.

Answered: 9 Skipped: 0



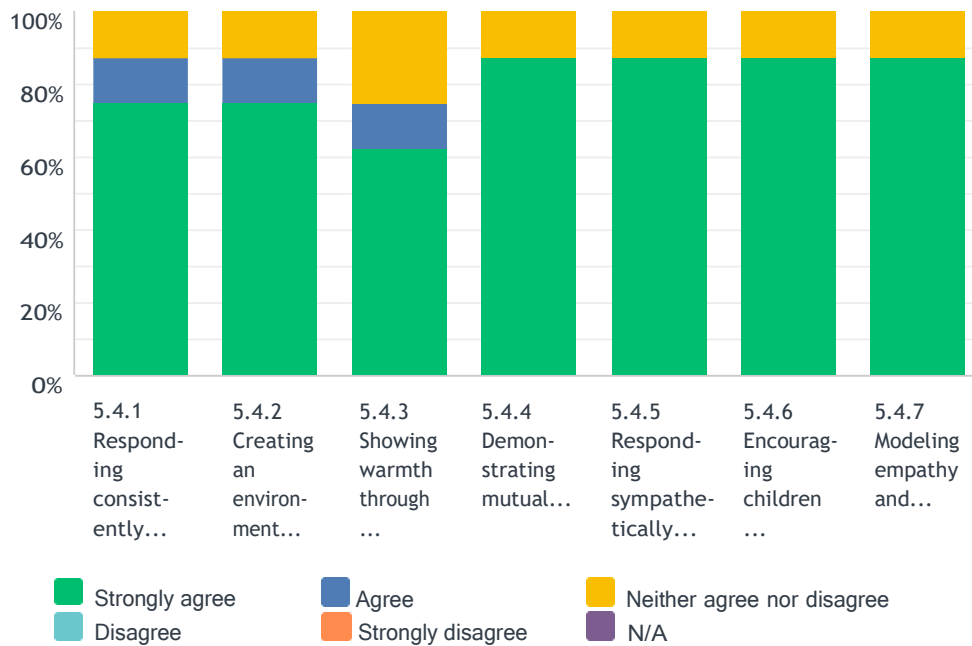
ANSWER CHOICES		RESPONSES	
Strongly agree		44.44%	4
Agree		33.33%	3
Neither agree nor disagree		22.22%	2
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
	There are no responses.	

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q 5.4 Staff nurture children and model nurturing for parents by:

Answered: 8 Skipped: 1



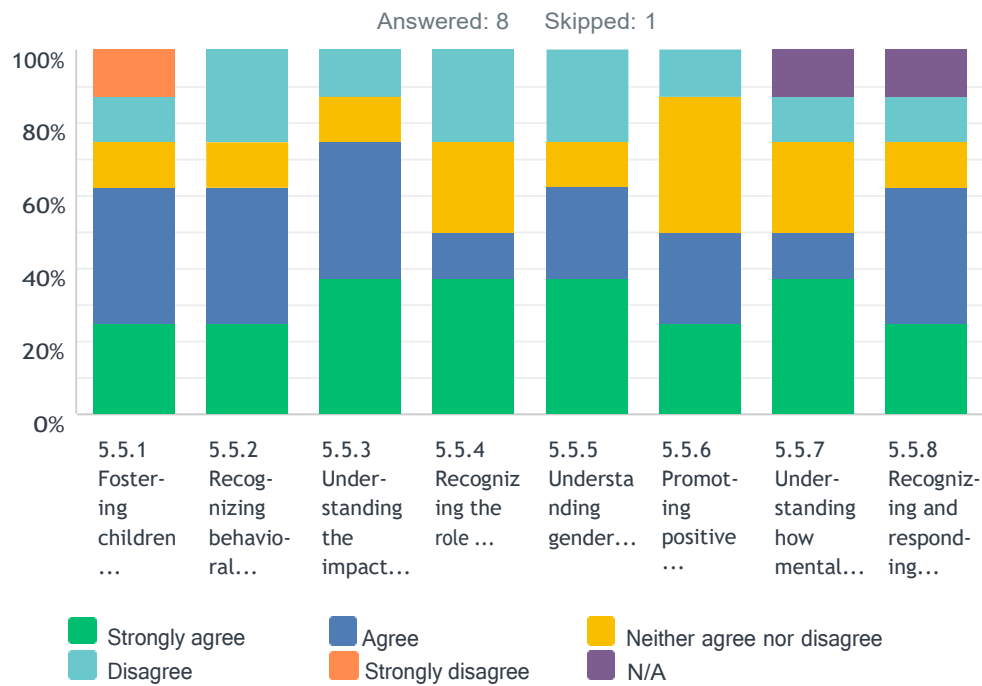
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.4.1 Responding consistently to children in a warm, supportive manner.	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.63
5.4.2 Creating an environment in which children feel safe to comfortably express their emotions without fear of judgment.	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.63
5.4.3 Showing warmth through appropriate physical contact.	62.50% 5	12.50% 1	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8	4.38
5.4.4 Demonstrating mutual respect between children and adults (e.g., listening attentively, making eye contact, treating children fairly).	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.75
5.4.5 Responding sympathetically to help children who are upset, hurt or angry.	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.75
5.4.6 Encouraging children to express their feelings through words, artwork and expressive play.	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.75
5.4.7 Modeling empathy and appropriate emotional responsiveness.	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.75

**SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results**

#	COMMENTS FOR "5.4.1 RESPONDING CONSISTENTLY TO CHILDREN IN A WARM, SUPPORTIVE MANNER."	DATE
1	A wonderful staff strength at the SWAG Center.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.4.2 CREATING AN ENVIRONMENT IN WHICH CHILDREN FEEL SAFE TO COMFORTABLY EXPRESS THEIR EMOTIONS WITHOUT FEAR OF JUDGMENT."	DATE
	There are no responses.	
#	COMMENTS FOR "5.4.3 SHOWING WARMTH THROUGH APPROPRIATE PHYSICAL CONTACT."	DATE
	There are no responses.	
#	COMMENTS FOR "5.4.4 DEMONSTRATING MUTUAL RESPECT BETWEEN CHILDREN AND ADULTS (E.G., LISTENING ATTENTIVELY, MAKING EYE CONTACT, TREATING CHILDREN FAIRLY)."	DATE
	There are no responses.	
#	COMMENTS FOR "5.4.5 RESPONDING SYMPATHETICALLY TO HELP CHILDREN WHO ARE UPSET, HURT OR ANGRY."	DATE
	There are no responses.	
#	COMMENTS FOR "5.4.6 ENCOURAGING CHILDREN TO EXPRESS THEIR FEELINGS THROUGH WORDS, ARTWORK AND EXPRESSIVE PLAY."	DATE
	There are no responses.	
#	COMMENTS FOR "5.4.7 MODELING EMPATHY AND APPROPRIATE EMOTIONAL RESPONSIVENESS."	DATE
	There are no responses.	

**SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results**

Q 5.5 Staff receive training, consultation and ongoing coaching to support their skills in supporting children's social emotional development, including:



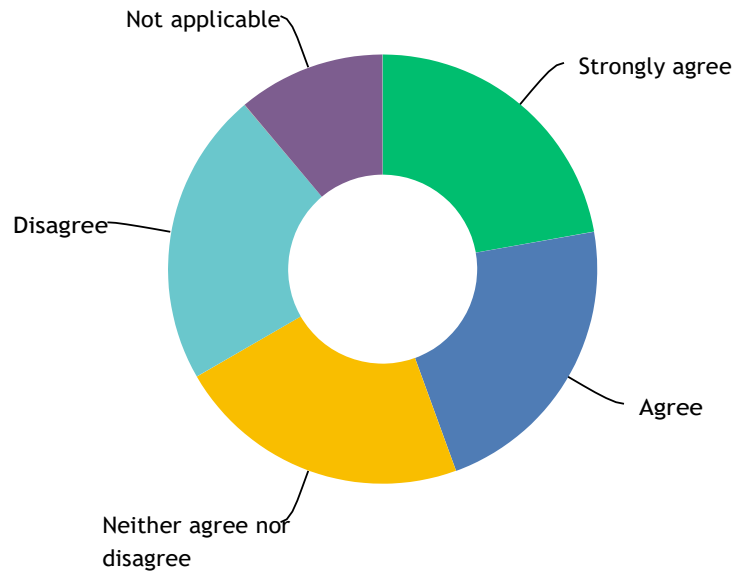
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.5.1 Fostering children's social and emotional development in the context of their culture and language.	25.00% 2	37.50% 3	12.50% 1	12.50% 1	12.50% 1	0.00% 0	8	3.50
5.5.2 Recognizing behavioral/emotional problems or developmental delays.	25.00% 2	37.50% 3	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.63
5.5.3 Understanding the impact of loss or trauma on children and how to respond appropriately.	37.50% 3	37.50% 3	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	4.00
5.5.4 Recognizing the role of sensory awareness and integration in social emotional development and understanding how to promote it.	37.50% 3	12.50% 1	25.00% 2	25.00% 2	0.00% 0	0.00% 0	8	3.63
5.5.5 Understanding gender differences in child rearing and its impact on social and emotional development.	37.50% 3	25.00% 2	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8	3.75
5.5.6 Promoting positive relationships among children living in the same household.	25.00% 2	25.00% 2	37.50% 3	12.50% 1	0.00% 0	0.00% 0	8	3.63
5.5.7 Understanding how mental health and wellness affects family relationships and the developmental process of young children.	37.50% 3	12.50% 1	25.00% 2	12.50% 1	0.00% 0	12.50% 1	8	3.86
5.5.8 Recognizing and responding to the impact of child or parental trauma on parent-child relationships.	25.00% 2	37.50% 3	12.50% 1	12.50% 1	0.00% 0	12.50% 1	8	3.86

**SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results**

#	COMMENTS FOR "5.5.1 FOSTERING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT IN THE CONTEXT OF THEIR CULTURE AND LANGUAGE."	DATE
1	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.5.2 RECOGNIZING BEHAVIORAL/EMOTIONAL PROBLEMS OR DEVELOPMENTAL DELAYS."	DATE
1	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.5.3 UNDERSTANDING THE IMPACT OF LOSS OR TRAUMA ON CHILDREN AND HOW TO RESPOND APPROPRIATELY."	DATE
1	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 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	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.5.5 UNDERSTANDING GENDER DIFFERENCES IN CHILD REARING AND ITS IMPACT ON SOCIAL AND EMOTIONAL DEVELOPMENT."	DATE
1	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.5.6 PROMOTING POSITIVE RELATIONSHIPS AMONG CHILDREN LIVING IN THE SAME HOUSEHOLD."	DATE
1	haven't received any training b ut understand the importance	7/13/2021 8:59 PM
2	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.5.7 UNDERSTANDING HOW MENTAL HEALTH AND WELLNESS AFFECTS FAMILY RELATIONSHIPS AND THE DEVELOPMENTAL PROCESS OF YOUNG CHILDREN."	DATE
1	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM
#	COMMENTS FOR "5.5.8 RECOGNIZING AND RESPONDING TO THE IMPACT OF CHILD OR PARENTAL TRAUMA ON PARENT-CHILD RELATIONSHIPS."	DATE
1	Not familiar with the training and coaching staff members receive.	7/5/2021 2:36 PM

Q 5.6 Families are invited to observe their children interacting with other children and/or staff in the program.

Answered: 9 Skipped: 0

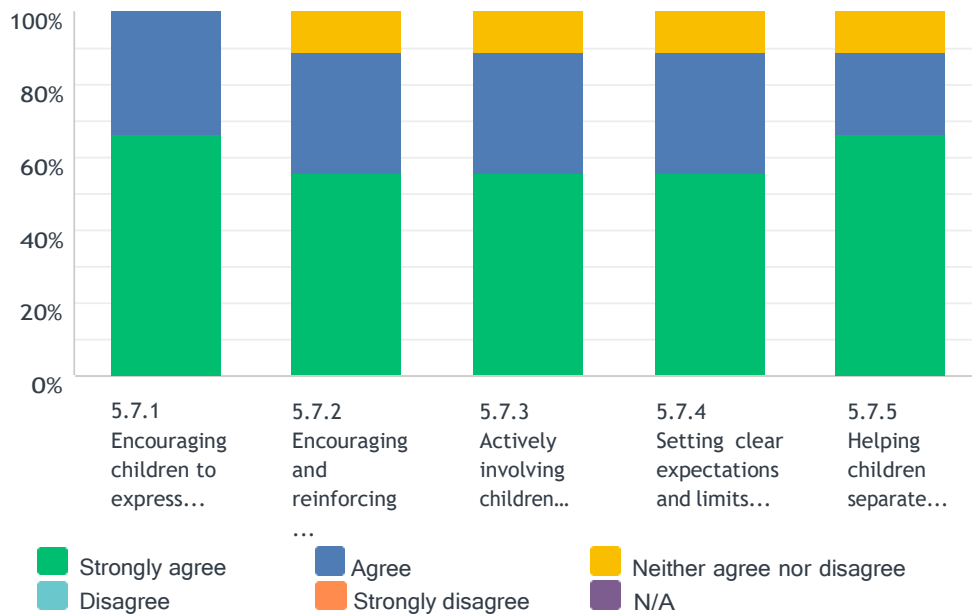


ANSWER CHOICES	RESPONSES	
Strongly agree	22.22%	2
Agree	22.22%	2
Neither agree nor disagree	22.22%	2
Disagree	22.22%	2
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
1	not sure of this process	7/14/2021 3:37 PM
2	parents are always welcome to drop in on their children during program; not a formal invitation	7/13/2021 8:59 PM

Q 5.7 The program supports children's social and emotional development with intentional practices that include:

Answered: 9 Skipped: 0

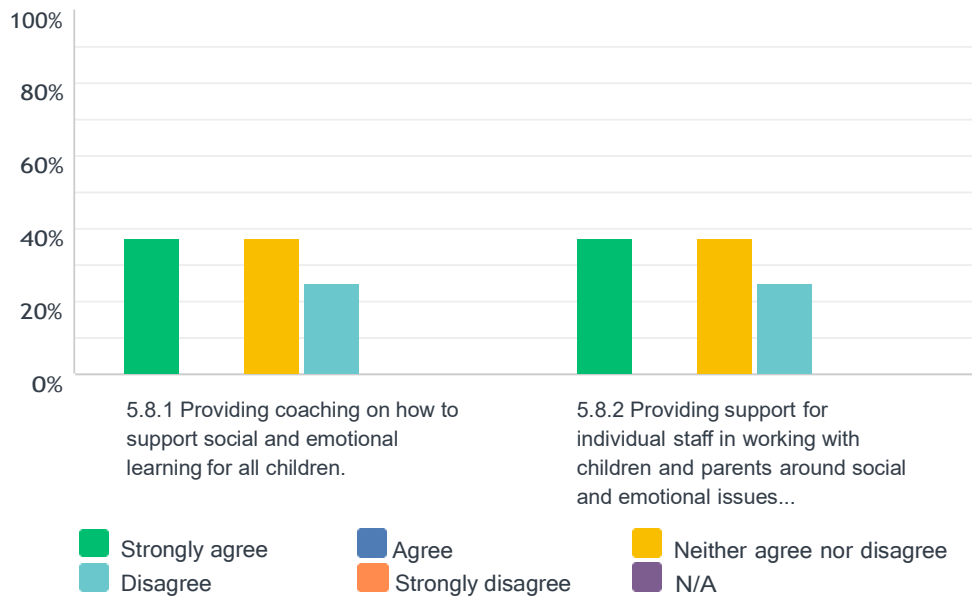


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.7.1 Encouraging children to express their feelings in ways that are the most comfortable for them.	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.67
5.7.2 Encouraging and reinforcing social skills such as sharing, taking turns and cooperative play.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
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).	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
5.7.4 Setting clear expectations and limits for behavior.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
5.7.5 Helping children separate emotions from actions (e.g., not reacting by hitting even when angry).	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.56

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q 5.8 Mental health consultants assist staff in integrating social and emotional development into everyday work by:

Answered: 8 Skipped: 1



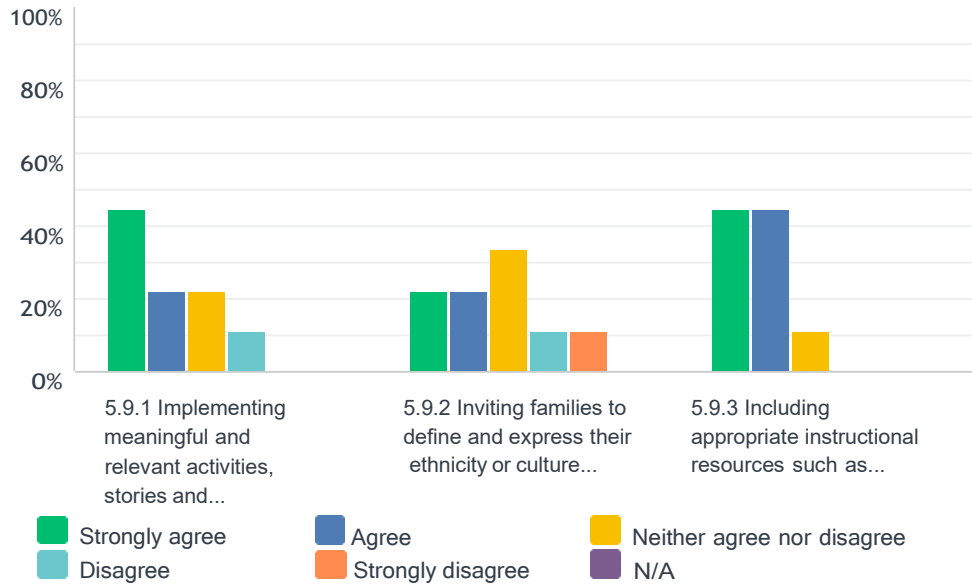
	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
5.8.1 Providing coaching on how to support social and emotional learning for all children.	37.50% 3	0.00% 0	37.50% 3	25.00% 2	0.00% 0	0.00% 0	8	3.50
5.8.2 Providing support for individual staff in working with children and parents around social and emotional issues, including challenging behaviors.	37.50% 3	0.00% 0	37.50% 3	25.00% 2	0.00% 0	0.00% 0	8	3.50

#	COMMENTS FOR "5.8.1 PROVIDING COACHING ON HOW TO SUPPORT SOCIAL AND EMOTIONAL LEARNING FOR ALL CHILDREN."	DATE
1	Don't know.	7/5/2021 2:37 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	Don't know.	7/5/2021 2:37 PM

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q 5.9 The program welcomes and affirms the cultures of families it serves by:

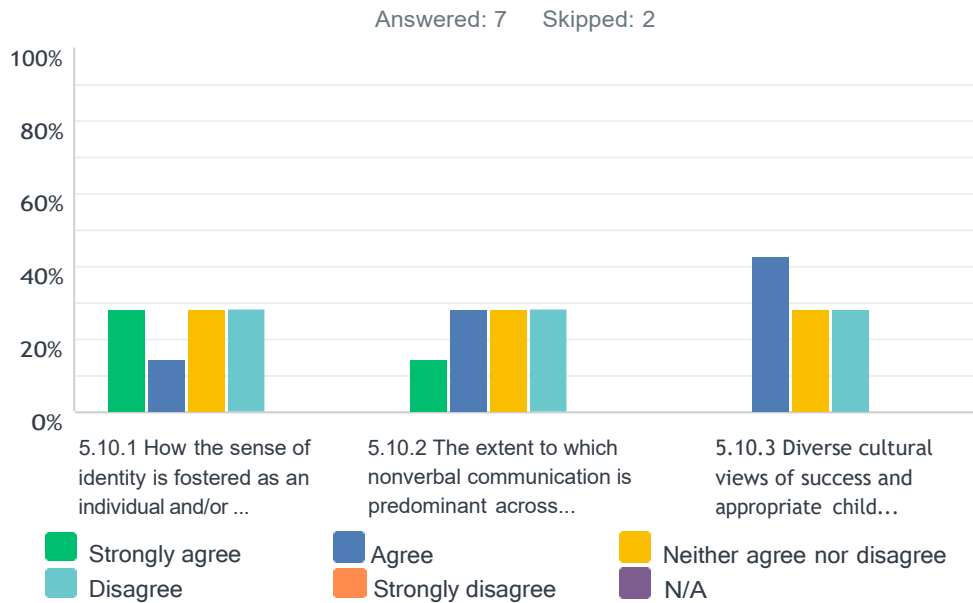
Answered: 9 Skipped: 0



	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.	44.44% 4	22.22% 2	22.22% 2	11.11% 1	0.00% 0	0.00% 0	9	4.00
5.9.2 Inviting families to define and express their ethnicity or culture, including the experiences and values they hold to be most important.	22.22% 2	22.22% 2	33.33% 3	11.11% 1	11.11% 1	0.00% 0	9	3.33
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.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q 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	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.	28.57% 2	14.29% 1	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7	3.43
5.10.2 The extent to which nonverbal communication is predominant across cultures.	14.29% 1	28.57% 2	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7	3.29
5.10.3 Diverse cultural views of success and appropriate child development.	0.00% 0	42.86% 3	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7	3.14

#	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	don't know	7/14/2021 11:57 AM
2	Haven't received formal training on this topic	7/13/2021 9:12 PM
3	Don't know specifics about staff training and what they receive, so can't answer.	7/5/2021 2:40 PM
#	COMMENTS FOR "5.10.2 THE EXTENT TO WHICH NONVERBAL COMMUNICATION IS PREDOMINANT ACROSS CULTURES."	DATE
1	don't know	7/14/2021 11:57 AM
2	Haven't received formal training on this topic	7/13/2021 9:12 PM
3	Don't know specifics about staff training and what they receive, so can't answer.	7/5/2021 2:40 PM

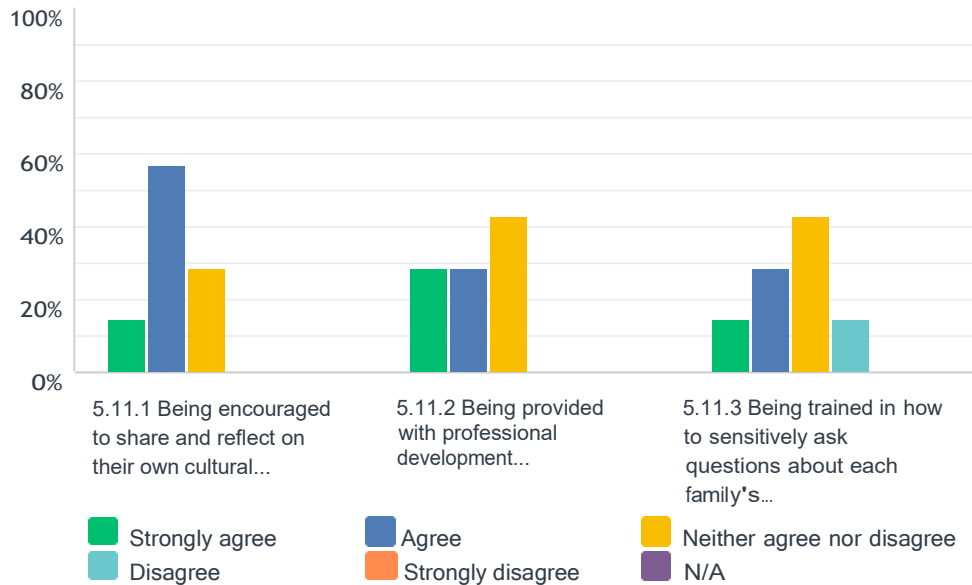
SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

#	COMMENTS FOR "5.10.3 DIVERSE CULTURAL VIEWS OF SUCCESS AND APPROPRIATE CHILD DEVELOPMENT."	DATE
1	don't know	7/14/2021 11:57 AM
2	havent received formal training on this topic	7/13/2021 9:12 PM
3	Don't know specifics about staff training and what they receive, so can't answer.	7/5/2021 2:40 PM

**SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results**

**Q 5.11 Staff are encouraged to enhance their own understanding and appreciation
for different races, ethnicities, sexual orientations, languages and cultural
expressions through:**

Answered: 7 Skipped: 2



	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.	14.29% 1	57.14% 4	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7	3.86
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.	28.57% 2	28.57% 2	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7	3.86
5.11.3 Being trained in how to sensitively ask questions about each family's specific experience and cultural perspectives.	14.29% 1	28.57% 2	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7	3.43

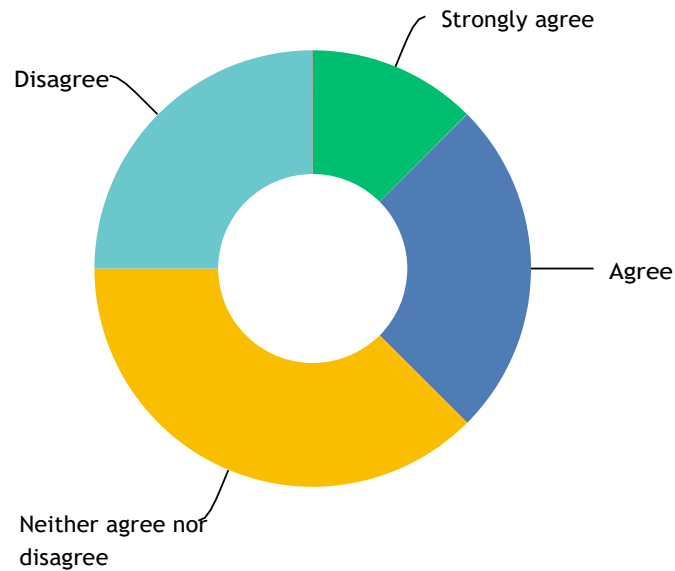
#	COMMENTS FOR "5.11.1 BEING ENCOURAGED TO SHARE AND REFLECT ON THEIR OWN CULTURAL BACKGROUND, INCLUDING SELF-AWARENESS OF BIASES THEY MAY HOLD."	DATE
1	don't know	7/14/2021 11:57 AM
2	Don't know specifics about staff training and what they receive, so can't answer.	7/5/2021 2:40 PM

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

#	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	don't know	7/14/2021 11:57 AM
2	Don't know specifics about staff training and what they receive, so can't answer.	7/5/2021 2:40 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	don't know	7/14/2021 11:57 AM
2	haven't received any formal training	7/13/2021 9:12 PM
3	Don't know specifics about staff training and what they receive, so can't answer.	7/5/2021 2:40 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: 8 Skipped: 1

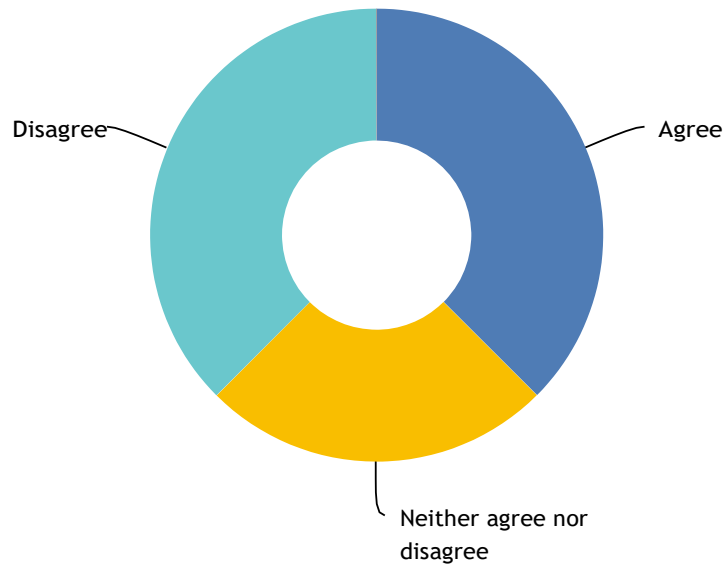


ANSWER CHOICES		RESPONSES	
Strongly agree		12.50%	1
Agree		25.00%	2
Neither agree nor disagree		37.50%	3
Disagree		25.00%	2
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			8

#	COMMENT	DATE
1	Not sure. Don't know.	7/5/2021 2:40 PM

Q 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.

Answered: 8 Skipped: 1

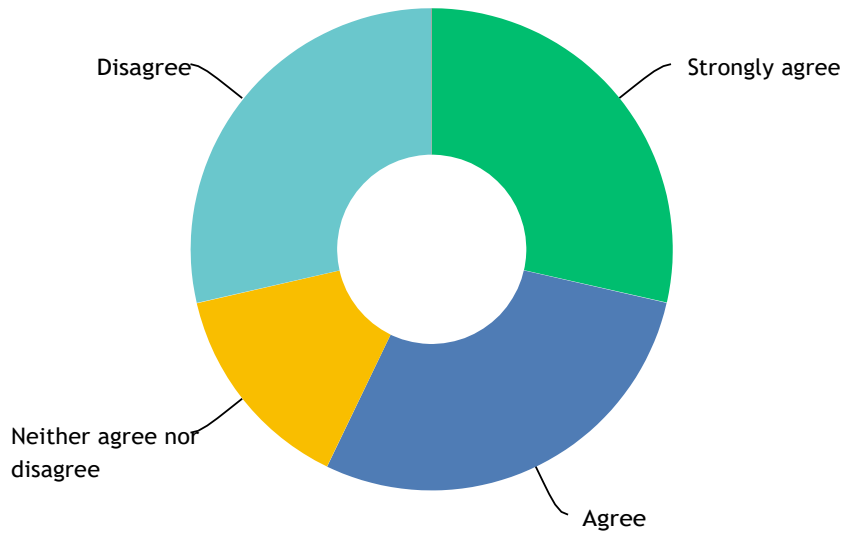


ANSWER CHOICES		RESPONSES	
Strongly agree		0.00%	0
Agree		37.50%	3
Neither agree nor disagree		25.00%	2
Disagree		37.50%	3
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			8

#	COMMENT	DATE
1	need onsite counselor	7/14/2021 4:45 PM
2	Don't know.	7/5/2021 2:40 PM

Q 5.14 Staff are trained in how to address children exhibiting verbal or nonverbal indicators of racism or intolerance.

Answered: 7 Skipped: 2

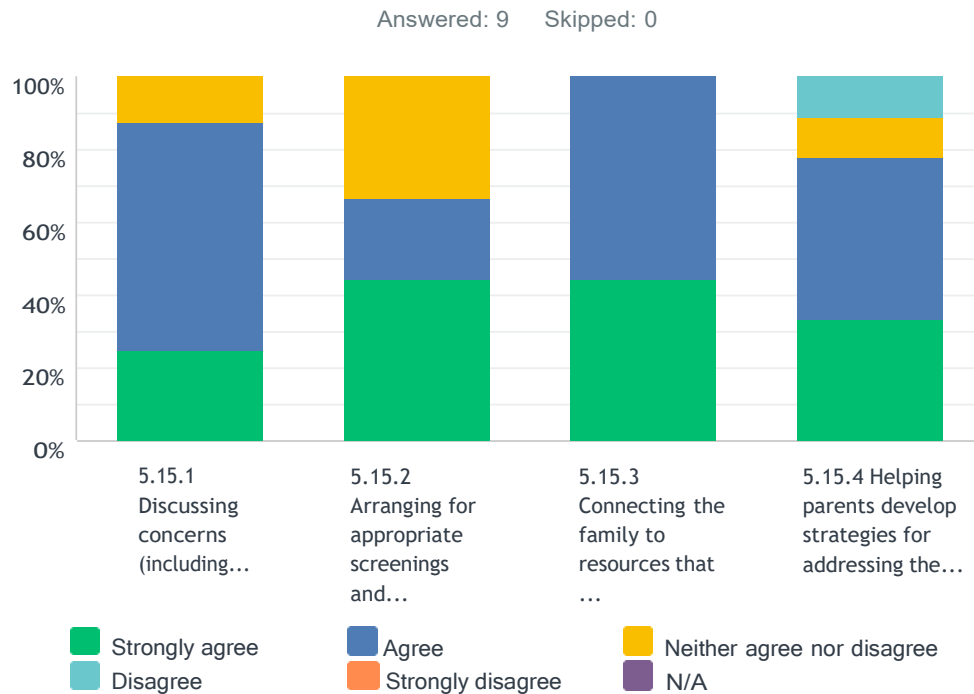


ANSWER CHOICES	RESPONSES	
Strongly agree	28.57%	2
Agree	28.57%	2
Neither agree nor disagree	14.29%	1
Disagree	28.57%	2
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		7

#	COMMENT	DATE
1	don't know	7/14/2021 11:57 AM
2	Don't know about staff training. Outside my realm of knowledge.	7/5/2021 2:40 PM

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q 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	TOTAL	WEIGHTED AVERAGE
5.15.1 Discussing concerns (including objective descriptions of behaviors) with the child's parents without casting blame on the parents.	25.00% 2	62.50% 5	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	4.13
5.15.2 Arranging for appropriate screenings and assessments.	44.44% 4	22.22% 2	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.11
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).	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	4.44
5.15.4 Helping parents develop strategies for addressing the issue at home.	33.33% 3	44.44% 4	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9	4.00

#	COMMENTS FOR "5.15.1 DISCUSSING CONCERNS (INCLUDING OBJECTIVE DESCRIPTIONS OF BEHAVIORS) WITH THE CHILD'S PARENTS WITHOUT CASTING BLAME ON THE PARENTS."	DATE
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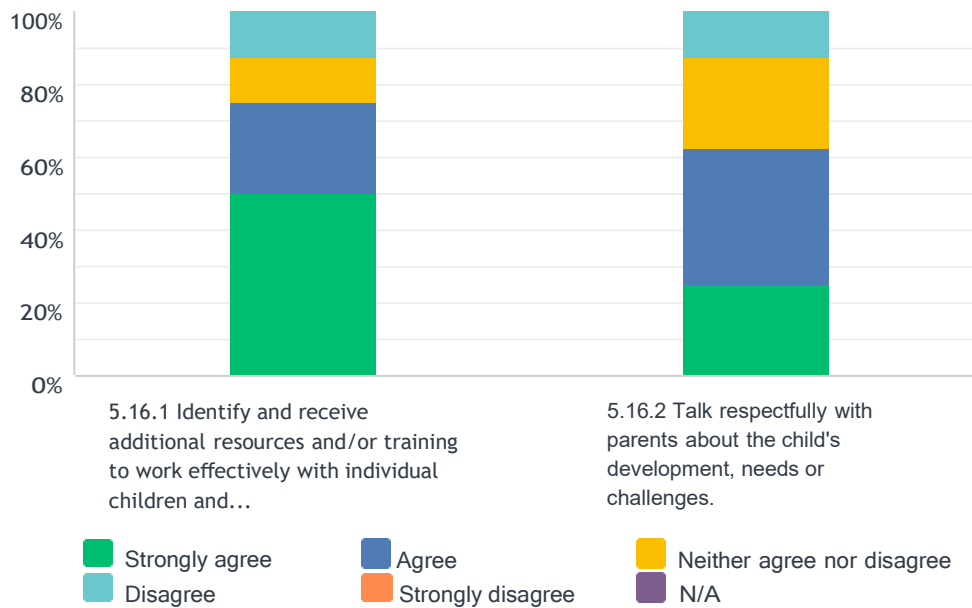
SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

1	Don't know.	7/5/2021 2:41 PM
#	COMMENTS FOR "5.15.2 ARRANGING FOR APPROPRIATE SCREENINGS AND ASSESSMENTS."	DATE
1	if parents request a need for assistance and/or resources	7/13/2021 9:18 PM
2	I know they do this.	7/5/2021 2:41 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	would like more agency help to be present (counselors for kids)	7/14/2021 4:46 PM
2	I know they do this.	7/5/2021 2:41 PM
#	COMMENTS FOR "5.15.4 HELPING PARENTS DEVELOP STRATEGIES FOR ADDRESSING THE ISSUE AT HOME."	DATE
	There are no responses.	

SWAG Team SFSA Tool for Community-Based Programs—
Social and Emotional Competence of Children Results

Q 5.16 Staff have access to a mental health consultant to help them:

Answered: 8 Skipped: 1



	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.	50.00% 4	25.00% 2	12.50% 1	12.50% 1	0.00% 0	0.00% 0	8	4.13
5.16.2 Talk respectfully with parents about the child's development, needs or challenges.	25.00% 2	37.50% 3	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8	3.75

#	COMMENTS FOR "5.16.1 IDENTIFY AND RECEIVE ADDITIONAL RESOURCES AND/OR TRAINING TO WORK EFFECTIVELY WITH INDIVIDUAL CHILDREN AND PARENTS."	DATE
1	Agency does a superb job with referring families out to all community resources	7/14/2021 3:41 PM
2	Don't know.	7/5/2021 2:41 PM
#	COMMENTS FOR "5.16.2 TALK RESPECTFULLY WITH PARENTS ABOUT THE CHILD'S DEVELOPMENT, NEEDS OR CHALLENGES."	DATE
1	Don't know if they have access to a mental health consultant, but I know staff speaks respectfully with parents about their children.	7/5/2021 2:41 PM



The Southwest Advocacy Group (SWAG) Family 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), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), Dorothy Benson, Lynda Bowie-Locklear, Reva Brewster, Dennis Franklin, Euricka Franklin, Dawn Harper, Shandra Nichols, Toni Spoliansky & Robin Wilkerson (SWAG SFSA Team)

Institute for Child and Family Services Research



This report was funded by the Children's Bureau; Administration on Children, Youth, and Families; Administration for Children and Families, U.S. Department of Health and Human Services, under grant # 90CA1868. The contents of this report are solely the responsibility of the authors and do not necessarily represent the official views of the Children's Bureau.

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Suggested Citation:

Perry, R., David-John, M., Benson, D., Bowie-Locklear, L., Brewster, R., Franklin, D., Franklin, E., Harper, D., Nichols, S., Spoliansky, T., & Wilkerson, R (2021). *The Southwest Advocacy Group (SWAG) Family Resource Center Strengthening Families Self-Assessment (SFSA) Team’s Findings and Recommendations/Action Items Associated with Supporting Families by Promoting Social Connections*. Tallahassee: Institute for Child and Family Services Research.

Introduction

This report summarizes findings from, and recommendations developed by, the Southwest Advocacy Group (SWAG) Family 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 by the SWAG SFSA Team with a specific focus on items associated with supporting families by promoting social connections. Promoting 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 community served by the SWAG Family Resource Center (SWAG FRC). Specific strengths associated with promoting social connections have been identified along with recommended action items for enhancing responsiveness to address this protective factor.

The SWAG Family 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, and Levy counties). PSF's efforts began in 2007 to develop a network of Family Resource Centers (FRC) that emphasize a strengthening family 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 ultimate goal of preventing child maltreatment and reducing entries into the formal child welfare system. One of the major strengths of the RC Model utilized at the four existing sites (which includes the SWAG FRC) 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. Seeking to build upon the perceived success of PSF's first Resource Center, partnerships were established to open a second Resource Center. The Southwest Advocacy Group (SWAG) was an established entity in the community that historically worked toward improving the lives of residents in southwest Gainesville by conducting needs assessments and advocating (to public and private organizations) to increase residents' access to resources. SWAG approached PSF about opening a similar Resource Center to serve the 32607 and 32608 zip codes (Linton Oaks and surrounding neighborhoods). PSF had a strong interest in strengthening the southwest

Gainesville community through collaborative efforts. In June 2010, members of SWAG went door-to-door to reach out to area residents about some of the services and resources they felt they most needed. This community-based needs assessment identified concerns regarding crime, housing, and transportation among neighborhood residents. Collectively, residents, advocates, service providers and community leaders were also concerned with the health, education, income, domestic violence, and child maltreatment disparities in southwest Gainesville. With the donation of a building from the Alachua County Board of County Commissioners and tremendous community support and financial contributions from a number of community partners (public and private) including the City of Gainesville, Rotary International, Tower Hill Insurance Agency, Kiwanis, Oelrich Construction and others, the SWAG FRC opened its doors to the community in June 2012 and since then has been providing continuous supports and services to individuals and families.

The SWAG FRC was designed to provide easily accessible, non-stigmatizing place for community members to seek needed services and supports. All of PSF's 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 SWAG FRC for promoting social connections. This report represents one small element of a comprehensive process evaluation meant to advance the knowledge regarding the functioning, responsiveness, and impact of PSF's Family Resource Centers upon the communities they serve. Since supports and services at the SWAG FRC 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) for 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 factors¹. The assessment criteria and protocol for self-assessment is standardized. The criteria and indicators for fidelity assessment relate to the extent to which each RC 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 three parents/patrons 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 the protective factors. These processes were followed in the establishment of the SWAG SFSA Team. Composition (see below) includes two administrators and direct service staff (Shandra Nichols and Robin Wilkerson), three community collaborators (Dorothy Benson, Dawn Harper, and Lynda Locklear) and four Community Ambassadors (Reva Brewster, Dennis Franklin, Euricka Franklin, and Cassandra Roncarti²). 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.

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

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/>

² Ms. Roncarti relocated to another state and was unable to participate in meetings and discussions beginning in September, which included findings denoted in this report. Although not an author on this specific report, tabled findings do reflect her contributions as a Community Ambassador and a member of the SWAG SFSA Team that initially completed the SFSA Tool.

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. Collectively (for Social Connections), responses to these assessment items are meant to respond to the following questions:

How Does the SWAG Family Resource Center Help Families Value, Build, Sustain and Use Social Connections? (Items 2.1 through 2.7)

How Does the SWAG Family Resource Center Create an Inclusive Environment? (Items 2.8.1 through 2.10)

How Does the SWAG Family 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 SWAG FRC 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 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 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—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 SWAG FRC. 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 SWAG SFSA Team took place on June 30, 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 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 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 September 8 and October 13. The dates and times of meeting were in accordance with preferred times and schedules of all team members and attendees.

The SWAG Strengthening Families Self-Assessment Team

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



Dorothy Benson – SWAG Board Member

Dorothy A. Benson was born and raised in Tampa, FL, but moved to Gainesville as she was raising her family. The Bensons have lived in the Gainesville community since 1989. Dorothy fell in love with Gainesville, and it quickly came to feel like "home." Dorothy was a homemaker and a mom who got involved in her community after seeing Dr. Nancy Hardt's density maps showing high concentrations of Medicaid births and babies being born underweight in southwest Gainesville. At that time in 2008, Dorothy's youngest son was just heading off to college, and she was able to devote her time to community organizing. After connecting to SWAG community members like Joan Canton, Dorothy began advocating for the children and families in southwest Gainesville at the county commission meetings and helped Joan and others found the

Southwest Advocacy Group (SWAG) in 2010. SWAG is grassroots, community-based group that soon became a certified 501(c)(3) non-profit. SWAG works closely with Partnership for Strong Families and other community partners to bring greater opportunities and resources to the SWAG neighborhoods through the SWAG Family Resource Center, the SW Health Clinic, and the CHILD Center - a model

demonstration childcare center. Dorothy has loved being a part of the Strengthening Families Self-Assessment Team because it has allowed us to look back on where we started, where we are now, and how we can best grow to better serve families and children in our community. Dorothy has been married to my supportive husband, Keyton, for 40 years. They raised two children in Gainesville, our daughter, Brenna now 37, and our son Keyton Jr. now 32. Dorothy is an avid walker and bird watcher, and she loves working with the SWAG board and community partners to bring positive changes to this wonderful community we call home. Dorothy loves the SWAG Family Resource Center because it provides a loving, safe and nurturing place for our community to come together and focus our greater collective resources to support children, families, and our seniors. The SWAG FRC provides a tangible place where people can share their love for each other through many volunteer opportunities.

Lynda Bowie-Locklear - CareerSource of North Central Florida

Lynda L Bowie-Locklear was born and raised in Minter, AL, and has been a part of the Alachua County community for 28 years. Lynda is married and have two children who she raised in the Alachua County Community. Lynda career started back in 2003 in early childhood education with Child Care Resources which lead her to The Early Learning Coalition of Alachua County for the next 12 years, and a year with Episcopal Children Services. Lynda continues working in the community with families through workforce with CareerSource NCFL as the WIOA Youth Program Coordinator.



Lynda has been a partner to Partnership for Strong Families Resource Centers since the inception of Library Partnership Resource Center and continues to work closely with the staff from all Resource Centers in Alachua County. When Lynda was asked to be a part of the SWAG FRC's Self-Assessment Team it wasn't a hard decision. It has been a pleasure to serve alongside of SWAG FRC staff, SWAG Board Member, the community Ambassadors, Robin Perry, Mikaela David-John and Toni Spoliansky. Lynda feels the time spent together on this project has taken our partnership relationship to another level. She looks forward to continuing our partnership to better serve the families in the Alachua County Community.

Lynda has kept these words in the forefront of her mind daily as she works with families in the community. It is an empathy reminder like no other "We often think that admitting struggle is a sign of weakness, but we all struggle sometimes. We all get overwhelmed sometimes. We need help sometimes. Acknowledging this is not a sign of weakness, but struggling alone is a choice to grow weak"
-Lori Deschene

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination" -
Jimmy Dean



Reva Brewster – Community Ambassador

Reva Brewster was born and raised in the U.S. Virgin Islands. Reva has been a member of the Gainesville community for 24 years. Reva raised her two children in the Gainesville community and now enjoys spending time with her four (soon to be five) grandchildren. Reva has been serving others for many years starting back in the U.S. Virgin Islands where she volunteered for a summer camp for youth with disabilities. Here in Gainesville, Reva volunteered for Altrusa House, an adult day health care program, for many years not only to give back to her community but also to spend time with her father while he was part of the program. Reva joined the SWAG SFSA team because of the support she feels when interacting with the staff. She receives so much positive feedback and information from the staff. Compared to the “outside the SWAG FRC’s walls where everything feels very negative, inside the Resource Center staff are uplifting.” During the SFSA process, Reva enjoyed having positive people from the community around her. Reva loves that the SWAG FRC staff are “here with resources and information and that the community has a place to turn to for help and answers.”

Dennis Franklin – Community Ambassador

Dennis Franklin was born and raised in Harlem New York with one sister of an 18-year age difference. Dennis received education and training in speech, drama, journalism, communications, and business. After finishing his education, Dennis spent ten years involved in marketing and sales for a variety of different businesses. Dennis grew up with an unconditional love for the entertainment industry. As a young adult, Dennis spent his time discovering, up-and-coming and the mainstream artists in the entertainment industry. Dennis always knew that his purpose in life was to make a mark in entertainment that would change the life of music. Dennis was taught early on from his own personal hardships that everyone is not guaranteed the opportunity to advance themselves, so he decided to use his love for music to give back to the community. Dennis enhanced his entrepreneurial skills to establish The Disco Den Record Pool in 1976 which was an educational program to teach disc jockey candidates on how to promote records. Nevertheless, founding The Disco Den Record Pool was just the beginning of the many strides to come. In 1983, Dennis turned the Disco Den into a school for up-and-coming disc jockeys. “We were the original uptown outlet for information and the exchanging of ideas among club jocks. Then, we expanded our base and increased our services.” The Disco Den was replaced with The Record School, a non-profit umbrella corporation that contained a record pool, a Harlem nightclub, The Music Bank, a promotion and Production Company, and a record label.



Dennis moved himself and his family of eight to his mother’s hometown, Gainesville, FL, after his mother got sick. After living in Florida for eight years, Dennis’ life took a drastic flip - Dennis had a relapse on drugs and alcohol. Following an incarceration, Dennis agreed to one year of drug court and was released after eight months. Growing as a man of God, Dennis was taught that being a great leader was not just about what he accomplished, but what he did Christ-like. He later learned that “the best leader is a servant leader.” Reminiscing the struggles and hardships that he experienced, Dennis vowed to do whatever he could to prevent people from slipping through the cracks. “I think this was the greatest

turning point in my life. I made a decision that I would work as hard as I could and see that no one would have to go through what happen to me, the feeling was not nice”. He vowed that he would dedicate himself to people that had situations with addiction, ex-offenders, lost children, the homeless, in aspiration that anyone who has lost hope will have some place to go. That place would be called The Neighborhood House, a non-profit organization Dennis co-founded that strives to make a positive impact on our community and youth. Dennis has enjoyed being part of the SWAG SFSA team as it has been an opportunity for him to connect with people in the neighborhood and share information that can help strengthen the community and bring the community together. Currently, Dennis is working on a new project called The Nuskool which is a success training program which he hopes to share with the southwest Gainesville community and beyond.



Euricka Franklin – Community Ambassador

Euricka L. Franklin originates from New York City. She was born and raised in Harlem. Euricka graduated from Fashion Industry in New York City. In 1995, Euricka moved to Gainesville and became a resident of Clayton Estate located a few blocks away from the SWAG Family Resource Center. Euricka attended Santa Fe College and became a CNA. For several years, Euricka worked in the healthcare industry until an injury made her unable to continue. Starting in 2004, Euricka was a stay-at-home mother to her six children. Euricka and her husband, Dennis have been together for 31 years. Euricka has volunteered in the community extensively including the MCBC Saturday Academy assisting first through fifth graders with a variety of subjects including English and math and accompanying the students on field trips. Euricka has volunteered for decades with the Board of Elections doing many duties from clerk to ballot scanner. Euricka also volunteered back in New York city with the YMCA Summer Youth Employment Program as a camp counselor assisting children with educational enrichment. Euricka also assisted with Dr. Shawn Kneipp’s ‘welfare-to-work’ study. Euricka and her husband founded a nonprofit organization called The Neighborhood House which partners with the Big Brother Big Sister program to provide food for children and families in the community. Living across the street from the SWAG FRC, Euricka has been involved with the Resource Center from the beginning – she even watched as the building was reconstructed from apartments to be able to house the Resource Center. Euricka and her family have participated in numerous events and activities at the SWAG FRC and their nonprofit organization, The Neighborhood House, has donated clothes and food in the past. Currently, Euricka cares for her mother and her grandchildren. Euricka found that some of the conversations had, and information shared during the SFSA meetings at the SWAG FRC helped Euricka adequately address situations that will arise when caring for her mother and grandchildren. Euricka was happy to be part of the SFSA team because she received important information from the discussion with fellow SFSA team members, that she can share with my family and community. Euricka particularly enjoyed the discussions around mental health treatment and self-care as they are needed in this community, and every community. We all have a hurts, habits, and hang-ups. Euricka joined the SFSA team because she believes that sharing our different experiences with others strengthen everyone.

Dawn Harper – Department of Children and Families (DCF)

Dawn Harper was the DCF Community Partner Liaison for circuits 3 and 8.



Shandra Nichols, MS, CHES, CWCM – SWAG FRC Staff (Resource Center Manager)

Shandra is a native of Ocala, FL, but has lived and worked in Gainesville for about 10 years. Shandra attended the University of Florida where she received a Bachelor of Science and Master of Science degree in Health Education and Behavior. In her spare time, Shandra enjoys spending time with her family and friends, traveling, attending concerts and other entertainment events, listening to music, and DIY projects. After working with the State of Florida Department of Health, Shandra realized that her passion was in working with children and families and transitioned into the child welfare sector, where she has been serving families for the past 8+ years. Shandra began her employment with Partnership for Strong Families in the summer 2016 after accepting a position as the Family Support Facilitator at the Library Partnership Family Resource Center. As the Family Support Facilitator for 4 and a half years, Shandra found great pleasure in meeting and engaging families on a regular basis. She assisted them with meeting their needs through onsite and community resources and by helping them to identify their own personal and family skills and strengths. Most of all, she enjoyed building relationships with the families she served. Currently, as the Manager of the SWAG FRC, Shandra continues to work closely with children and families, however, spends most of her time planning and developing programs to meet the needs of the community, maintaining working relationships with collaborating partners, and managing the oversight of day-to-day activities and patron services with staff, interns, and volunteers. As a member of the Strengthening Families Self-Assessment Team, Shandra has had the opportunity to learn more about the history of SWAG, as well as the southwest Gainesville neighborhoods the resource center serve. As the new manager, Shandra is even more encouraged and see the importance of seeking input from community members when planning programs and events that will have a direct impact on the community. Often times, the SWAG FRC serve as a place of hope for individuals and families who are experiencing uncertain times in their lives. Our staff members are compassionate, invested, and really want the best for the families we serve.

Cassandra Roncarti – Community Ambassador

Ms. Roncarti and her two daughters were patrons of the SWAG FRC and lived in the SWAG community. Ms. Roncarti's oldest daughter attended children's programming at the SWAG FRC.



Robin Wilkerson, M.Ed., RBT – SWAG FRC Staff (Family Support Facilitator)

Robin Wilkerson is originally from south Florida and has been part of the Gainesville community for 27 years. Robin has been at the SWAG Family Resource Center since December 2018, first in the Early Childhood Support Facilitator Role and now as the Family Support Facilitator. Robin holds a bachelor's degree in psychology from Saint Leo University and a master's degree in applied behavioral analysis from Arizona State University. Previously, Robin worked clinically in behavioral analysis as well as seven years in educational roles for the Alachua County School Board. Robin is also a founding board member of Healing for All, a local nonprofit that specializes in mental health services for underserved populations. Robin is a single mother of two children.

Her son, who was diagnosed with Asperger's, was her inspiration for the degrees she has pursued. Robin loves working at the SWAG FRC because of the families she works with, and she enjoys being able to be a support for them.

Support for SWAG SFSA Team Processes

Although not formally members of the SWAG SFSA Team, Robin Perry (Lead Evaluator), Mikaela David-John (Community Research Coordinator for SWAG Family Resource Center), and Toni Spoliansky (Project Director for the *Resource Center Model: Evaluation, Refinement, and Expansion* grant) attended each meeting of the SWAG 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 SWAG FRC. Mikaela David-John is the Community Research Coordinator for the SWAG FRC, and a principal on-site contact for team members. Ms. David-John maintained regular contact with team members and distributed meeting materials; aided with the 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 questions individual team members had about the funded project and the role, function, and support of Partnership for Strong Families for the SWAG FRC. 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 the 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 SWAG FRC to community need related to supporting families through the promotion of social connections. There was no effort by those in supportive roles to censor 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 and 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 Mikaela David-John 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 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 the SWAG Family Resource Center Help Families Value, Build, Sustain, and Use Social Connections?

Table 1 (see below) provides a detailed summary of the individual items associated with a measure of how the SWAG FRC 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 for which the majority of team members thought to be not applicable. At most, there was one team member who found select items represented in Table 1 to be not applicable for Items 2.1 through 2.2.3. All team members found applicable (for rating) Items 2.3 through 2.7 acknowledging a focus and purpose of the SWAG FRC is aligned with promoting social connections among patrons, parents, and families in the neighborhoods served. 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 only 7 of the 21 items/indicators of demonstrating how the SWAG FRC helps families to value, build, sustain, and use social connections; with 14 within the Neither Agree nor Disagree range. There were no item/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 SWAG FRC's strengths and potential areas of improvement. Details regarding key discussion points can be found in the team's meeting minutes. These minutes would be utilized in future team meetings and by SWAG FRC 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 SWAG FRC (see Item 2.1). This was an identified strength as the SWAG FRC is seen as a comfortable, welcoming setting with friendly, supportive, and helpful staff. These factors reinforce informal opportunities for interacting with and developing connections amongst patrons.

As denoted in Table 1, all three items associated with 2.2 received a consensus rating of Neither Agree nor Disagree. These ratings prompted discussion and an associated Action Item. 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.

Although there have not been any formal parent support groups and mentoring opportunities, such supports have developed informally between and among parents within the neighborhood and when accessing resources at the SWAG FRC. For example, it was noted by Community Ambassadors and staff that select family members (including parents) have developed connections through informal interactions while they and/or their children were participating in other formal activities such as (but not limited to) homework help, community events, and the receipt of other supports. There was general endorsement (especially among the Community Ambassadors) for the development and implementation of parent support and mentoring groups/opportunities (both formal and informal) as a mechanism for parents to engage and connect with one another. These opportunities, it was suggested, should be guided by feedback from parents where "...everyone can put in their own insights." There was some support for utilizing models where group facilitation is completed by, and the development of activities includes parents (self-help/peer support groups). However, it was noted that the success (in terms of participation and engagement of parents) of any formal parent support or activity would depend on the specific day and time that such events are scheduled, as well as the type of activity or group model planned. Staff reported that some efforts in the past to facilitate similar activities fell short of attendance/engagement expectations. In absence of any formal support group/mentoring model, it was suggested that the SWAG FRC start with a planned "parent support night" as an opportunity for engagement. The form, structure, and focus of such an event should be guided by informed discussions with parents/community members regarding activities most likely to enhance interaction (i.e., motivate parents to attend) and connections among parents. Hence, the following Action Item was endorsed:

Action Item #1: Explore opportunities for the development of parent support group and mentoring opportunities that are parent-centered. Consideration may be given to the implementation of a "parent support night" following discussions with parents and Community Ambassadors.

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 SWAG FRC has provided “field trips and community events” (primary focus on community events, see Item 2.2.4) and affordable family activities (see Item 2.3.6). Among the remaining six items that received a consensus Neither Agree nor Disagree rating, team members highlighted that their ratings were influenced by the impact that the COVID-19 pandemic had upon the opportunity for the SWAG FRC and SWAG Board/grassroots community organization to implement many of these activities over the previous year and a half. These items included:

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.

2.3.5 Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other’s home lives and cultural backgrounds.

2.3.7 Special programs for dads, grandparents, teen moms, teen dads and other care- givers 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.

Team members reflected on pre-COVID-19 community and engagement activities that enhanced social connections amongst families/households in the community. These activities were organized by the SWAG Board and the SWAG FRC. Although separate entities, the close collaborative and supportive relationship between the SWAG FRC and the SWAG Board (and other community investments they have made) are perceived as a collective and unified resource among patrons and households within the community. Some assessment of these items and reflections on past supports, services, and community events build upon this collective perspective.

Although separate entities, the close collaborative and supportive relationship between the SWAG FRC and the SWAG Board...are perceived as a collective and unified resource among patrons and households within the community.

In the past, fun community events (e.g., community cookouts, Fall Festival, holiday events, and community celebrations like the Joan Canton Way’s Road Naming Event, etc.) fostered a sense of community and allowed neighbors to get to know each other. As Community Ambassadors noted “...just getting people together [will help create] ... more of a sense of community” adding “the pandemic can’t end soon enough.” Additionally, there have been (pre-COVID-19) Resource Fairs where SWAG FRC partners and organizations were able to table and provide resources and opportunities so the community can learn, grow, and get connected with other local resources and supports. The Community Ambassadors and the SWAG FRC Resource Center Manager believe that if these types of social connections events are reinstated, people will be able to get to know others in the community again and

may develop mutual supports. Many large community events in the past were planned and implemented by the SWAG Board; they plan to support the community again in facilitating social connections just as they did before, as soon as it is safe for the community. Although the pandemic has impacted the availability of social connection events that involve gathering, some efforts have been made to offset these barriers/issues. For example, although in-person community dinners have been paused, the SWAG FRC has provided “grab-and-go dinners” during the pandemic. This year, SWAG FRC passed out at least 60 Halloween bags with candy and other fun items for children in the community and messaging regarding Halloween safety. The SWAG FRC also prepared Thanksgiving baskets for 150 pre-registered households; a support that was valued given “word of mouth” appreciation and “community buy-in” for these initiatives. Although these accommodations are valued, consensus among team members supports the tremendous value of organized social events (e.g., monthly and/or special event community dinners/cookouts, cultural events, holiday parties/events, festivals, etc.) for improving social connections, enhancing/building a sense of community within the neighborhoods served, and engaging families with SWAG FRC services and supports. The SWAG FRC staff acknowledged that if things do not return to “normal” soon (given the pandemic), additional outdoor events can be explored/considered for enhancing social connections among patrons and families. An involved discussion highlighted several potential formal and informal activities and events worth considering/exploring as opportunities for enhancing social connections. These include (but are not limited to):

- Utilizing a community park and the few “green spaces” in the area—such as an area near the neighborhood retention pond—to host outdoor gatherings. This area will soon have benches. Entertainment has been offered/organized at this park in the past.
- Hosting a farmer’s markets. One of the SWAG board members works with a program that matches/links SNAP benefits with/at farmer’s markets.
- Hosting the health and wellness expo in an outdoor location.
- Showcasing the diverse cultures of the SWAG community through a food-related event. While it was determined that potluck-style is not the best method during the pandemic, one suggestion was that during the yearly holiday dinner hosted in partnership with the SWAG FRC and the SWAG Board, local cultural cuisine could be highlighted in a safe manner.
- Holiday activities and seasonal activities, including a holiday community dinner (in addition to the holiday gifts and family dinner focused specifically with Homework Help families).
- Community Cookouts - The SWAG board also usually hosts community cookouts. A suggestion was made to include a bounce house at the next cookout.
- Hosting a community cleanup as a social connection activity.
- Collaborating with a local church group that historically (pre-COVID) has hosted an outdoor Fall Fest (that includes a bounce house and face painting, etc.).

...consensus among team members supports the tremendous value of organized social events (e.g., monthly and/or special event community dinners/cookouts, cultural events, holiday parties/events, festivals, etc.) for improving social connections, enhancing/building a sense of community within the neighborhoods served, and engaging families with SWAG FRC services and supports.

Although the planning of any large-scale community event must be conscious of potential barriers and accommodations that may impact on implementation (e.g., food safety protocols, difficulty in getting permits if using public space or road closures are desired, etc.), the following Action Item resulted from these discussions:

Action Item #2: The SWAG FRC needs to reinstate and expand social connection/community events once the COVID-19 pandemic is at bay, and it is safe to do so.

No Action Items were suggested for Items 2.4 through 2.6.6, although there was noteworthy discussion of their substance. There was consensus agreement regarding two strengths of the SWAG FRC, namely:

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).

Consensus agreement with Item 2.4 is reinforced by other findings in this report (see 2.1 above and discussion below related to Items 2.8.1 through 2.8.6) and other reports (see report on promoting *Parental Resilience*³, Items 1.1 and 1.3 through 1.4.8) that highlight the commitment and skills of SWAG FRC staff members and the value and respect afforded to patrons and families in staff interactions with them. The informal efforts of program staff to engage with families in a friendly, supportive, and helpful manner—including personally networking families to an array of collaborative partners and supports that can help strengthen family relationships—were well acknowledged and served as a source of consensus agreement for Item 2.5.

³ See: Perry, R., David-John, M., Benson, D., Brewster, R., Franklin, D., Franklin, E., Harper, D., Locklear, L., Nichols, S., Roncarti, C., Spoliansky, T., & Wilkerson, R (2021). *The Southwest Advocacy Group (SWAG) Family 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.

The informal efforts of program staff to engage with families in a friendly, supportive, and helpful manner—including personally networking families to an array of collaborative partners and supports that can help strengthen family relationships—were well acknowledged...

The collaborative connections of the SWAG FRC and the SWAG Board, the scope and quality of community partners, and the SWAG FRC staff's skills and authentic concerns serve as a foundation supporting consensus agreement (see Table 1) that program staff encourage newcomers and isolated or marginalized families to participate in program activities by:

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.

The above methods/activities are perceived strengths of SWAG FRC staff and supports.

The collaborative connections of the SWAG FRC and the SWAG Board, the scope and quality of community partners, and the SWAG FRC staff's skills and authentic concerns serve as a foundation...that...encourage[s] newcomers and isolated or marginalized families to participate in program activities

Table 1: How Does SWAG Family 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.	4.86
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.	3.29
2.2.3 Informally, by introducing parents to one another.	3.88
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.	3.78
2.3.2 Periodic events like coffee breaks and breakfasts.	3.22
2.3.3 Celebrations, graduations and holidays.	3.67
2.3.4 Field trips and community events.	4.44
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.	3.89
2.3.6 Affordable family activities.	4.00
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.	3.38
2.3.8 Social media groups or web pages where parents can get program information and interact with one another.	3.89
2.4 The program encourages positive relationships between families and staff members by planning informal social events where staff can interact with families.	4.11
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).	4.00
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.	3.56
2.6.2 Connecting with them on social media platforms through program pages or groups.	3.56
2.6.3 Offering support with transportation, child care or other barriers to participation.	3.33
2.6.4 Making special efforts to connect them with other families who share similar interests.	3.88
2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.	4.44
2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.	4.00
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.	3.63

However, there were four items/actions associated with encouraging newcomers and isolated or marginalized families to participate in program activities that did not receive consensus agreement. These 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, childcare, or other barriers to participation.
- 2.6.4 Making special efforts to connect them with other families who share similar interests.

Some variation in individual team member responses to these questions stemmed from a few considerations, concerns, and interpretation of the questions and their applicability to SWAG FRC service practices. For example, a staff member highlighted that caution is exercised with respect to matching or connecting patrons and families to other patrons with similar interests/issues (Item 2.6.4) due to potential HIPAA violation concerns.

With respect to Item 2.6.2, the SWAG Board and PSF have a robust social media presence, but SWAG FRC does not have any exclusive social media accounts/presence. Although there are no designated resources within SWAG FRC for connecting with patrons (including newcomers and marginalized families) on social media platforms and/or through program pages or groups, there is social media outreach done on the Resource Center's behalf and at its request thanks to SWAG Board members. SWAG FRC activities, events, etc. are made known through the social media outlets used by the SWAG Board and PSF. Community members are reportedly more likely to access the SWAG Board's Facebook, Instagram, and Twitter accounts which the SWAG FRC staff can request notices and information to be disseminated through (see below). Additionally, while PSF's social media accounts disseminate information about the SWAG FRC programs and services, the accounts address a multitude of PSF's functions not directly associated with the RCs such as the child welfare system and community. Therefore, it was perceived that utilization of the SWAG Board's social media accounts are more valued and targeted for those served by the SWAG FRC. PSF staff and the SWAG Board representative on the SFSA team agreed that for community members who are not associated with either organization, it is hard to differentiate between the two organizations on social media, although such is not intentional. Within community households, the recognition that the SWAG Board and the SWAG FRC share as key community supports is seen as a strength. The quality of the collaborative relationship is evidenced in the formal and informal communications and resources each organization share with one another. For example, there is no formal process for requesting information be posted on the SWAG Board's social media accounts or for notifying each other of sponsored/planned activities and events hosted by the SWAG Board and the SWAG FRC. Both parties (SWAG FRC Resource Center Manager and SWAG Board representative) agreed that no formal process/protocol is needed because current (and historic) communication efforts are open, responsive, supportive, effective, and reflect the "special partnership" between the SWAG Board and the SWAG FRC. Some examples of existing processes, communication practices, and shared resources that enhance social connection functions include (but are not limited to) the following:

- Usually, event and activity information (for broader community dissemination) are communicated "...organically..." via text messages, email, or at the monthly SWAG Board meetings.
- PSF and SWAG Board "...community engagement" staff will ask for photos and event, schedule, and activity information that can be denoted on monthly calendars or flyers that can be disseminated prior to event/program dates.
- SWAG FRC postings (on the SWAG Board's social media) do include programs and services offered that are not in collaboration with the SWAG Board; although program or services funded by the SWAG Board receive strong social media promotion. The SWAG Board social media accounts, while not exclusive to Resource Center content, were structured to promote all SWAG based entities (i.e., the SWAG Health Clinic and the CHILD Center).

- The SWAG board includes community members (from one of the eight SWAG neighborhoods) who, in each monthly meeting, have a huge say in which supports and events the board decides to fund.
- In addition to social media, both organizations utilize email listservs to spread awareness of events, programs, and services. The SWAG Board and the SWAG FRC have a robust email listserv. These listservs require consistent updating as there is a lot of resident mobility/turnover (heightened during the pandemic) that requires continuous outreach and engagement efforts to newcomers and marginalized populations/families.

Although there was no Action Item recommended from the involved discussion associated with these findings, some suggestions/opportunities for enhancing engagement of families were made. These included:

- Develop a formal partnership with SWAG neighborhood landlords and apartment complexes to disseminate information about the SWAG FRC to the community, especially to those newer to the community/neighborhood. The eight SWAG neighborhoods are already on a monthly listserv to receive the SWAG FRC calendar. Some Community Ambassadors on the team receive monthly emails from their landlords with this calendar, although the practice is not standard for all neighborhoods or housing units, etc. SWAG FRC has great access to Tower Oaks landlords thanks to the relationship these landlords have with a SWAG Board member.
- Create a “newcomer” packet or 1-page document about the SWAG FRC that can be provided to new residents when they sign their lease.
- Connect with landlords to place SWAG FRC magnets on the refrigerator when a new resident moves in.
- In locations (select housing/apartment complexes) that have clubhouses, SWAG Board members or PSF staff can ensure that there are flyers displayed to inform residents about the Resource Center. Currently, Harbor Cove, Majestic Oaks and Hidden Oaks Mobile Home Park have a clubhouse.
- Leave small flyers at leasing offices or clubhouses that can be returned to the SWAG FRC for a small promotional item; this mirrors an initiative done at the NorthStar Family Resource Center. Custom mailings in the past have not worked and were initiated with notable expense.
- Community Ambassadors suggested creating a Facebook group for the community/neighborhoods served.

The team reiterated a perspective that service/support development and engagement activities should be responsive community and individual family needs. All engagement strategies, it was held, should be designed with the following anecdote in mind:

When patrons come to the Resource Center for the first time, they usually ask, “what do you do here?” and staff reply, “what are your families greatest needs?”

It was noted that sometimes individuals and families do not necessarily know exactly what they need, instead they may know what they are lacking. Therefore, it is the SWAG FRC staff's job to know what types of resources are within the community and to conduct a strengths-based assessment. This responsiveness to families perceived and expressed need enhances the reputation of the SWAG FRC as a meaningful support and subsequently the likelihood of engagement and connectiveness with and for families.

Item 2.7 (see Table 1) solicited a rating regarding the extent to which SWAG FRC 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 some confusion regarding the intent of the question and the lack of information non-SWAG FRC staff team members had about the type of training SWAG FRC staff receive. This prompted questions and an involved discussion that led to the recommendation of two Action Items. Community Ambassadors mentioned that knowing what kind of trainings staff receive would be useful in case they encounter a community member in a specific situation for which a specifically trained SWAG FRC staff may be of assistance. Key points and recommendations mirrored those highlighted when the team reviewed findings related to staff training and development opportunities for enhancing their "...skills and knowledge to work effectively with diverse families" (associated with items promoting parental resilience)⁴. Here, there appeared to be consensus among the Community Ambassadors in support of informing patrons of staff trainings, utilizing a Parent or Community Advisory Committee/Group to discuss training opportunities for staff but also exploring opportunities for Community Ambassadors, parents, and others in the community to receive training, as well, on select topics (e.g., diversity and inclusion, engaging with marginalized populations, etc.).

Discussion reinforced the value of having a Parent Advisory Committee (PAC) or Community Advisory Committee (CAC), although there were some questions about its structure, whether its purpose/function would be duplicative of (or in conflict with) the SWAG Board functions, and if there were any barriers to its formation. Considerations regarding structure of an Advisory Committee (Community or Parent) included initial recommendations for ensuring that: 1) 50% of members should be parents, whereas 50% should be other patrons/parties that are active/committed members in the community; 2) at least one member should be a representative from each of the eight SWAG neighborhoods; and, 3) membership should be diverse and representative of the entire community and should include grandparents (especially those who are raising their grandkids), non-parents, non-parent caregivers, parents and senior citizens. Team members did not think that a CAC or PAC would negate (or conflict with) the work of the SWAG Board. If the CAC/PAC is full of community members that work in "grassroot ways to uplift their community" and can meet at the SWAG FRC, then it is seen as a positive and unique initiative for the community that complements, not duplicates, the functions and parent/community members' efforts on the SWAG Board. It was noted that the SWAG Board is volunteer led, and much time and effort is committed by its members. Forming a Parent Advisory Committee or Community Advisory Committee would take a lot of dedication and community buy-in.

⁴ See discussion related to Parental Resilience Item 1.8 and Action Item #7 in: Perry, R., David-John, M., Benson, D., Brewster, R., Franklin, D., Franklin, E., Harper, D., Locklear, L., Nichols, S., Roncarti, C., Spoliansky, T., & Wilkerson, R (2021). The Southwest Advocacy Group (SWAG) Family 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.

This would be a notable task and require considerable engagement with existing patrons/community members. In the end, these discussions led to the following Action Items:

Action Item #3: Ensure that parents/patrons have supportive and responsive means and mechanism to openly communicate with and/or inform the staff about any knowledge or skill sets they believe staff should have to better serve the community.

Action Item #4: Explore the formation of a Community Advisory Council (CAC) with broad representation of community members who are motivated to serve the community and enhance supports for its members. Special attention should be paid to ensure the inclusion of fathers and grandfathers on this advisory committee.

How Does SWAG Family 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 SWAG FRC has created an inclusive environment. No action items were recommended for any items associated with 2.8 through 2.10. Among these 13 items, there was consensus agreement on nine (69%) that SWAG FRC programs and staff model positive social skills and community building (2.8), as well as help staff learn how to reduce stereotyping and bias (2.9) 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.

2.9.1 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.

Noteworthy positive attention was focused on items 2.8.1 through 2.8.6 where all team members believed these statements to be true and a manifestation of quality work being done by SWAG FRC staff. These findings reinforce other findings discussed by the team with respect to other protective factors (see Parental Resilience report; Perry et al., 2021) regarding “...general agreement and praise for efforts of the SWAG FRC to ensure its program’s efforts reflect the communities and families it serves” (p.8) and “...a quality level of support, professionalism, respectful, and caring attitude of SWAG FRC staff toward parents and all patrons” (p. 13). Team members reiterated these sentiments and see staff as positive role models with good communication skills who authentically care about patrons and families. There were three (of six) items affiliated with 2.9 for which there was not consensus agreement. 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.

Like other select items that involved some level of disagreement among respondents, differences in individual ratings were more a function of limited knowledge select team members had about internal trainings and interactions between SWAG FRC staff.

Discussion focused more intently on findings highlighting areas of agreement and observed strengths of the SWAG FRC in creating an inclusive and supporting environment. Here, it was noted the SWAG FRC was perceived as an advocate for marginalized populations. The team perceived the SWAG FRC to be a “...non-biased advocate” for community members in many situations. Several patrons reportedly have said to staff “You are all I have” after staff provided support during a challenging time. Community Ambassadors stated that they feel that based on personal experiences, they are not afraid of being stigmatized when interacting with the SWAG FRC staff. Instead, the staff have always been helpful, supportive, and kept information confidential, respecting their privacy.

In terms of counteracting stereotypes and biases within the community, the SWAG FRC perceives Community Ambassadors as a good source of relevant information for alerting and educating staff on these issues. If Community Ambassadors are aware of racial/ethnic tensions or conflicts in the neighborhood they can let the SWAG FRC know so staff can connect the families with the proper resources and supports. Some issues (for example) when the community could turn to SWAG FRC staff include children getting bullied based on their race/ethnicity or sexual orientation or certain families are being singled out by the police because of their racial/ethnic background. The SWAG board is currently working to mend relationships with the local law enforcement and the community. Community Ambassadors expressed that stereotyping and bias should be topics of trainings at Community Advisory Council (CAC) meetings if/when it forms. Community Ambassadors and others have and can continue to “...share the word” that the SWAG FRC is supportive and non-stigmatizing/non-biased in their

interactions/dealings with patrons and families. Although word of mouth has been seen as primary means within/across community households for sharing information regarding the SWAG FRC, other methods brainstormed included (some noted earlier with respect to Item 2.6) constructing a packet of information for “newcomers” to the community regarding means of being “connected” to the SWAG FRC, distributing one-page flyers on select information (distributed through landlords, etc.), distributing magnets with SWAG FRC information that can also be placed on the refrigerators of units rented by new residences, etc. Although the above noted suggestions were put forth to SWAG FRC staff as suggestions, it was not thought these considerations required an action item. Such was also the case for ratings associated with 2.10 (consensus neither agree nor disagree rating) regarding whether families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community. The team thought this item paralleled Item 2.6 for which discussion points and recommendation for 2.6 apply to 2.10

Table 2: How Does SWAG Family 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.	4.44
2.8.2 Inviting all families to program parties or social events.	4.44
2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.	4.44
2.8.4 Helping to resolve conflicts among participants.	4.33
2.8.5 Promoting families’ understandings of different cultures and backgrounds.	4.00
2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.	4.22
2.9 The program helps staff learn how to reduce stereotyping and bias by:	
2.9.1 Modeling inclusive behavior among the staff.	4.33
2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).	3.88
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).	4.11
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.	3.71
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.	4.11
2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.	3.78

How Does SWAG Family 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 where the SWAG FRC helps facilitate mutual support among parents and patrons. These items include:

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).

There was no involved discussion regarding these items nor recommended action items as the team agreed that discussion on other items reviewed within this report and other reports regarding protective factors corroborated these findings. Collectively, these responses reinforce that the SWAG FRC is an important source of direct support for families that encourages through (and plans to improve upon) a variety of formal and informal means of developing mutual supports for and among families.

There were four items for which there was a consensus rating of Neither Agree nor Disagree. These included 2.11 through 2.13.2. The team did not remark on Items 2.12 through 2.13.2; there was some discussion regarding related or parallel activities/actions earlier in this report and in other reports. However, there was notable discussion (but no recommended action item) for Item 2.11; namely:

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).

Members of the team acknowledged that SWAG FRC staff is encouraging these types of mutual support mechanisms as much as possible, but they are very busy with all the other offered programs and services. Networking and the development of mutual support mechanisms are sometimes the by-product of other organized efforts linked to the provision of support and services. For example, staff highlighted that the children and families who are part of the Homework Help program network among themselves more than “the average patrons” who seek individualized services or select (e.g., concrete) supports. The Community Ambassadors liked the idea of establishing and/or facilitating play groups. Reflections on earlier efforts to host a play group at the SWAG FRC in 2013-14 suggested that participation was low for such initiatives. These earlier efforts were originally facilitated by a SWAG Board member (Ms. Dorothy Thomas) that the team recommended follow-up contact with to gain more information on those initiatives. There are different models of playgroups that could be explored. One member reflected positively about a playgroup from their youth that was facilitated by the Police Athletic League (PAL) in New York City. The police were involved as far as security and provided items to play with such as basketballs, chalk, jump ropes and more. This initiative also helped build a supportive and trusting relationship with law enforcement. Recently the SWAG Board wrote a letter to the Sheriff Clovis Watson to restore the relationship between the SWAG Board and the Alachua County Sheriff’s

Office. In addition, local law enforcement was approved to deliver Thanksgiving baskets with SWAG FRC this year, as has been done many years in the past. In any regard, similar organized efforts and community events could be a starting point for linking parents and families together and the development of mutual support networks.

Table 3: How Does SWAG Family 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.	3.75
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).	3.75
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.	3.50
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).	4.22
2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.	4.50
2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.	4.50
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).	4.63
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).	4.13

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). As observed, there were no red or no shade cells in each table. 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 21

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.

(of a possible score of 43) or 49%, suggesting that the services and supports associated with the Social Connections were implemented with low fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework. However, as highlighted by the team, there were several items where ratings were impacted by the COVID-19 pandemic; select services and activities were paused or suspended due to safety protocols limiting in-person contact. These were associated with Items 2.3.1 through 2.3.3, 2.3.5, and 2.3.7. Should these Items not be considered as part of a fidelity assessment given the influence of a known historical event (COVID-19) upon the services/supports delivered, the aggregate fidelity score from all tabled findings is 21 (of a possible score of 38) or 55%, suggesting that the services and supports associated with the Social Connections were implemented with moderate fidelity to the Center for the Study of Social Policy's Strengthening Families' Protective Factor Framework.

...the aggregate fidelity score...is 21 (of a possible score of 38) or 55%, suggesting that the services and supports associated with the Social Connections 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



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.

How do programs demonstrate that parents are valued?

								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 common signs of stress include: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none">• 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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: <ul style="list-style-type: none"> • 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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?

		<div>5: Strongly agree</div> <div>4: Agree</div> <div>3: Neither agree nor disagree</div> <div>2: Disagree</div> <div>1: Strongly disagree</div> <div>Not Applicable</div>							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?

								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?**

								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



SWAG - Strengthening Families Self-Assessment - Social Connections

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



SWAG - 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.

☐ ☐ ☐ ☐ ☐ ☐

Strongly
agree

Agree

Neither
agree
nor
disagree

Disagree

Strongly
disagree

N/A

Comments

2.3.2 Periodic events like coffee breaks and breakfasts.

☐ ☐ ☐ ☐ ☐ ☐

Comments

2.3.3 Celebrations, graduations and holidays.

☐ ☐ ☐ ☐ ☐ ☐

Comments

2.3.4 Field trips and community events.

☐ ☐ ☐ ☐ ☐ ☐

Comments

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

2.3.6 Affordable family activities.

☐ ☐ ☐ ☐ ☐ ☐

Comments

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

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.6.2 Connecting with them on social media platforms through program pages or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.6.3 Offering support with transportation, child care or other barriers to participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.6.4 Making special efforts to connect them with other families who share similar interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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



SWAG - 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.8.2 Inviting all families to program parties or social events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.8.4 Helping to resolve conflicts among participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.8.5 Promoting families' understandings of different cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
2.9.3 Providing training and support for helping families and children resolve conflicts effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<input type="text"/>					

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



SWAG - Strengthening Families Self-Assessment - Social Connections

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

SWAG Family Resource Center
Strengthening Families Self-Assessment Team

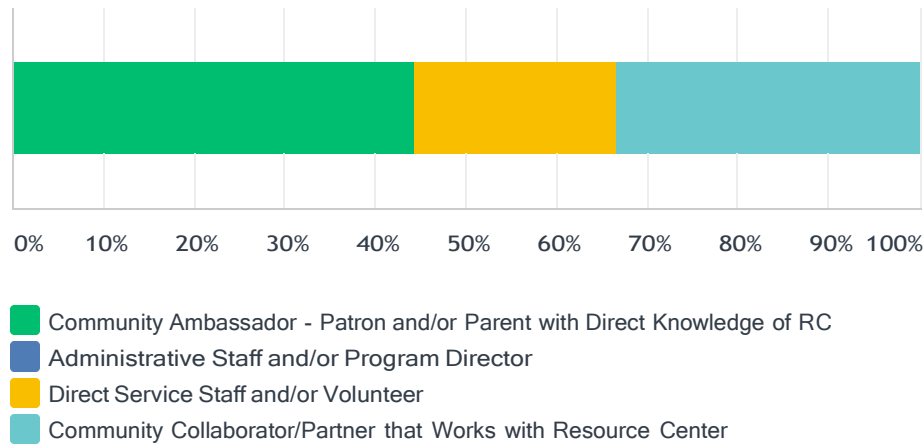
SFSA Tool for Community-Based Programs—
Social Connections Results

SWAG 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?

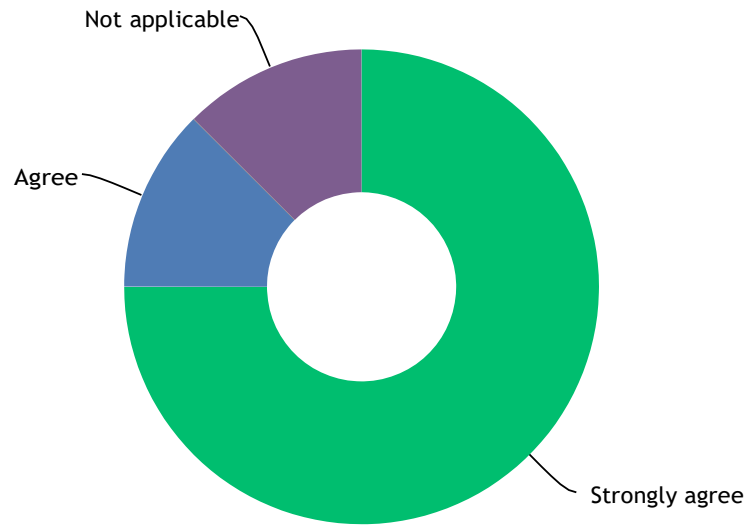
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Community Ambassador - Patron and/or Parent with Direct Knowledge of Resource Center and the Neighborhood/Community	44.44%	4
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	33.33%	3
TOTAL		9

Q 2.1 Families have access to a comfortable space where they can meet informally

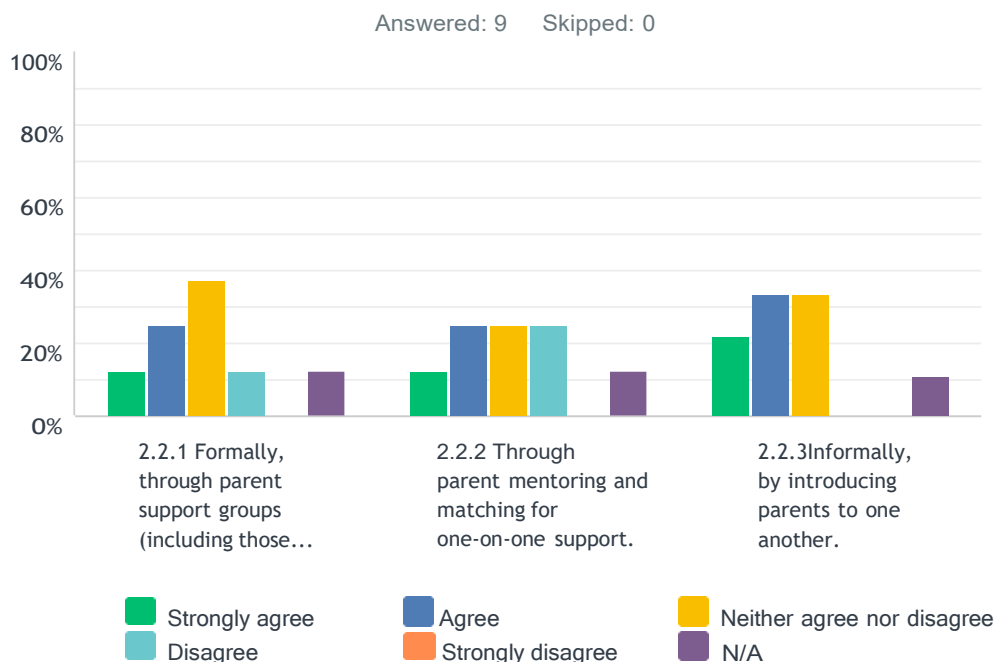
Answered: 8 Skipped: 1



ANSWER CHOICES		RESPONSES	
Strongly agree		75.00%	6
Agree		12.50%	1
Neither agree nor disagree		0.00%	0
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		12.50%	1
TOTAL			8

#	COMMENT	DATE
1	very neat and clean always	7/14/2021 11:15 AM

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:



	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).	12.50% 1	25.00% 2	37.50% 3	12.50% 1	0.00% 0	12.50% 1	8	3.43
2.2.2 Through parent mentoring and matching for one-on-one support.	12.50% 1	25.00% 2	25.00% 2	25.00% 2	0.00% 0	12.50% 1	8	3.29
2.2.3 Informally, by introducing parents to one another.	22.22% 2	33.33% 3	33.33% 3	0.00% 0	0.00% 0	11.11% 1	9	3.88

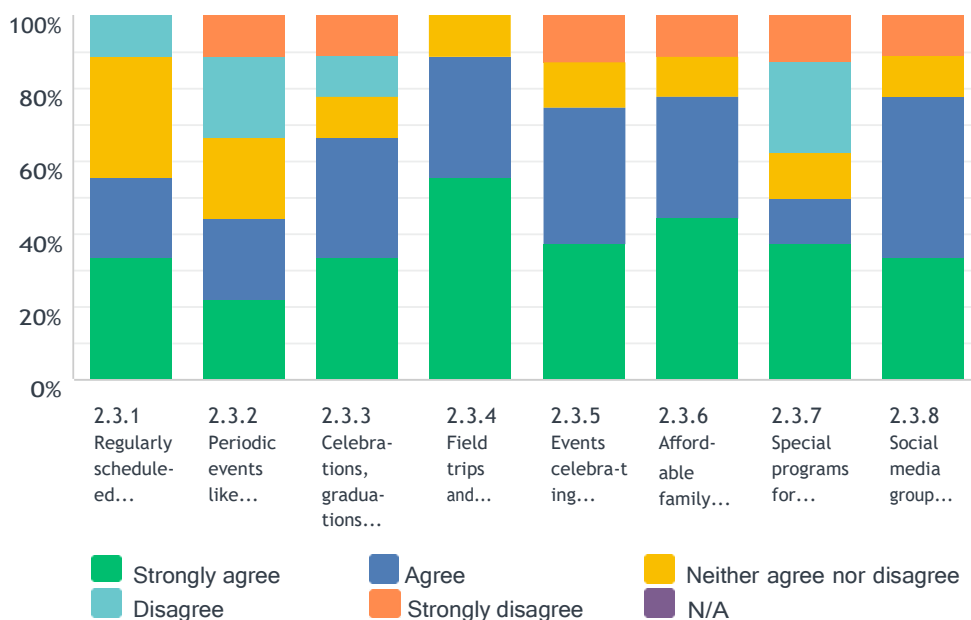
#	COMMENTS FOR "2.2.1 FORMALLY, THROUGH PARENT SUPPORT GROUPS(INCLUDING THOSE WITH BOTH BROAD AND NARROW FOCUSES)."	DATE
1	not sure	7/14/2021 7:52 AM
2	Don't know.	7/5/2021 2:05 PM
#	COMMENTS FOR "2.2.2 THROUGH PARENT MENTORING AND MATCHING FOR ONE-ON-ONE SUPPORT."	DATE
1	not sure	7/14/2021 7:52 AM
2	We have matched parents up a couple of times but it isn't a typical occurrence.	7/13/2021 12:53 PM
3	Don't know.	7/5/2021 2:05 PM

SWAG Team SFSA Tool for Community-Based Programs—**Social Connections** Results

#	COMMENTS FOR "2.2.3 INFORMALLY, BY INTRODUCING PARENTS TO ONEANOTHER."	DATE
1	not sure	7/14/2021 7:52 AM
2	We have matched parents up a couple of times but it isn't a typical occurrence.	7/13/2021 12:53 PM

Q 2.3 The program provides opportunities for families to socialize and foster a sense of community by organizing/ hosting:

Answered: 9 Skipped: 0

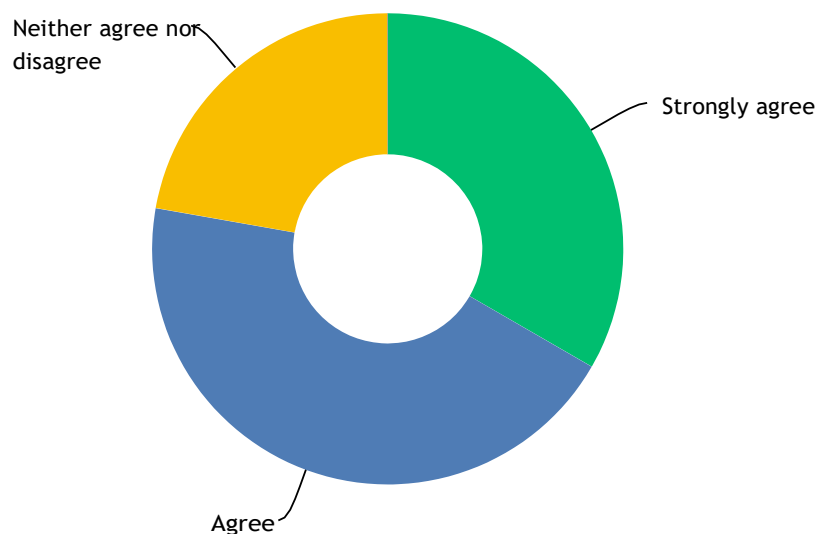


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.3.1 Regularly scheduled parent-child activities such as Play and Learn groups.	33.33% 3	22.22% 2	33.33% 3	11.11% 1	0.00% 0	0.00% 0	9	3.78
2.3.2 Periodic events like coffee breaks and breakfasts.	22.22% 2	22.22% 2	22.22% 2	22.22% 2	11.11% 1	0.00% 0	9	3.22
2.3.3 Celebrations, graduations and holidays.	33.33% 3	33.33% 3	11.11% 1	11.11% 1	11.11% 1	0.00% 0	9	3.67
2.3.4 Field trips and community events.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
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.	37.50% 3	37.50% 3	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	3.88
2.3.6 Affordable family activities.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	4.00
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.	37.50% 3	12.50% 1	12.50% 1	25.00% 2	12.50% 1	0.00% 0	8	3.38
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	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	3.89

#	COMMENTS FOR "2.3.1 REGULARLY SCHEDULED PARENT-CHILD ACTIVITIES SUCH AS PLAY AND LEARN GROUPS."	DATE
1	not sure	7/14/2021 7:52 AM
#	COMMENTS FOR "2.3.2 PERIODIC EVENTS LIKE COFFEE BREAKS AND BREAKFASTS."	DATE
1	not sure	7/14/2021 7:52 AM
#	COMMENTS FOR "2.3.3 CELEBRATIONS, GRADUATIONS AND HOLIDAYS."	DATE
	There are no responses.	
#	COMMENTS FOR "2.3.4 FIELD TRIPS AND COMMUNITY EVENTS."	DATE
	There are no responses.	
#	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	this will be a great idea	7/14/2021 11:15 AM
2	We have monthly community dinners, but not sure if parents share info about their home lives or cultural backgrounds. Good idea for the monthly community dinners. Note: monthly dinners have been "grab and go" for the past year because of the pandemic.	
#	COMMENTS FOR "2.3.6 AFFORDABLE FAMILY ACTIVITIES."	DATE
1	some of the parents are very unappreciative	7/14/2021 11:15 AM
#	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	Don't know.	7/5/2021 2:05 PM
#	COMMENTS FOR "2.3.8 SOCIAL MEDIA GROUPS OR WEB PAGES WHERE PARENTS CAN GET PROGRAM INFORMATION AND INTERACT WITH ONE ANOTHER."	DATE
	There are no responses.	

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: 9 Skipped: 0

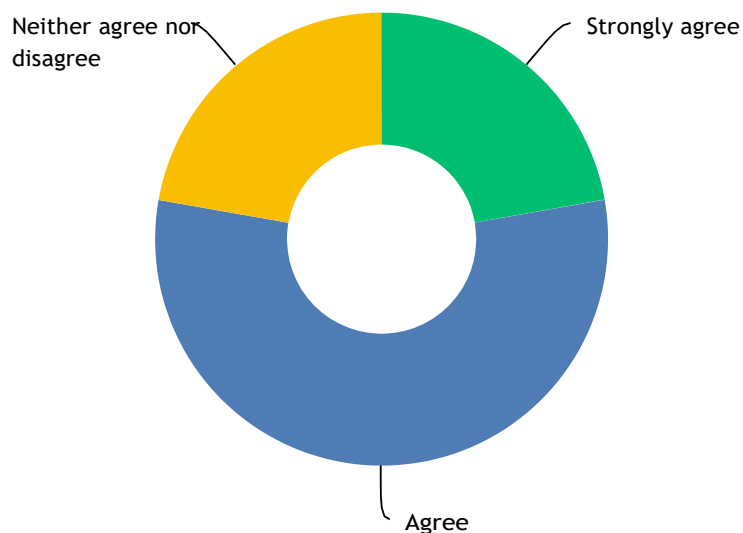


ANSWER CHOICES		RESPONSES	
Strongly agree		33.33%	3
Agree		44.44%	4
Neither agree nor disagree		22.22%	2
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	more monthly events please	7/14/2021 4:35 PM
2	A real strength of the center and its staff.	7/5/2021 2:05 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: 9 Skipped: 0

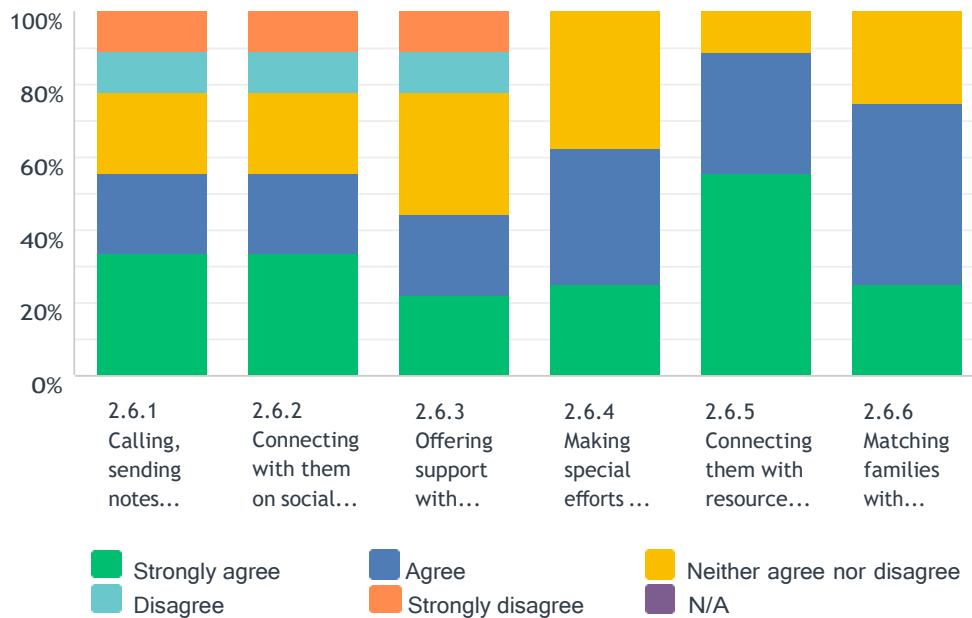


ANSWER CHOICES		RESPONSES	
Strongly agree		22.22%	2
Agree		55.56%	5
Neither agree nor disagree		22.22%	2
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			9

#	COMMENT	DATE
1	Could probably do this more now that the pandemic is lessening.	7/5/2021 2:05 PM

Q 2.6 Program staff encourage newcomers and isolated or marginalized families to participate in program activities by:

Answered: 9 Skipped: 0

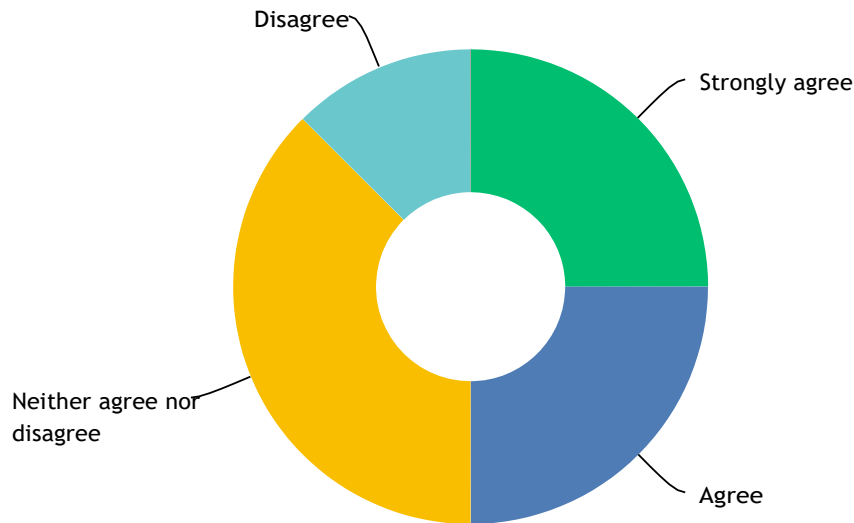


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.6.1 Calling, sending notes or making home visits inviting them to program activities.	33.33% 3	22.22% 2	22.22% 2	11.11% 1	11.11% 1	0.00% 0	9	3.56
2.6.2 Connecting with them on social media platforms through program pages or groups.	33.33% 3	22.22% 2	22.22% 2	11.11% 1	11.11% 1	0.00% 0	9	3.56
2.6.3 Offering support with transportation, child care or other barriers to participation.	22.22% 2	22.22% 2	33.33% 3	11.11% 1	11.11% 1	0.00% 0	9	3.33
2.6.4 Making special efforts to connect them with other families who share similar interests.	25.00% 2	37.50% 3	37.50% 3	0.00% 0	0.00% 0	0.00% 0	8	3.88
2.6.5 Connecting them with resources (including mental health consultation) that can help them explore difficulties with forming social connections.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
2.6.6 Matching families with staff or other families who can help them feel welcome and valued in program activities.	25.00% 2	50.00% 4	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8	4.00

#	COMMENTS FOR "2.6.1 CALLING, SENDING NOTES OR MAKING HOME VISITS INVITING THEM TO PROGRAM ACTIVITIES."	DATE
1	not sure about home visits	7/14/2021 7:52 AM
#	COMMENTS FOR "2.6.2 CONNECTING WITH THEM ON SOCIAL MEDIA PLATFORMS THROUGH PROGRAM PAGES OR GROUPS."	DATE
	There are no responses.	
#	COMMENTS FOR "2.6.3 OFFERING SUPPORT WITH TRANSPORTATION, CHILD CARE OR OTHER BARRIERS TO PARTICIPATION."	DATE
1	not sure about transportation but the organization connects patrons to child care agencies in the community	7/14/2021 7:52 AM
2	Bus passes are offered when needed and staff does a great job of trying to remove barriers.	7/5/2021 2:05 PM
#	COMMENTS FOR "2.6.4 MAKING SPECIAL EFFORTS TO CONNECT THEM WITH OTHER FAMILIES WHO SHARE SIMILAR INTERESTS."	DATE
1	not sure	7/14/2021 7:52 AM
2	We have matched parents up a couple of times but it isn't a typical occurrence.	7/13/2021 12:53 PM
3	Don't know.	7/5/2021 2:05 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
	There are no responses.	
#	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 but i have witness staff connecting other staff with patrons who could best handle a situation	7/14/2021 7:52 AM
2	Don't know.	7/5/2021 2:05 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: 8 Skipped: 1

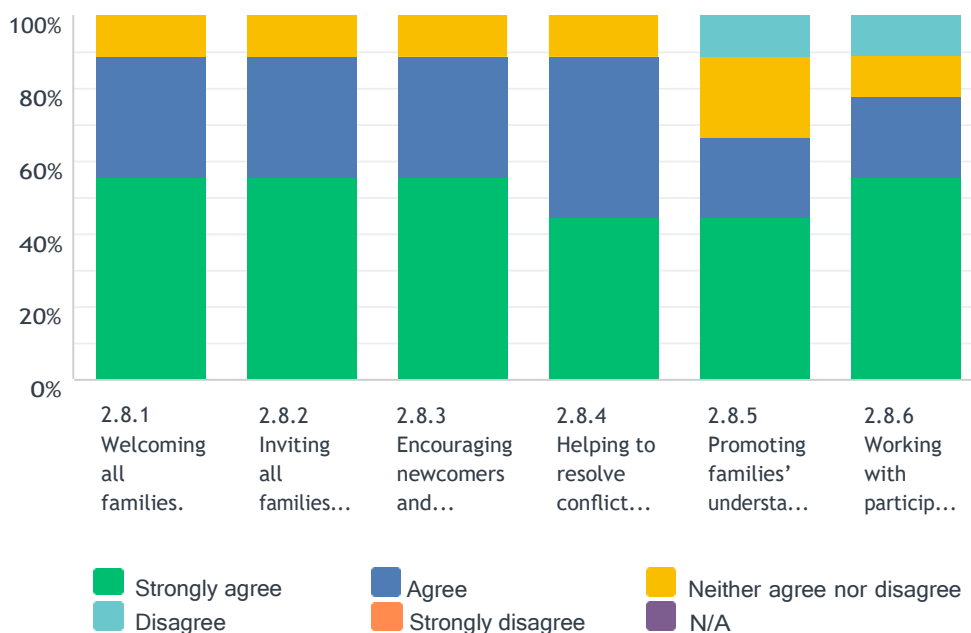


ANSWER CHOICES		RESPONSES	
Strongly agree		25.00%	2
Agree		25.00%	2
Neither agree nor disagree		37.50%	3
Disagree		12.50%	1
Strongly disagree		0.00%	0
Not applicable		0.00%	0
TOTAL			8

#	COMMENT	DATE
1	not sure	7/14/2021 7:52 AM
2	Don't know.	7/5/2021 2:05 PM

Q 2.8 The program and its staff model positive social skills and community building by:

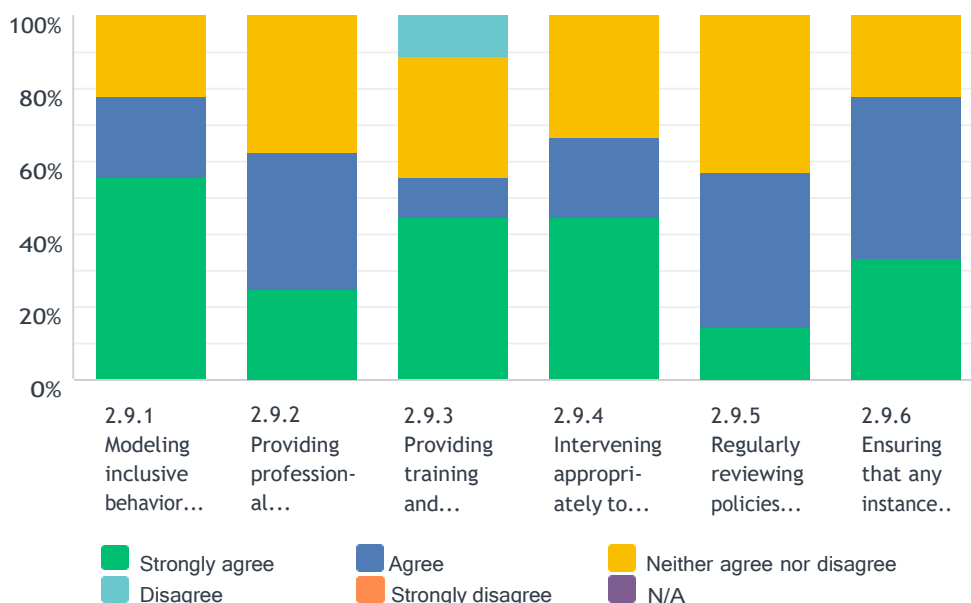
Answered: 9 Skipped: 0



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.8.1 Welcoming all families.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
2.8.2 Inviting all families to program parties or social events.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
2.8.3 Encouraging newcomers and reluctant families to participate through special outreach efforts.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.44
2.8.4 Helping to resolve conflicts among participants.	44.44% 4	44.44% 4	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	4.33
2.8.5 Promoting families' understandings of different cultures and backgrounds.	44.44% 4	22.22% 2	22.22% 2	11.11% 1	0.00% 0	0.00% 0	9	4.00
2.8.6 Working with participating parents to establish ground rules for programs and activities that ensure inclusiveness.	55.56% 5	22.22% 2	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9	4.22

Q 2.9 The program helps staff learn how to reduce stereotyping and bias by:

Answered: 9 Skipped: 0

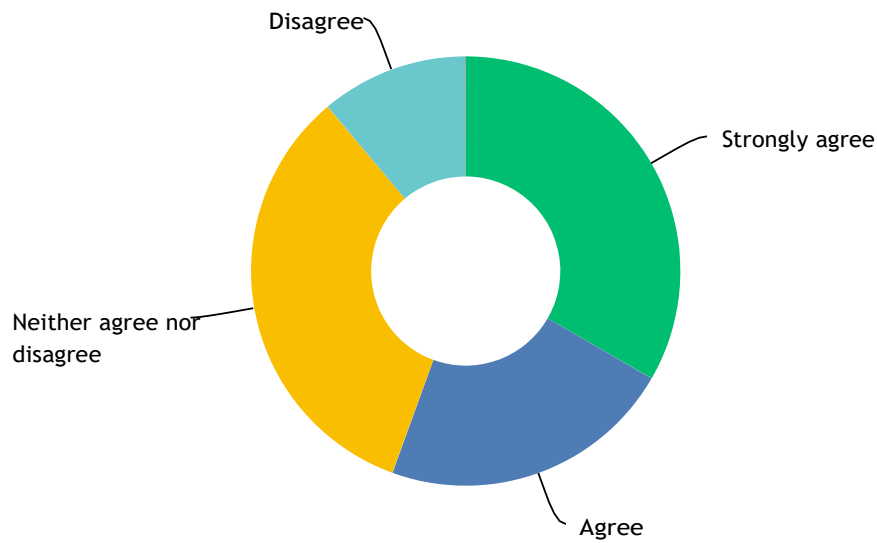


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.9.1 Modeling inclusive behavior among the staff.	55.56% 5	22.22% 2	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.33
2.9.2 Providing professional development opportunities on intentionally countering stereotypes and biases (including both explicit and implicit forms of biased behaviors).	25.00% 2	37.50% 3	37.50% 3	0.00% 0	0.00% 0	0.00% 0	8	3.88
2.9.3 Providing training and support for helping families and children resolve conflicts effectively.	44.44% 4	11.11% 1	33.33% 3	11.11% 1	0.00% 0	0.00% 0	9	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).	44.44% 4	22.22% 2	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9	4.11
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.	14.29% 1	42.86% 3	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7	3.71
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.	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9	4.11

#	COMMENTS FOR "2.9.1 MODELING INCLUSIVE BEHAVIOR AMONG THE STAFF."	DATE
	There are no responses.	
#	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	7/14/2021 11:22 AM
2	not sure	7/14/2021 7:54 AM
#	COMMENTS FOR "2.9.3 PROVIDING TRAINING AND SUPPORT FOR HELPING FAMILIES AND CHILDREN RESOLVE CONFLICTS EFFECTIVELY."	DATE
1	not sure	7/14/2021 7:54 AM
#	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	not sure	7/14/2021 7:54 AM
#	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	not sure	7/14/2021 11:22 AM
2	not sure	7/14/2021 7:54 AM
3	Don't know. Assume they do.	7/5/2021 2:07 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	not sure	7/14/2021 7:54 AM

Q 2.10 Families are encouraged to reach out and engage other families, including newcomers and more isolated members, in the program community.

Answered: 9 Skipped: 0

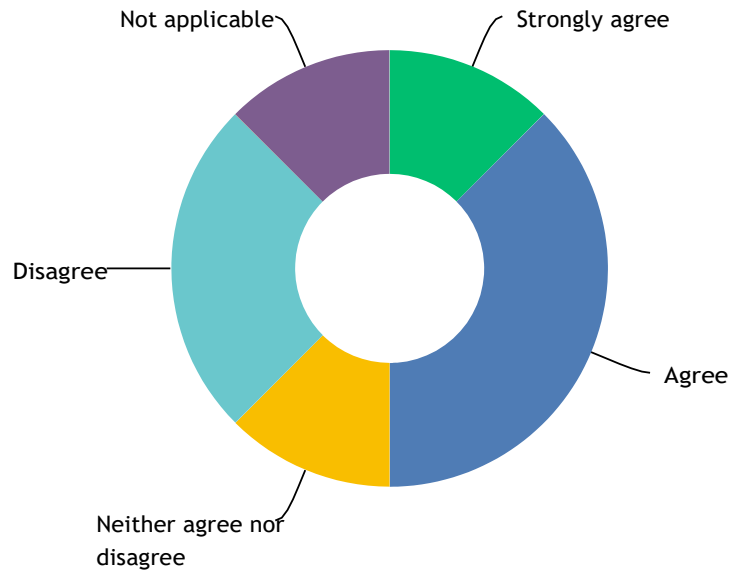


ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	3
Agree	22.22%	2
Neither agree nor disagree	33.33%	3
Disagree	11.11%	1
Strongly disagree	0.00%	0
Not applicable	0.00%	0
TOTAL		9

#	COMMENT	DATE
1	not sure	7/14/2021 7:54 AM

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: 8 Skipped: 1

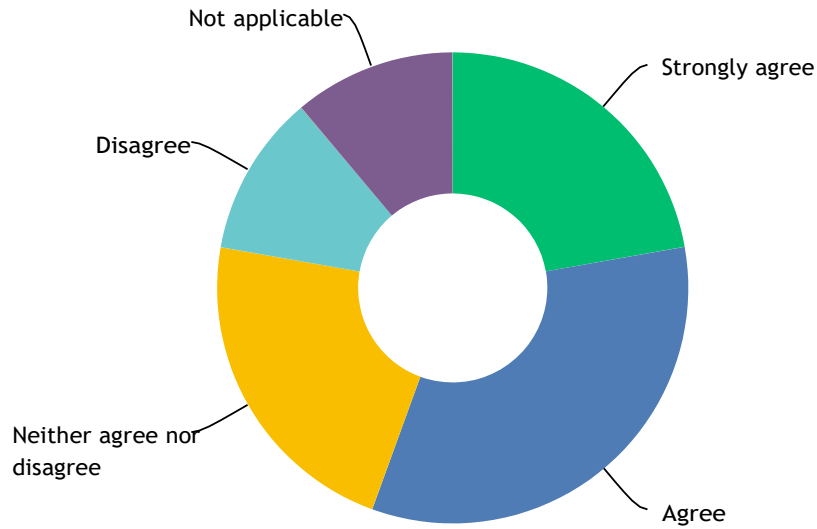


ANSWER CHOICES		RESPONSES	
Strongly agree		12.50%	1
Agree		37.50%	3
Neither agree nor disagree		12.50%	1
Disagree		25.00%	2
Strongly disagree		0.00%	0
Not applicable		12.50%	1
TOTAL			8

#	COMMENT	DATE
1	not sure	7/14/2021 7:57 AM
2	Don't know.	7/5/2021 2:10 PM

Q 2.12 There is time built into program activities for parents to network and share with each other.

Answered: 9 Skipped: 0

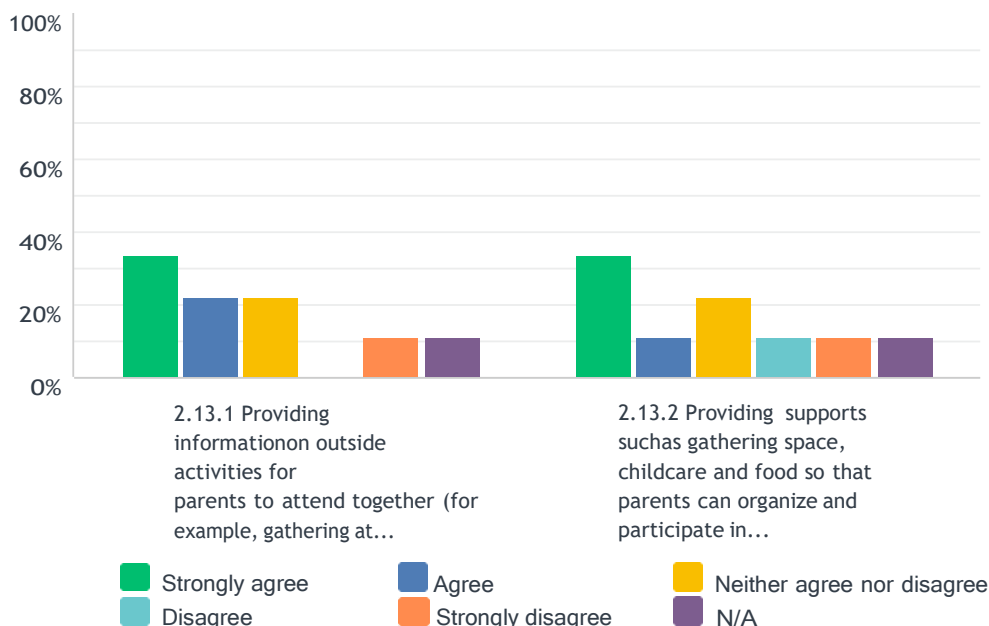


ANSWER CHOICES	RESPONSES	
Strongly agree	22.22%	2
Agree	33.33%	3
Neither agree nor disagree	22.22%	2
Disagree	11.11%	1
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
1	not sure	7/14/2021 7:57 AM
2	Not sure. Don't know. But any of the activities allow parents to talk to each other and enjoy community building.	7/5/2021 2:10 PM

Q 2.13 Parent-organized social/educational events and activities are encouraged and supported by:

Answered: 9 Skipped: 0

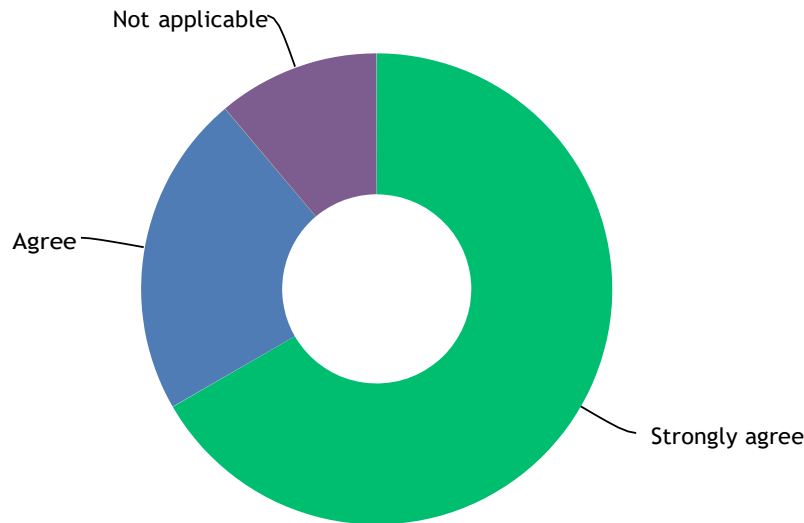


	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
2.13.1 Providing information on outside activities for parents to attend together (for example, gathering at playgrounds, fun fairs or libraries).	33.33% 3	22.22% 2	22.22% 2	0.00% 0	11.11% 1	11.11% 1	9	3.75
2.13.2 Providing supports such as gathering space, childcare and food so that parents can organize and participate in activities together.	33.33% 3	11.11% 1	22.22% 2	11.11% 1	11.11% 1	11.11% 1	9	3.50

#	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
	There are no responses.	
#	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	not sure	7/14/2021 7:57 AM
2	Childcare would be an exciting program to consider offering to offer from time to time, but not sure how it could be done. Our center definitely offers gathering space, activities and food!	7/5/2021 2:10 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: 9 Skipped: 0

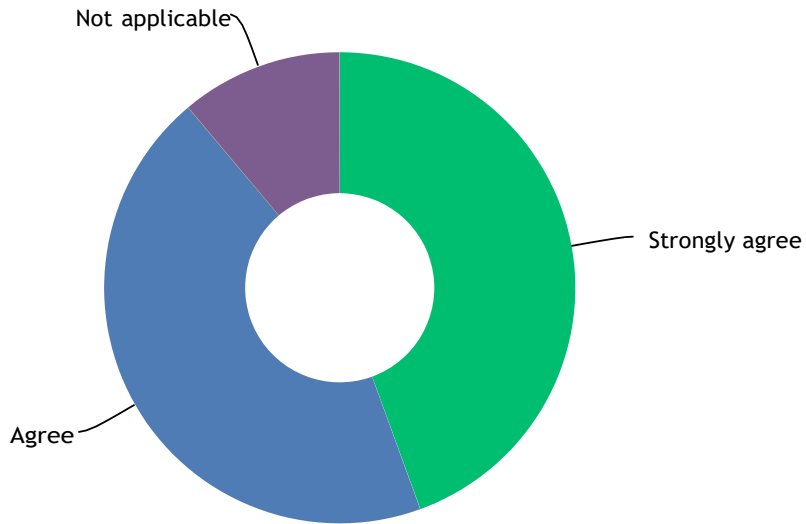


ANSWER CHOICES	RESPONSES	
Strongly agree	66.67%	6
Agree	22.22%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
	There are no responses.	

Q 2.15 The program encourages staff and families to participate together in community improvement or advocacy projects.

Answered: 9 Skipped: 0

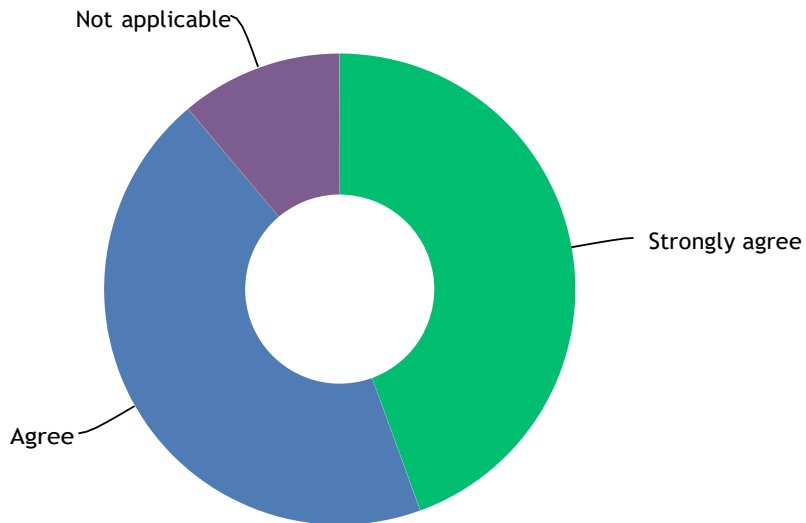


ANSWER CHOICES		RESPONSES	
Strongly agree		44.44%	4
Agree		44.44%	4
Neither agree nor disagree		0.00%	0
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		11.11%	1
TOTAL			9

#	COMMENT	DATE
	There are no responses.	

Q 2.16 Staff are visibly engaged with issues of concern to the community and are actively involved with other community organizations.

Answered: 9 Skipped: 0

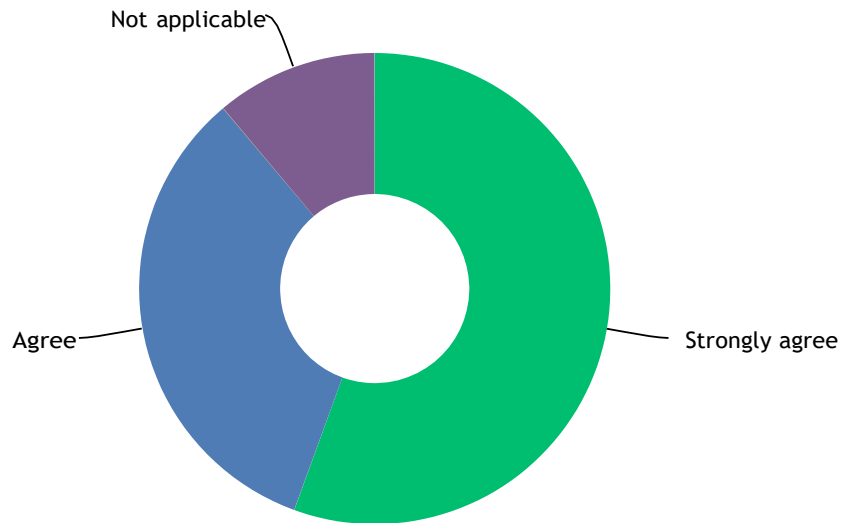


ANSWER CHOICES	RESPONSES	
Strongly agree	44.44%	4
Agree	44.44%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Not applicable	11.11%	1
TOTAL		9

#	COMMENT	DATE
	There are no responses.	

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: 9 Skipped: 0

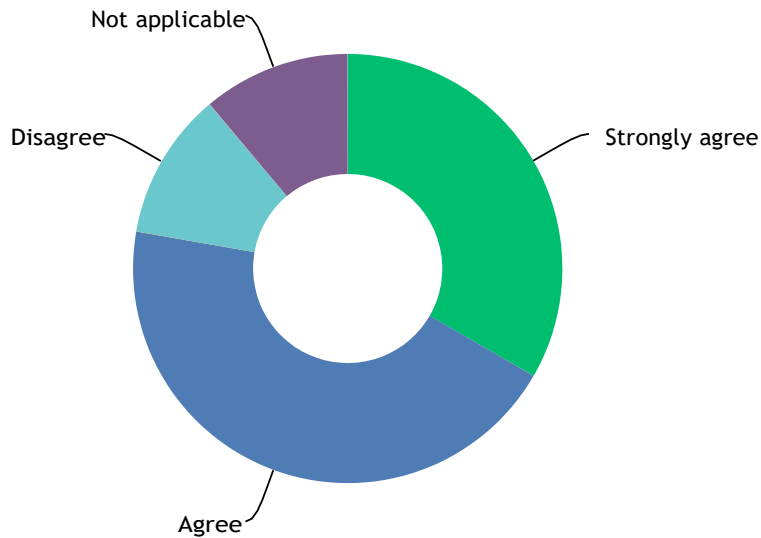


ANSWER CHOICES		RESPONSES	
Strongly agree		55.56%	5
Agree		33.33%	3
Neither agree nor disagree		0.00%	0
Disagree		0.00%	0
Strongly disagree		0.00%	0
Not applicable		11.11%	1
TOTAL			9

#	COMMENT	DATE
	There are no responses.	

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: 9 Skipped: 0



ANSWER CHOICES		RESPONSES	
Strongly agree		33.33%	3
Agree		44.44%	4
Neither agree nor disagree		0.00%	0
Disagree		11.11%	1
Strongly disagree		0.00%	0
Not applicable		11.11%	1
TOTAL			9

#	COMMENT	DATE
1	We could perhaps strengthen this.	7/5/2021 2:10 PM