



YEAR ONE REPORT ECEAP Family Support Pilot

June 2015 – June 2016

 **Early
Childhood
Education &
Assistance
Program**
Washington State Department of Early Learning

 **Washington State Department of
Early Learning**

Acknowledgements

The project leads at the Department of Early Learning, Karin Ganz and Nicole Lor, would like to express their sincere appreciation to the following organizations and individuals.

Participating Families and Contractors

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-  Central Valley School District
-  Centralia College
-  Children's Home Society of Washington
-  Community Child Care Center
-  ESD 101
-  ESD 105
-  ESD 112
-  ESD 121
-  ESD 123
-  Kennewick School District
-  Lower Columbia College
-  Olympic Community Action Program
-  Snohomish County
-  South Bend School District

Leaders for each of the research-based family support models piloted in 2016-2017

EMPath - Jennifer Lowe, Ph.D., Vice President of Shared Learning and Member Networks at EMPATH, and Elizabeth Babcock, PhD, model developer

Family Development Matrix Model - Jerry Endres, M.S.W., Matrix Outcomes Model Project Director and developer/owner of the Family Development Matrix

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Early Childhood Education and Assistance Program (ECEAP)

Family Support Pilot: Year One Summary

June 2015 through June 2016

ECEAP. Washington’s pre-kindergarten program, overseen by the Department of Early Learning (DEL) is designed to prepare 3- and 4-year-old children from low-income and at-risk families for success in school and in life. Its comprehensive approach includes: preschool education; family support; parent involvement; and, health and nutrition services. An [evaluation](#) by the Washington State Institute for Public Policy shows that children who participated in ECEAP had significantly higher math and reading test scores in the third, fourth, and fifth grades than similar children who did not participate.



ECEAP Family Support

Family support in ECEAP is about building relationships that support family well-being, strong relationships between parents and their children, and ongoing learning for both children and parents. ECEAP’s family support services are described in RCW 43.215.405. They include opportunities for families to:

- a) Increase their self-reliance;
- b) Actively participate in their child's early childhood program;
- c) Increase their knowledge of child development and parenting skills;
- d) Further their education and training;
- e) Increase their ability to use needed services in the community.

ECEAP family support services are specified in state statute [Chapter 43.215.205 RCW](#). This important part of ECEAP is guided by studies that have long shown that family stability, mother’s education level, and family income influence a child’s academic achievement. ECEAP family support also draws from [recent science](#) about the positive impacts of nurturing relationships and negative impacts of toxic stress on a child’s future academic success and interpersonal skills. ECEAP staff members strategize with families and connect them with community resources to help set and advance family goals such as: improving family and child health; enhancing children’s learning; strengthening parenting skills; and, improving their own education and

PILOT GOALS: Strengthen family outcomes. Provide more intensive services to the families who need them the most.

employment.

Background. In October, 2014 DEL convened the “Preschool Operational Work Group” of 21 contractors and community partners to identify a menu of research-based family support services, shown to improve family outcomes, which provide tools to:

- “Differentiate” services based on differing levels of family need.
- “Individualize” services so that they are tailored to individual family needs.

Based on the Work Group’s recommendations, ECEAP initiated a two-year pilot to:

1. Test two research-based family support programs to improve family self-sufficiency and related outcomes: the EMPATH Mobility Mentoring® and the Family Development Matrix model.
2. Develop and implement a valid statewide ECEAP family assessment to provide clear and consistent assessment and reporting of family strengths, progress and outcomes.

Year One: Pilot Family Assessment and Research-Based Models. In year one, the pilot developed and tested a statewide family assessment to support: (1) family goal setting and progress; and, (2) consistent statewide monitoring and reporting. The assessment, conducted in conversation with families at three intervals during the year, was used to identify baseline strengths, needs and new opportunities that arose and to support families in setting and advancing their goals. Previously contractors used multiple assessments.

ECEAP Family Support Pilot: Year One Summary (continued)

EMPath's Mobility Mentoring® Model. This approach, grounded in EMPATH's [Bridge to Self-Sufficiency™](#), articulates a family's transformative journey from poverty to economic self-sufficiency by optimizing the family's life in five domains: family stability; well-being; financial management; education; and career management. ECEAP family support staff act as Mobility Mentoring® coaches who partner with families to help them acquire resources and skills, and sustain behavior changes. EMPATH outcomes include dramatic increases in education and training participation (45%) and household savings (63%).

Family Development Matrix Model. The Family Development Matrix (FDM) model is a family decision-making and goal-setting model that uses an assessment tool and online database with indicators to measure family and program outcomes. A 2014 California evaluation showed increases of between 10.8 and 15.9 points in percentages of families at the safe/self-sufficient levels in areas such as: children's social and emotional development, and parental resilience.

Participating Contractors and Families. Fourteen self-selected contractors (school-based, non-profit, community colleges, local governments) that provide services in a range of communities (urban, suburban, rural, and tribal) in Eastern and Western Washington each piloted one of the research-based family support models. Of the thousands of families in the pilot program in year one, 1,552 racially/ethnically and linguistically diverse families participated for the full year, providing a full set of data for analysis. Due to challenges with data collection and cross-matching data, the number of families with usable data was less than the total families served. These issues will be addressed in year two.

Results. Families in both models experienced substantial and statistically significant progress in multiple areas. Overall, families in the FDM model showed benefits in fewer areas, and smaller absolute benefits. Note that year one data were too limited to draw conclusions about the cause of the change. Results were discerned using a series of paired t-test statistical analyses, which measure whether subjects within a group vary over two points in time.

Year-One - Family Outcomes

Mobility Mentoring® Statistically significant pre/post differences for families were seen in all 21 areas of family functioning. Areas of greatest change include parent engagement (.56), resource knowledge, (0.47), goal setting (0.46), budgeting (0.42), adult education (0.41).

FDM Statistically significant (but smaller) pre/post differences were seen in 16 areas including: parent involvement in ECEAP (0.38), adult education (0.29), setting goals (0.27), and employment status (0.25).

Year Two of the Family Support Pilot

1. **One Model - (EMPATH) Mobility Mentoring®.** DEL will continue to use the Mobility Mentoring® model for year two of the pilot (rather than both models) for reasons of cost-effectiveness, available types and scope of training opportunities, and a preference for internal databases.
2. **2016-2017 Participation.** Twenty contractors will participate in year two of the pilot.
3. **Tools.** DEL has improved key tools, including development of a family-friendly ECEAP *Bridge to Child and Family Self-Reliance* and a revised family assessment aligned to the new ECEAP *Bridge*.
4. **Early Learning Management System (ELMS) Improvements.** Key enhancements to improve usability and efficiency are being made based on the year one experience.
5. **Evaluation Data Improvements.**
 - ECEAP contractors will survey all families at the end of the year to learn about the services that have helped them most and ways to further improve services.
 - DEL will conduct pre and post assessments with all family support staff to learn what is working well, what improvements are needed, and what additional skills and training staff need.

Future Plans for ECEAP Family Support. In the summer of 2017, year two results will be used to inform the next steps for implementing research-based family support services to improve family and child outcomes.

"A custodial grandparent ... was struggling with medical bills. I connected them with local resources and within 2 weeks they were on their way to getting that debt off their minds. It normally would not have come up in conversation without the indicators as a guide

~ Family Support Specialist

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A. Introduction and Purposes

This report describes the first year activities and results of the two-year ECEAP Family Support Pilot (school years 2015-16 and 2016-17). The goal of the pilot is to strengthen outcomes for children and families participating in the Washington State Early Childhood Education and Assistance Program (ECEAP) through the use of new research-based approaches. ECEAP, overseen by the Department of Early Learning (DEL), is Washington’s pre-kindergarten program. It is designed to prepare 3- and 4-year-old children from low-income and at-risk families for success in school and in life. ECEAP’s comprehensive “whole-child” approach includes: preschool education; family support; parent involvement; and, health and nutrition services.

ECEAP pairs strong early childhood development services with family support activities, designed to help families achieve self-reliance and strong parenting practices that promote children’s early development and school readiness. ECEAP family support services are guided by studies that have long shown that family stability, mother’s education level, and family income influence a child’s academic achievement.^{1,2} They also draw from more recent science about the positive impacts of nurturing relations and the negative impacts that toxic stress have on a child’s future success and well-being.³

Fostering early parent involvement, promoting regular attendance and encouraging positive attitudes about school all lay the foundation for better achievement throughout a child’s academic career.

[An outcome evaluation](#) by the Washington State Institute for Public Policy shows that children who participated in ECEAP had significantly higher math and reading test scores in the third, fourth, and fifth grades than similar children who did not participate.

ECEAP Family Support. Partnering with families to set and make progress on child and family goals is the cornerstone of ECEAP family support. ECEAP staff strategize with parents and connect them with community resources to help them advance their goals. Common family goals include: improving family and child health; strengthening parenting skills; improving parenting education and employment; and, increasing involvement with the child’s education.

Year-One Family Support Pilot. In October, 2014 DEL convened the “Preschool Operational Work Group” with 21 contractors and community partners to identify a menu of research-based family support services shown to improve family outcomes. Key goals were to strengthen family and child outcomes and to identify models that could help family support staff focus more time on the families who need the more intensive services as a way to maximize family outcomes. To advance this, the Work Group researched models with the capacity and tools to:

- “Differentiate” services so that the types and levels of service are based on differing levels and types family level of need.
- “Individualize” services so that they are tailored to individual family needs.



Family Support in ECEAP

Family support in ECEAP is about building relationships that support family well-being, strong relationships between parents and their children, and ongoing learning for both children and parents. ECEAP’s family support services are described in RCW 43.215.405. They include opportunities for families to:

- a) Increase their self-reliance;
- b) Actively participate in their child’s early childhood program;
- c) Increase their knowledge of child development and parenting skills;
- d) Further their education and training;
- e) Increase their ability to use needed services in the community.

¹ Magnuson K., *Maternal Education and Children’s Academic Achievement During Middle Childhood*. Developmental Psychology 2007. Nov;43(6):1497-512

² Duncan CJ, Morris PA, Rodrigues C, *Does Money Really Matter? Estimating Impacts of Family Income on Young Children’s Achievement with Data from Random-Assignment Experiments*. Developmental Psychology 2011. Sep;47(5):1263-79. doi: 10.1037/a0023875.

³ National Scientific Council on the Developing Child. *Early Experiences Can Alter Gene Expression and Affect Long-Term Development*, Working Paper 10. Harvard Center of the Developing Child. May 2010

The Work Group made two recommendations about how to improve outcomes for families and provide tools to focus more time on families who need more intensive services. These recommendations became the key aims for implementation in the first year of the two-year ECEAP Family Support Pilot:

1. Pilot two research-based family support programs to improve family self-sufficiency and related outcomes: the EMPATH⁴ Mobility Mentoring[®] and the Family Development Matrix models.
2. Develop and implement a valid statewide ECEAP family assessment to provide clear and consistent assessment and reporting of family strengths, progress and outcomes.

Implementation Targets. Implementation began in September, 2015 with five year-one targets:

1. Develop and test a statewide family assessment with participating families, collecting feedback on the effectiveness of this assessment.
2. Collect data about individual family needs, goals and progress made on set goals.
3. Seek input from participating ECEAP contractor staff on the family support data collection components to include in the future development of the Early Learning Management System (ELMS), the data management system used by ECEAP.
4. Pilot two recommended research-based family support models, EMPATH⁵ Mobility Mentoring[®] and the Family Development Matrix model.
5. Set plans for year two of the pilot, based on ECEAP contractor feedback on the two models strengths and weaknesses and year end results.

Participants and Staffing. The Department of Early Learning extends its appreciation to the fourteen contractors that volunteered to participate in the pilot project. These contractors represent a mix of organizational types, providing services in a range of different communities. Contractors implemented these models and collected complete and usable data for 1,552 families. Of the thousands of families in the pilot program in year one, 1,552 racially/ethnically and linguistically diverse families participated for the full year, providing a full set of data for analysis (See Section C.2. for more information about data issues.)

Each contractor dedicated the following staff resources to the pilot, in addition to overall agency leadership and oversight:

- A family support pilot agency coordinator who communicated monthly with the state ECEAP team about pilot results, training needs and implementation issues. Coordinators oversaw the training of their agency's family support staff, facilitated development of internal systems and recordkeeping and supported direct service staff in implementing one of the two new models.
- Family support staff who received training in the new model, implemented the model in their work with families, and documented family assessments, goals, and progress.

**Preschool Operational
Work Group
Family Support Charge**

“Identify an implementation strategy and prioritize resources and supports, needed to effectively implement a menu of differentiated and individualized family support and engagement in ECEAP expansion programs.”

⁴ Previously the Crittenton Women's Union. Name changed May 2016.

B. ECEAP Family Assessment and Research-Based Models

The ECEAP family assessment and the two research-based family support models tested in year one are described below. The key year one tasks and timeline are attached (see *Attachment 1: Key Year One Tasks and Timeline.*)

1. ECEAP FAMILY STRENGTHS AND NEEDS ASSESSMENT

Until now, ECEAP contractors used a variety of family assessment tools selected, and often created, by contractors. A key goal of the pilot was to develop and test a single statewide family assessment to support ECEAP's focus on research-based family support approaches, continuous quality improvement, and documentation of family support outcomes. The *2015-2016 ECEAP Family Strengths and Needs Assessment* created for the Pilot drew upon elements of the Family Development Matrix (FDM) model and the EMPATH Mobility Mentoring® approaches described below. It was developed in partnership with the ECEAP contractors who participated in the Family Support Pilot and used as the common family assessment for both of the piloted models.

The statewide *2015-2016 ECEAP Family Strengths and Needs Assessment* was designed to gather information from and about families while providing clear, consistent reporting on family goals, progress and outcomes. This initial *ECEAP Family Strengths and Needs Assessment* gathered information in twenty-one areas of family functioning. ECEAP staff and families used the assessment results to identify and discuss family strengths and needs and set family goals.

In the 2015-16 school year, ECEAP family support staff conducted the assessment through conversations with families at three intervals from September through June. DEL and ECEAP contractors used the first assessment to identify a baseline of family strengths and needs, to support families in selecting their family goals. The next two assessments provided information about changes in family strengths and needs and about progress toward family goals. Family support staff used these assessments as the basis for discussion with families and to help them:

- Tailor their support to individual family needs.
 - Determine which families needed the most help.
 - Identify and address any new issues that arose.
- a. *Development.* Categories for the *2015-2016 ECEAP Family Strengths and Needs Assessment* were drawn from the FDM outcome indicators and paired with the pillars on the EMPATH Mobility Mentoring® *Bridge to Self-Sufficiency*. Indicators focused on supporting child development, strengthening families, and preventing child abuse and neglect. In summer of 2015 meetings, staff from participating contractors:
1. Designed the statewide ECEAP family support assessment tool.
 2. Tested the assessment for validity and reliability, under the guidance of the FDM Project Director.
 3. Decided that staff would assess families three times during the year with data deadlines set for December 31, 2015, March 31, 2016, and June 30, 2016.
- b. *2016-2017 Family Strengths and Needs Assessment.* DEL refined the initial *ECEAP Family Strengths and Needs Assessment* based on the year-one experience. The *2016-2017 ECEAP Family Strengths and Needs Assessment* is a set of categories covering 17 outcome areas reflecting family strengths needs or areas for growth. An example from the "Education and Training" outcome category is on the following page.

Education & Training

Category	Level 1	Level 2	Level 3	Level 4	Level 5	
Educational Attainment	Less than GED or high school diploma <input type="checkbox"/>	Taking GED prep or high school completion classes <input type="checkbox"/>	GED, high school, or High School 21 + complete <input type="checkbox"/>	Postsecondary job training or professional certificate complete. <input type="checkbox"/>	Associate degree or higher complete. <input type="checkbox"/>	Bachelor's degree or higher complete <input type="checkbox"/>

Each category of the 2016-2017 *ECEAP Family Strengths and Needs Assessment* includes:

- Outcome measures that represent five levels of well-being and risk.
- Questions to facilitate the assessment conversation between staff and families. Questions from the education and training outcome area indicator are:
 - *Do you have a high school diploma, GED, or high school 21+?*
 - *Have you ever participated in a job training program? If so, what type? Did you earn a certificate for completing it?*
 - *Are you currently enrolled in any type of education or training? If so, what type of program?*
 - *If you are enrolled in college, are you taking developmental courses (usually 090 course numbers) or college level classes (usually 100 level or above)?*
 - *Are you interested in continuing your education? If so, what areas interest you?*
 - *What has school been like for you?*

2. EMPATH MOBILITY MENTORING®

The first of the two piloted models, EMPATH's Mobility Mentoring®, is a strength-based approach designed to help low-income families attain economic self-reliance. It provides an integrated system of innovative resources and tools that equips families with the skills, strategies, and resources necessary to overcome poverty.

Mobility Mentoring® is grounded in a theory of change, the EMPATH *Bridge to Self-Sufficiency*™, which outlines how an individual achieves the transformative journey from poverty to full economic self-sufficiency. The theory, based on the work of Elisabeth Babcock, suggests that becoming economically independent requires most people to optimize their lives in five basic domains: family stability; well-being; financial management; education; and career management. If an individual is significantly deficient in any of these domains, it becomes virtually impossible for them to attain and keep a family-sustaining job and thereby economic independence.

Mobility Mentoring® is the implementation platform for the *Bridge to Self-Sufficiency*™. It encompasses the professional practice of partnering with clients to help them acquire the resources, skills, and sustained behavior changes necessary to attain and preserve their economic independence over time. Mobility Mentoring® was first piloted as the Career Family Opportunity approach in 2009. EMPATH, the owner of the Mobility Mentoring® model, is a [social service provider](#), a [think tank](#), and a [grassroots advocacy organization](#). It advances its strong commitment to ongoing research regarding economic self-sufficiency through partnerships, such as one recently with Harvard's Center on the Developing Child focused on "[Using Brain Science to Design New Pathways Out of Poverty.](#)"

Significant outcomes for families participating in the Mobility Mentoring® model at EMPATH include dramatic increases in participation in new education and training programs (45%), and increases in household savings (63%).⁶

⁶ Crittenton Women's Union Annual Report 2014. Retrieved from the Web: <http://www.liveworkthrive.org/site/assets/docs/CWUannual14FINALWebOptimized.pdf>, May, 22, 2016

The ECEAP Mobility Mentoring® model pilot included the following:

- a. 2015-2016 ECEAP Family Strengths and Needs Assessment. The initial *ECEAP Family Strengths and Needs Assessment* was used as the common assessment for year one. See Section 1 above for a description. Both the initial year one assessment (the basis for determining year one results) and the revised assessment that will be used in year two.
- b. Data and Reporting. The Mobility Mentoring® model used an Excel spreadsheet to track each family’s status during each of the three planned assessments. This spreadsheet tracked progress in increasing individual education and income levels upon program entry and exit, and family goal progress. The child’s Early Learning Management System (ELMS) identification number was included in the spreadsheet, allowing a match of family demographics with status and goal data.
- c. Training and Technical Assistance. EMPATH provided two-day on-site training sessions in September for all participating programs in two locations. The session provided: an overview of the EMPATH Mobility Mentoring® *Bridge to Self-Sufficiency* approach; executive-function-informed coaching; brain-science-based tools; and, the role of coaches. In addition, EMPATH provided a wide array of monthly webinar training sessions on topics such as: navigating cliff effects; integrating the Mobility Mentoring® framework into existing programs; and, a library of research including coaching to support executive functioning skills through its national Exchange Network.
- d. Tools. The key Mobility Mentoring® tools are listed below.

1. Bridge to Child and Family Self-Reliance. The “*Bridge*” is a theory of change that takes a comprehensive, multi-faceted approach to fostering economic mobility. The theory describes a person’s advancement from poverty to financial security as a journey across a bridge supported by five critical pillars. To successfully cross this bridge and reach financial security, the traveler must attain a ladder of objectives in each of these five areas.

With guidance from EMPATH and advice from pilot participants, ECEAP revised the original EMPATH *Bridge to Self-Sufficiency* to create an ECEAP *Bridge to Child and Family Self-Reliance*, tailored to fit the needs of Washington families. There are two versions, the [Bridge to Child and Family Self-Reliance - Introduction for Families, 2016-2017](#) (see Attachment 2) and the [Bridge to Child and Family Self-Reliance – Complete Version, 2016-2017](#) for staff to use in working with families. (see Attachment 3).

2. Mobility Mentoring® Coaching Model. EMPATH Mobility Mentoring® coaches use the *Bridge* to frame a deliberate one-on-one “partnership” between families and staff. Coaching is designed to improve family decision making, persistence, and resilience over time. Through repeated practice, this process becomes internalized and enables families to mentor themselves.

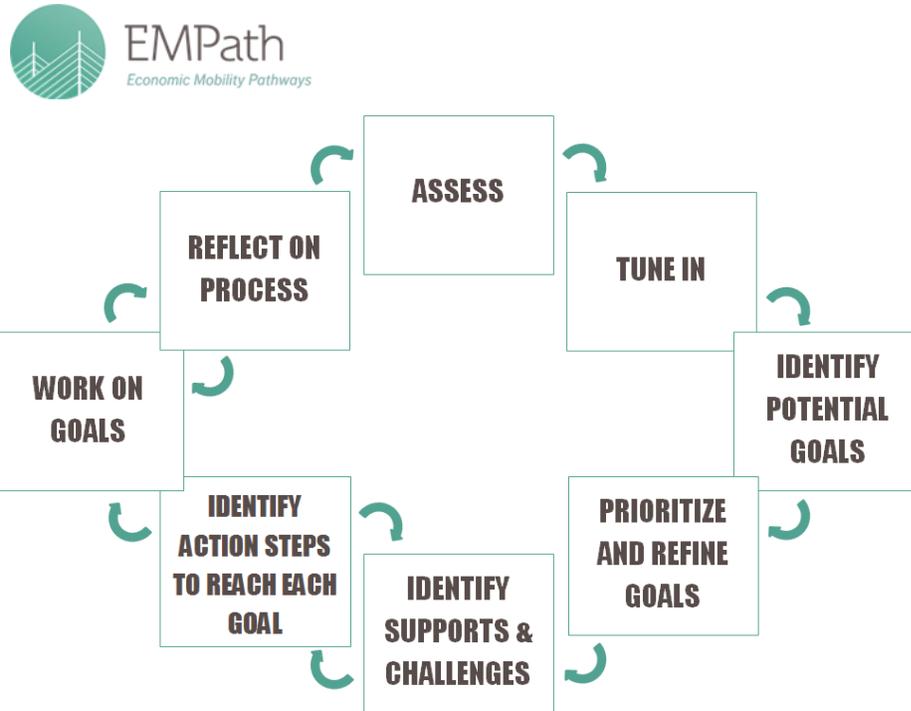
Coaching Model: From Coping to Self-Sufficiency

Responding to the everyday crises common in very low-income households struggling to make ends meet, can lead to reactive coping at the expense of long-term goal setting and goal achievement.

The mentoring approach helps low-income families advance their long-term goals, in addition to responding to immediate crises, by focusing on questions like:

- *How much do I really need to earn in order to support myself and my family?*
- *Which jobs pay a family-sustaining wage and offer career pathways and critical benefits, and who is hiring?*
- *What kinds of training and soft skills like time management and communication do I need to obtain those jobs and maintain them?*

3. *Family Assessment and Goal Setting Process.* Staff introduces the *Bridge to Financial Security* to families. Through conversation, family support staff and families identify the family's current status on *Bridge* pillars using the 2016-2017 *ECEAP Family Strengths and Needs Assessment*. They then discuss and set family goals using the process illustrated in the *Mobility Mentoring Goal Setting Process Chart* shown below and attached as *Attachment 4*).



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4. *Guidelines for Family Conversations.* The [Guidelines](#) (See Attachment 5) serve as conversation prompts to facilitate opening conversations with families about self-sufficiency. ECEAP used feedback from year one to enhance the *Guidelines* provided to DEL by EMPATH.
5. *Mobility Mentoring® Family Strengths and Goal Planning.* The [ECEAP Family Strengths and Goal Planning](#) form (See Attachment 6).describes the steps families take to achieve their goals. Mobility Mentoring® uses the SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals format to set goals leading toward economic mobility outcomes and collect and use data to measure participant progress and program effectiveness.
6. *Excel Data Collection Sheet.* In year one, contractors using this model collected data from each assessment and progress toward family goals in a simple Excel spreadsheet. See Section D.3. Table 4, below for the change in family status by indicator over the course of year one.

3. FAMILY DEVELOPMENT MATRIX MODEL

The second of the two piloted models, the Family Development Matrix model (FDM) uses a strength-based, family decision-making assessment approach supported by an online database that tracks family progress. Categories, indicators, and status levels are used to measure family, program and service provider outcomes. The FDM model is based on the evidence-informed interventions of the Center for the Study of Social Policy’s “Family Strengthening Protective Factors” and Lisbeth Schorr’s seminal work at Harvard regarding the “[Pathway to the Prevention of Child Abuse and Neglect](#)”. Today, the FDM model is used by county, state and local preschool and tribal communities throughout California. A 2014 evaluation of California programs showed increases of between 10.8 and 15.9 points in the percentage

of families at the safe or self-sufficient level on indicators such as: children’s social and emotional development, parental resilience, and social connections.⁷

The pilot of the Family Development Matrix model in Washington included the following:

- a. 2015-2016 ECEAP Family Strengths and Needs Assessment. The initial *ECEAP Family Strengths and Needs Assessment* was used as the common assessment for year one. (See Section 1 above for a description.) The initial year one assessment is the basis for determining year one results. DEL revised this assessment and the updated version will be used in year two.
- b. Tools and Data. The FDM system provided the following tools and data to support the family-led goal-setting process. These tools can be found on the FDM website or by contacting FDM directly.
 1. Family support staff and families worked together using the *2015-2016 ECEAP Family Strengths and Needs Assessment* to facilitate family goal setting and to create a *Goal-Oriented Family Empowerment Plan* that addressed target areas recognized through the FDM assessment. The *Empowerment Plan* described the steps families planned to advance their goals and the desired supports from family support workers to achieve them.
 2. ECEAP family support staff entered assessment data and family goals into the online FDM data system (see section C below.) At the conclusion of each visit, families were given a *Visit Summary* that graphically showed their status on each indicator. Each participating agency had access to the online FDM data system, which provided status data for individual families and for the group of families served by the agency.
- c. An Online Data Collection and Reporting System. The FDM online data system is owned and managed by FDM. The FDM database includes the following family demographics, assessment data, and outcomes at family-, agency- and statewide-levels:
 1. *Individual family data.* Assessments, current status, goals and increases in status levels representing progress toward family goals.
 2. *Agency data.* Demographics, assessment, status, goals and progress of all families served by the agency.
 3. *Statewide data.* Demographics, assessment, status, goals and progress of families served by participating agencies and by the state as a whole.
 - See Section D.3. Table 4, below for the change in family status by indicator over the course of year one.
- d. Training and Technical Assistance. FDM staff provided two, one-day, on-site training sessions in September. One for ECEAP contractors in Eastern Washington, and one for ECEAP contractors in Western Washington. Training focused on providing an overview of the model and on the technical aspects of using the FDM assessment and online data system. Each participating ECEAP contractor also received individualized webinar training to introduce family support staff to the steps involved in using the FDM database. FDM staff were readily available to respond to ongoing questions. In addition, the FDM website featured an online help center with a training manual and videos.

⁷ Endres, Jerry MSW. *Family Assessment Effectiveness of California Family Resource Centers Using Family Development Matrix Outcomes*. 2014. Retrieved from the FDM Website: <http://www.matrixoutcomesmodel.com/MatrixFiles/2016%20Evaluation%20Paper.pdf>

C. Pilot Data, Analysis and Results

The numbers and characteristics of participating ECEAP contractors, families and family progress in achieving their goals are described below.

1. PARTICIPATING ECEAP CONTRACTORS

Fourteen ECEAP contractors volunteered to participate in the pilot (the Central Valley School District, Centralia College, Children’s Home Society of Washington, Community Child Care Center, ESD 101, ESD 105, ESD 112, ESD 121, ESD 123, Kennewick School District, Lower Columbia College, Olympic Community Action Program, Snohomish County, and South Bend School District). The locations of these contractors’ headquarters are shown on the map to the right.



Spanning 22 of Washington’s 39 counties, these contractors serve a mix of communities across Washington: urban core⁸ (9), suburban⁹ (9), large rural towns (5), small rural towns and isolated communities¹⁰ (5). Of the fourteen contractors, eight are part of the K-12 system (three school districts and five Educational Service Districts [ESD]), three are non-profit agencies, two are community and technical colleges and one is a local government. The names of contractors piloting each model are noted below.

Table 1: Participating Contractors, Sites and Classrooms for Each Family Support Model

MODEL	CONTRACTORS
FDM model	(9 total) - Central Valley School District, Centralia College, Community Child Care Center, ESD 101, ESD 112, ESD 121, Lower Columbia College, OlyCAP, and the South Bend School District*
Mobility Mentoring®	(6 Total) - Children’s Home Society of Washington, ESD 105, ESD 123, Kennewick School District, Snohomish County, South Bend School District*
Combined Total	14 total* serving 22 counties (Eastern Washington-14, Western Washington 8)

* The South Bend School District piloted both models and is counted in both.

2. PARTICIPATING FAMILIES.

Of the thousands of families in the pilot program in year one, 1,552 racially/ethnically and linguistically diverse families participated for the full year, providing a full set of data for analysis. Due to challenges with data collection and cross-matching data, the number of families with usable data was less than the total families served. These issues will be addressed in year two.

⁸ Urban core communities are contiguous, developed areas of 50,000 persons or more. These areas correspond to U.S. Census Bureau’s urbanized areas.

⁹ Suburban areas, are often in metropolitan counties, with high commuting flows to urban cores (for example, Eatonville in Pierce County). These areas also include all other areas where 30%-49% of the population commutes to urban cores for work.

¹⁰ Small towns and Isolated rural areas, are towns with populations below 10,000 and their surrounding commuter areas and other isolated rural areas with more than one hour driving distance to a nearest city.

- g. *Pilot Participant Demographics Compared to ECEAP Child and Family Demographics.* Table 2 on the following page shows demographic data for the 1,552 participating families who completed the entire year and demographic data for all children and families participating in ECEAP in the 2015-16 school year. Families served through the Family Support Pilot were racially, ethnically, and linguistically diverse and included a high proportion of families with very low-incomes (equal to or lower than the 100% of the federal poverty level).

The demographics of families who participated in the pilot were close to the demographics of all children and families participating in ECEAP in 2015-16 school year. The percentages of Asian, multiracial, and Black families who participated in the pilot were slightly lower than for ECEAP overall (.4%, 1.1%, and 5.2% less respectively). The percentages of American Indian/ Alaska Native and Hispanic families were slightly higher for pilot participants than for all children participating in ECEAP (.5% and 4.7% more respectively.) More pilot families identified English as their primary language than did ECEAP participants overall (10% more), fewer pilot participants spoke Spanish (6.1% less) and fewer spoke other languages (3.8% less).

- h. *Comparison of Participant Demographics Between Pilot Models.* More than half the families served in the Mobility Mentoring[®] and FDM models were families of color. Families served by the FDM model were somewhat less diverse, with FDM serving 51.2% families of color compared with 67.7% in the Mobility Mentoring[®] model. More families participating in FDM identified English as their primary language (82.5%) compared to Mobility Mentoring[®] (74.9%). Overall the families served in both interventions experienced high levels of poverty, 38.7% were in households with incomes at <50% of the federal poverty level (FPL), and just 1.8% were in households >200% FPL.

Table 2. Demographic Profile of Families Overall and by Model				ALL ECEAP CHILDREN AND FAMILIES 2015-16
	ALL PILOT FAMILIES N=1,552	MOBILITY MENTORING® FAMILIES N=1,027	FAMILY DEVELOPMENT MATRIX FAMILIES N=525	
RACE/ETHNICITY*				
AMERICAN INDIAN/ALASKA NATIVE	2.8%	4.0%	0.6%	2.3%
ASIAN	2.6%	3.5%	0.8%	3.0%
BLACK	4.1%	4.7%	3.1%	9.3%
HISPANIC	43.7%	46.7%	37.9%	39.0%
MULTIRACIAL	8.0%	8.0%	8.0%	9.1% ¹¹
PACIFIC ISLANDER	0.8%	0.8%	1.0%	1.6%
WHITE	37.9%	32.3%	48.8%	39.7%
PRIMARY LANGUAGE				
ENGLISH	77.5%	74.9%	82.5%	67.5%
SPANISH	18.7%	20.6%	15.1%	24.8%
OTHER	3.9%	4.6%	2.5%	7.7%
HOUSEHOLD INCOME LEVEL				
<50% FEDERAL POVERTY LEVEL (FPL)	38.7%	39.1%	37.7%	40.3%
50% -100% FPL	38.3%	39.0%	36.8%	49.5% (50.1-110% FPL)
100%-200% FPL	21.3%	21.0%	21.7%	8.7% (110-200% FPL)
>200% FPL	1.8%	0.8%	3.8%	1.5%

*Percentages total more than 100% because families may select more than one race.

- i. Pilot Participant Risk Profile Compared to ECEAP Child and Family Risk Profile. The risk profile in Table 3 on the following page shows the risks experienced by families participating in the pilot and the risks experienced by all of the children and families participating in ECEAP in 2015-16. More families participating in ECEAP overall experienced the following risks than did pilot participants: single parent household (5.7% more); homelessness (10.6% more); parental education 6th grade or less (2.6% more); and, parental education of 7th -12th grade (8% more). More pilot families reported domestic violence (1.5% more) and substance abuse (1.7% more) than did ECEAP families overall.
- j. Comparison of Participant Risk Profiles Between Pilot Models. Generally, the risk profile of families appears comparable across the two pilot models. Risks were within 1.5 percentage points between the two models, with some notable exceptions as shown on Table 3 on the next page. These areas where families participating in Mobility Mentoring® experienced these greater risks include: single parenthood (4.6% more than in the FDM model); kinship care (3.7% more); and, parental education of 6th grade or less (1.9% more). Risks significantly more prevalent in the FDM model include: homelessness in the past two years (5.3% more than in the Mobility Mentoring® model); children with Individual Education Plans (8.9% more); and, domestic violence (4.5% more).

¹¹ Includes multiracial and unspecified.

Table 3. Family Risk Profile Overall and By Model				ALL ECEAP CHILDREN AND FAMILIES 2015-16
	ALL PILOT FAMILIES	MOBILITY MENTORING® FAMILIES	FAMILY DEVELOPMENT MATRIX FAMILIES	
	N=1,552	N=1,027	N=525	13,336
SINGLE PARENT	35.8%	37.3%	32.7%	41.5%
FOSTER CARE	2.1%	2.1%	1.9%	3.1%
KINSHIP CARE	3.1%	4.0%	1.3%	3.1%
HOMELESS IN LAST TWO YEARS	4.9%	3.1%	8.4%	15.5%
IEP	11.1%	8.1%	17.0%	10.0%
TEEN PARENT	3.6%	4.0%	2.9%	4.0%
FAMILY CPS INVOLVEMENT IN PAST 12 MONTHS	12.3%	12.0%	13.0%	11.5%
PARENTAL EDUCATION 6TH GRADE OR LESS	7.9%	8.6%	6.7%	10.5%
PARENTAL EDUCATION 7TH -12TH GRADE	18.9%	18.7%	19.2%	26.9%
SUBSTANCE ABUSE	11.1%	11.4%	10.5%	9.4%
DOMESTIC VIOLENCE	13.0%	11.4%	15.9%	11.5%

3. FAMILY PROGRESS AND CHANGES

ECEAP contractor staff conducted assessments with parents using the *2015-2016 ECEAP Family Strengths and Needs Assessment* at three points throughout the school year – Fall, Winter and Spring. The assessment included 21 areas of family functioning. At each assessment, parents were asked to choose answers that corresponded with functional ratings from lowest to highest.

ECEAP family support staff used the Spring and Fall assessments to examine pre/post changes in family functioning as reported by the parents for each of the 21 areas.

As noted above, the pilot project served a diverse population of very high-need families enrolled in ECEAP. On average families in both models experienced substantial, statistically significant progress in multiple areas based on a paired T-test statistical analysis, which measures whether subjects within a group vary over two conditions.

Pre- and post- differences for families participating in each of the two models are shown below. However, caution should be taken in comparing results between the two models for a number of reasons. First, the *2015-2016 ECEAP Family Strengths and Needs Assessment* is not a tested tool, thus the pre/post differences reported by parents may be subject to bias. In addition, in this first year, data quantifying how the interventions were implemented such as dosage, staff training, quality and timing of implementation, and the implementation context were not gathered. Therefore, it is not known for sure whether the differences in family progress between the models are attributable to the models themselves, to differences in implementation factors, or to context.

Year-One - Family Outcomes

Mobility Mentoring® Statistically significant pre/post differences for families were seen in all 21 areas of family functioning. Areas of greatest change include: parent engagement (.56); resource knowledge, (0.47); goal setting (0.46); budgeting (0.42); and, adult education (0.41).

FDI Statistically significant (but smaller) pre/post differences were seen in 16 areas including: parent involvement in ECEAP (0.38); adult education (0.29); setting goals (0.27); and, employment status (0.25).

MOBILITY MENTORING®. As shown in Table 4 below, the pre/post differences for families in the Mobility Mentoring® model in all 21 areas measured were statistically significant at $p < 0.05$ by paired t-test. The greatest absolute difference observed were in: parent involvement in ECEAP (0.56); community resource knowledge (0.47); setting goals (0.46); budgeting (0.42); and, adult education (0.41). The smallest changes were observed in: access to transportation (0.14); conflict resolution (0.15); legal issues (0.16); and, cultural respect (0.16).

Table 4. Family Change Mobility Mentoring Model®

AREAS OF FAMILY FUNCTIONING	N	PRE MEAN	POST MEAN	T STATISTIC	SIGN.
ACCESS TO TRANSPORTATION	1,023	3.70	3.84	-8.504	$p < .001$
COMMUNITY RESOURCE KNOWLEDGE	1,025	3.03	3.50	-13.428	$p < .001$
ADULT EDUCATION	368	2.68	3.09	-10.301	$p < .001$
SETTING GOALS	1,025	2.81	3.27	-20.355	$p < .001$
BASIC HOUSEHOLD NEEDS	1,025	3.48	3.67	-10.421	$p < .001$
BUDGETING	1,025	2.86	3.28	-19.296	$p < .001$
CULTURAL RESPECT	1,023	3.53	3.69	-9.901	$p < .001$
EMPLOYMENT STATUS	517	3.17	3.41	-6.535	$p < .001$
CONFLICT RESOLUTION SKILLS	1,025	3.30	3.45	-8.608	$p < .001$
FINANCIAL MANAGEMENT	1,023	3.00	3.32	-7.233	$p < .001$
INCOME STABILITY	1,025	2.95	3.23	-7.727	$p < .001$
HEALTHY LIFESTYLE	1,025	2.86	3.17	-6.997	$p < .001$
LEGAL ISSUES	1,018	3.58	3.74	-7.033	$p < .001$
EMOTIONAL WELL-BEING	1,020	3.13	3.36	-8.555	$p < .001$
PARENT INVOLVEMENT IN ECEAP	1,025	2.16	2.72	-18.056	$p < .001$
QUALITY TIME	1,026	3.22	3.49	-13.506	$p < .001$
CONFIDENCE IN PARENTING SKILLS	1,026	3.13	3.40	-14.000	$p < .001$
KNOWLEDGE OF CHILD DEVELOPMENT	1,025	3.01	3.33	-16.065	$p < .001$
MANAGING PARENTING STRESS	1,021	3.19	3.43	-13.250	$p < .001$
STABILITY OF HOME OR SHELTER	1,024	3.16	3.35	-10.829	$p < .001$
QUALITY OF SOCIAL SUPPORT SYSTEM	1,019	3.21	3.48	-13.940	$p < .001$

FAMILY DEVELOPMENT MODEL. As shown in Table 5 on the following page, the pre/post differences in families in the FDM model were statistically significant in 16 of the 21 family functioning measures at $p < .05$ as measured by paired t-test. The greatest observed differences in families in the FDM model are in the areas of: parent involvement in ECEAP (0.38); adult education (0.29); setting goals (0.27); and, employment status (0.25). FDM pre/post differences that were not significantly significant were: access to transportation; cultural respect; conflict resolution skills; legal issues; and, stability of home or shelter. In addition to fewer significant pre/post differences than those observed in families in the Mobility Mentoring® model, FDM pre/post differences demonstrate a smaller range of change, from a low of -.01 to a high of 0.38.

Table 5. Family Change Family Development Matrix Model

AREAS OF FAMILY FUNCTIONING	N	PRE MEAN	POST MEAN	T-STATISTIC	SIGN.
ACCESS TO TRANSPORTATION	520	3.79	3.83	-1.877	<i>p</i> =.061
COMMUNITY RESOURCE KNOWLEDGE	520	3.35	3.55	-5.674	<i>p</i> <.001
ADULT EDUCATION	260	2.85	3.14	-5.015	<i>p</i> <.001
SETTING GOALS	525	3.10	3.37	-7.289	<i>p</i> <.001
BASIC HOUSEHOLD NEEDS	525	3.67	3.70	-1.481	<i>p</i> <.001
BUDGETING	520	3.22	3.39	-5.496	<i>p</i> <.001
CULTURAL RESPECT	525	3.77	3.78	-0.712	<i>p</i> =.477
EMPLOYMENT STATUS	332	3.24	3.49	-4.865	<i>p</i> <.001
CONFLICT RESOLUTION SKILLS	525	3.77	3.78	-0.712	<i>p</i> =.477
FINANCIAL MANAGEMENT	525	3.14	3.33	-4.977	<i>p</i> <.001
INCOME STABILITY	525	3.05	3.27	-6.865	<i>p</i> <.001
HEALTHY LIFESTYLE	525	3.28	3.39	-3.553	<i>p</i> <.001
LEGAL ISSUES	525	3.61	3.6	0.325	<i>p</i> =.745
EMOTIONAL WELL BEING	520	3.43	3.49	-2.062	<i>p</i> <.05
PARENT INVOLVEMENT IN ECEAP	525	2.43	2.81	-8.690	<i>p</i> <.001
QUALITY TIME	520	3.54	3.63	-3.051	<i>p</i> <.001
CONFIDENCE IN PARENTING SKILLS	520	3.38	3.54	-5.106	<i>p</i> <.001
KNOWLEDGE OF CHILD DEVELOPMENT	525	3.31	3.48	-5.466	<i>p</i> <.001
MANAGING PARENTING STRESS	525	3.40	3.48	-2.927	<i>p</i> <.01
STABILITY OF HOME OR SHELTER	520	3.37	3.42	-1.929	<i>p</i> =.054
QUALITY OF SOCIAL SUPPORT SYSTEM	520	3.54	3.62	-2.738	<i>p</i> <.01

4. FUTURE EVALUATIONS

Analysis of the first-year Family Support Pilot data by the DEL Director of Research and Analysis shows that families in both models made substantial improvements over the school year. The year-one analysis also points to opportunities to make methodological improvements in future years that will help to test predictors of change over time, and determine the extent to which the changes are likely due to the interventions rather than to other factors.

In future years, the DEL Director of Research and Analysis recommends collecting additional data about dosage and quality of the family support intervention. Dosage refers to amount or intensity of the intervention, in this case family support services. Quality refers to the attributes of service delivery that contribute to program outcomes such as staff skills and the fidelity with which the intervention was implemented. Both dosage and replication with fidelity are essential if a program hopes to achieve the outcomes observed in the research environment. Collecting basic data on the dosage and program quality of family support interventions could add a great deal to the quantitative program evaluation, and help to determine perhaps why some families experienced changes while others did not. Similarly, data on the context of implementation would be helpful in examining variation between sites and between models.

Finally, it will be useful to collect similar pre/post (Fall/Spring) parent questionnaire data from families either not enrolled in one of the tested interventions, but instead are receiving standard ECEAP family support services. A non-intervention or standard-services comparison group could provide confidence that the observed pre/post changes in intervention families are likely due to the intervention. A comparison group would also allow for a better estimate of effect size than do simple pre/post measures.

D. Themes, Feedback and New Opportunities

Themes for year one contractor feedback and new opportunities for year two are described below.

1. THEMES FROM PARTICIPANT FEEDBACK AND OBSERVATIONS

Feedback and observations about using the new family support models were gathered through four methods:

- DEL surveys of participating family support staff and agency coordinators conducted in June 2016.
- Discussion during the monthly check-in webinars.
- Comments provided by participating ECEAP contractors.
- A fidelity survey conducted by FDM.

Eleven agency coordinators from eleven contractors¹² and 54 direct services staff from ten agencies¹³ responded to the DEL surveys of pilot participants. (*See Attachment 7 for the Summary of the ECEAP Family Support Surveys.*)

- a. *Overall Feedback.* In the surveys, agency coordinators and direct service staff were positive about the value of the models and tools. Through all feedback mechanisms, participants noted that families shared more than family support staff experienced in the past, and identified deeper, more significant needs. This enabled staff to partner with families in setting specific goals and connecting them with more targeted resources to address these deeper needs.

Agency coordinators reported that staff appreciated the structure and guidance provided by both of the models. They noted that providing more financial resources from assessment question resulted in staff:

1. Sharing more budgeting resources.
2. Discussing and providing financial planning resources individually and at parent nights.

At the same time, some staff noted that it was difficult to explore these personal questions and this number of questions with families at the beginning as they were building new relationships.

As envisioned in the pilot goals, staff reported that use of the pilot models resulted in more visits and contact time with some families due to the focused nature of the program. Some found this approach to be more engaging for families than the traditional approaches, especially for returning families. Agency coordinators noted an early trend where more families opted out of participating in the family support approaches when their family support staff was initially less comfortable with the new tools. (In ECEAP families always have the choice to participate in family support.)

“A custodial grandparent ... was struggling with medical bills. I connected them with local resources and within 2 weeks they were on their way to getting that debt off their minds. It normally would not have come up in conversation without the indicators as a guide — and making it more of a conversation than an assessment.”

Family Support Worker

¹² Respondents included: Central Valley School District, Community Child Care Center, ESD 101, ESD 112, ESD 123, Kennewick School District, Lower Columbia College, Olympic Community Action Programs, PSESD, Snohomish County, South Bend School District

¹³ Staff from the following agencies responded to the survey: Central Valley School District, Centralia College ESD 101, ESD 105, ESD 112, ESD 123, Kennewick School District, Lower Columbia College, Olympic Community Action Programs, Snohomish County

Feedback from monthly check-ins, comments from contractors, and the ECEAP and FDM surveys also suggest the following:

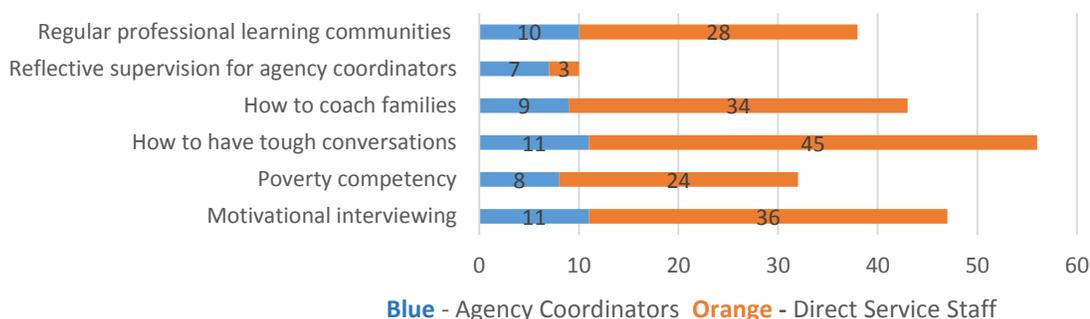
1. *NUMBER OF FAMILY ASSESSMENTS*. Most pilot participants suggested conducting two rather than three family assessments.
 2. *STAFF TIME*. Learning and implementing new approaches, using the conversational format for family assessments and identifying additional community resources required family support workers to spend more time on direct family support.
 3. *GUIDANCE*. Participants identified a number of areas where additional guidance would be useful. These include:
 - What to do when both parents in a two parent household participate (for example what data should be entered when it is different for each parent) or when one family has two children enrolled (for example, should data be entered once using one child's ELMS ID number or double entered for both children in the family).
 - How to engage families who do not feel like they need additional support.
 - How to work with families with time constraints due to work and school commitments.
 - How to promote participation by both parents in shared custody situations.
 4. *COMMUNITY RESOURCES*. The use of these approaches and the assessment resulted in identification of additional resource needs for families, such as legal and financial assistance. This is identified by DEL, agency coordinators and local communities as an area for additional help and support.
- b. *Suggested Preparation for New Staff*. In the DEL surveys of pilot participants, agency coordinators and direct service staff suggested the following ideas to help the new staff prepare to do this work.
1. *RELATIONSHIPS WITH FAMILIES*. Emphasize that building a relationship with the family is the most important first step. When families know that you care, they are more willing open up. Look for strengths to highlight and build upon.
 2. *ASSESSMENTS*. Get familiar with the indicators before you meet with families. Practice the questions in a conversational way or role play with someone as you are getting started. Use the *Assessment* as a guide to the conversation rather than as a check-off list. Relax and connect with parents by phone, through email or at drop-off and pick-up for quick check-ins.
 3. *ECEAP BRIDGE TO FINANCIAL SECURITY*. Get familiar with the *Bridge* pillars and *Guidelines to Opening up Conversation* to keep your language focused and simple.
 4. *TRAINING*. The DEL trainings, including the Mobility Mentoring® and *Families Moving Forward Train the Trainer* trainings, are useful. Review training resources on the model websites. Seek training on: motivational interviewing; how to ask personal questions; budgeting; and, supporting and fostering family motivation.
 5. *COMMUNITY RESOURCES*. Learn about the resources in your community. Ask others on your team for support about resources for things like: helping grandparents get legal guardianship; reporting domestic violence; and, getting out of long-term debt.
 6. *TIME MANAGEMENT*. Practice your organizational skills. Give yourself time to get familiar with the paperwork and have everything ready when you meet with parents.
- c. *ECEAP Family Assessment*. Agency coordinators and direct service staff recommended the following changes to the *ECEAP Family Assessment*.
1. Include the best time to contact families on the assessment or goal planning form.
 2. Refine the assessment tool to make it more conversational.
 3. Regroup the indicators.
 4. Add space for goals beyond those in the assessment indicator areas, such as having regular family dinner times.

A number of different ideas for how to do this are noted in the *ECEAP Family Support Pilot Survey Summary* (see Attachment 7).

- d. Training and Supports. Staff reported needing training beyond the initial training sessions offered in the fall of 2015, monthly check-in webinars, and Mobility Mentoring® webinars. For example, several staff reported feeling uncomfortable talking with families about financial issues and sensitive topics. Survey respondents noted a variety of support provided by participating agencies in this first year of the pilot. However, 17 reported that they received no additional training beyond that provided by DEL.

Agency coordinators and direct service staff responding to the surveys recommended the following training for new staff. In addition, at the monthly check-ins, training was requested on ways to use the *Bridge to Self Sufficiency*™¹⁴ effectively with different types of families.

Important Training for New Staff



In addition, it was noted that more time is needed at the beginning between training and implementation for staff to practice and test the new tools and approaches. Several said that regular professional learning communities between family support staff, facilitated by agency coordinators, are necessary to implement this well. Others noted that modeling ways to have tough conversations with families helped them gain confidence and skill, particularly in new areas of family finances.

- e. *Mobility Mentoring*®. Staff noted that the EMPATH *Bridge to Self Sufficiency*™ is a good tool with well-defined steps. Some shared concerns about having the income-level goal listed on the *Bridge*. However, since income is key to self-sufficiency, income goals are important information for families to consider. This indicated the need for additional training and resources for family support staff. Staff encouraged revising the EMPATH *Bridge*™ to: lower the reading level; make it available in multiple languages; and, simplify it. (See Attachment 2: [ECEAP Bridge to Child and Family Self-Reliance - Introduction for Families 2016-2017](#).)
- f. *FDM*. Staff responding to a question on the FDM survey (29) shared mixed opinions. Some made positive comments (6) and others (14) indicated challenges with the process and the tools. In other forms of feedback, staff using the FDM model reported feeling more confident with the tools as they have used them over the course of the year. Some staff noted that using the FDM model structure, tools and reports enhanced their family support practice in positive ways. These staff appreciated FDM’s protocols and easy-to-use tools like the *Family Empowerment Plan*.

However, others questioned the FDM *Family Empowerment Plan*’s deficit-framed language that leads to a focus on “what haven’t you done yet?” which differs from the strengths-based tone used in the indicators.

¹⁴ Revised for Washington families and renamed the Bridge to Financial Security for year two.

Staff using the FDM model noted two points related to the online database and processes that required duplicate documenting data in addition to a handful of technical glitches.

1. To increase efficiency, staff using FDM consistently requested additional technology so that they could enter assessment data into the online FDM system while in the field rather than transfer information from hard copies into the online system. The main request was for tablets with an Internet connection and for portable color printers to print visit-related documents for families.
 2. Some agency coordinators have noted that it is more challenging for staff doing the assessment in two to three home visits than for those who are in the office entering data directly into computer, which can be done in a single visit.
- g. ELMS. Looking ahead to when ECEAP family support data is entered into a single database, participants encouraged DEL to build the following into ELMS:
1. A way to note results from each assessment and to show goal categories and progress from assessment to assessment.
 2. A tab or field to distinguish families who are, and are not, participating in the assessment.
 3. An area where family support workers can offer narrative notes about their work with families, including a way to add case notes for contacts of less than 30 minutes.
- h. Family Feedback Survey. Respondents suggested a parent feedback survey to gather information about parents' experience and perspective.

2. NEW OPPORTUNITIES FOR YEAR TWO

In 2016-2017, there will be two new opportunities to improve ECEAP family support by expanding upon linkages to additional parent training and other state agencies.

- a. Connection between ECEAP Family Support and Families Moving Forward. The brain's executive functioning helps us to plan, organize, solve problems, and complete large and small tasks. Strong executive function skills are essential to attaining self-sufficiency. Training in self-regulatory executive-function skills can build and restore these essential adult executive functioning capabilities.¹⁵

"We know from science that it is never too late to help adults build up their core capabilities, and that we can have a life-long intergenerational impact if adults support the development of these skills in children."

*Building Core Capabilities for Life:
The Science Behind the Skills Adults
Need to Succeed in Parenting and in
the Work Place*

To help parents bolster their executive-function skills, DEL created a six-session parent training entitled *Families Moving Forward (FMF)*. This training is now required in ECEAP's full school day models. Families participating in the Mobility Mentoring® and the FDM family support pilot also receive this education about ways to increase their own and their child's executive function, coupled with ongoing executive function coaching through Mobility Mentoring®. Having both *Families Moving Forward* and Mobility Mentoring® available provides the opportunity for intentional connections. Examples of these connections range from using *Families Moving Forward* activities with parents during home visits to extending the *Families Moving Forward* training to all interested ECEAP contractors so more families benefit from the combined approach.

- b. Multi-Agency Partnership. Leaders at the Department of Social and Health Services (DSHS) are interested in the Mobility Mentoring® approach and have joined the Mobility Mentoring® Member Exchange Network. DSHS and DEL are interested in coordinating services since DSHS and DEL serve many of the same low-income and at-risk families. One early step is for DEL staff to make presentations at three Regional Local Planning Area (LPA) meetings regarding the pilot and

¹⁵ Center on the Developing Child at Harvard University (2016). *Building Core Capabilities for Life: The Science Behind the Skills Adults Need to Succeed in Parenting and in the Workplace*. P.12 <http://www.developingchild.harvard.edu>.

potential coordination. More ECEAP directors or staff now attend LPA meetings where they learn about potential shared resources and services. Additionally, LPA leads now know about our state's ten Early Learning Coalitions which may increase their attendance at these region meetings.

E. Plans for Year-Two of the Family Support Pilot

Plans for year two of the family support pilot are described below.

1. ONE MODEL - (EMPATH) MOBILITY MENTORING®

Mobility Mentoring® and Family Development Matrix are high-quality approaches that respond to family needs. Each model: supported individualized approaches for families; provided technical support for staff; and, provided responsive services to DEL and ECEAP contractor staff throughout year one. DEL chose to move forward with Mobility Mentoring® for year two of the pilot, rather than to continue with both Mobility Mentoring® and FDM for the following reasons:

"[After we discussed] the Bridge and Mobility Mentoring goal action plan, (the) Mother and I prioritized action steps and dates.... Mother now is attending ESL classes... I could see her pride and joy about learning English. I believe that having target completion dates helped [her] to accomplish her goal."

— Family Support Worker

- a. Preference for Internal Databases. As shared with participants at the outset of the pilot, one pilot objective was to inform future data entry requirements for DEL's Early Learning Management System (ELMS). Current DEL leadership encourages the agency to use internal data systems instead of external databases.

The use of an added external database poses issues related to efficiency and accuracy of coding and data entry. Adding an external database requires double or even triple data entry for contractors where multiple databases such as ELMS and the Child Plus data systems are used. In addition, the year-one pilot experience surfaced significant loss of data due to incorrect coding and data entry errors. As a result of this, it was time-consuming to match the family information in the FDM database to the families' ELMS records and data could not be matched for many participating families. (See Section C.2. for more information about data issues.) Due to past unsuccessful development challenges, DEL is unwilling to consider data bridges with the FDM system.

- b. Cost Effectiveness. The year one results from both models were strong, but the costs to bring FDM to scale statewide would be substantially higher.
- c. Training Opportunities. EMPATH provides ongoing webinars and an online member exchange free of charge. The Exchange includes articles, training materials, sample documents and handouts related to economic self-sufficiency. The depth of support and continuing education opportunities of this resource-rich website and team is a great asset. In addition, DEL is interested in exploring and learning more about the Intergenerational Mobility Project (The Intergen Project) that EMPATH developed and the suite of tools associated with this work. FDM training focused primarily on using data and its data system.

2. 2016-2017 PARTICIPATION

Seven new agencies will participate in year two of the pilot, bringing the total to 20 as shown on the map to the right. The new year two agencies are: Bright Beginnings for Kittitas County, Catholic Family and Child Services, Community Colleges of Spokane, Enchanted Little Forest, Enterprise for Progress in the Community and Okanogan County Child Development Association.¹⁶ DEL extended invitations to all current year one pilot participants and then opened it to additional interested contractors who agreed to document implementation data in ELMS.



- a. *Year-Two Training for Current and New Contractors.* The following initial and on-going training is planned in year two of the pilot. DEL will arrange for college credits and STARS hours for the training, where possible. In addition, DEL will create a secure online platform (such as Basecamp) for family support staff and agency coordinators to share ideas and resources with each other.
 1. *Initial/Annual Training for Current and New Contractors.* DEL held a three-day training from August 8-10, 2016 for the agency staff who will train their agency's direct family support service staff. The numbers of contractor staff who participated in the training was determined by each contractor. Two days of the training focused on Mobility Mentoring® topics suggested by participants such as: goal setting; managing challenging questions; using the assessment conversationally; and, reflective supervision. The third day focused on pilot logistics and requirements. DEL connected Mobility Mentoring® and the *Families Moving Forward* curriculum training common themes such as executive function skills and coaching. Trainers encouraged the training group to make these connections with families participating in both programs.
 2. *Ongoing Educational Webinars for Trainers, Coordinators, and Supervisors.* DEL will host webinars throughout the year for trainers, coordinators, and supervisors. Sessions will focus on emergent topics such as how to provide reflective supervision and create professional learning communities.
 3. *Quarterly Webinars - for Family Support Staff.* These DEL-hosted webinars will occur 2-4 times during the year and will focus on educational topics from EMPATH, Head Start and other applicable resources. Topics will be guided by feedback from contractor leads and incorporate time for questions, sharing and community building.
- b. *Number of Assessments.* Based on feedback from participants, two family assessments and a mid-year family check-in will be required in year two instead of three full assessments. The first assessment will be due by November 30. The mid-year check in, due by March 31, will feature an

¹⁶ Year one agencies are: Central Valley School District, Centralia College, Children's Home Society of Washington, Community Child Care Center, ESD 101, ESD 105, ESD 112, ESD 121, ESD 123, Kennewick School District, Lower Columbia College, Olympic Community Action Program, Snohomish County and the South Bend School District.

update to the [ECEAP Family Strengths and Goal Planning](#) form (See Attachment 6) created after the first visit. The second assessment will be due on June 30.

- c. **Tools.** Changes have been made to the following tools based on feedback from pilot participants.
1. *ECEAP Bridge to Child and Family Self-Sufficiency.* ECEAP worked with EMPATH to redesign the *Bridge* to be more family-friendly. It now reads at a 9th grade reading level. Two versions are available, one to use as an [introduction for families](#) and [another for staff to use in partnership with families](#) (See Attachments 2 and 3). As the *Bridge to Self-Sufficiency*[™] is trademarked, the Washington tools are called the *ECEAP Bridge to Child and Family Self-Sufficiency*.
 2. *Family Assessment.* ECEAP redesigned the 2016-2017 *ECEAP Family Strengths and Needs Assessment* to align with the *ECEAP Bridge to Financial Security*, including a decrease to 17 questions on the assessment.
 3. *Guidelines for Family Conversations.* ECEAP used feedback from year one to strengthen the [Guidelines](#) which provide prompts to facilitate conversations with families about self-sufficiency issues (See Attachment 5).
 4. *Family Assessment and Goal Setting Document.* ECEAP used feedback from year one to enhance the *Family Goal Sheet* which is now the [ECEAP Family Strengths and Goal Planning](#) form (See Attachment 6).
- d. **Data.** All contractors participating in the Year-Two Pilot will gather the required pilot data. Year one data and results have been analyzed for both models. Two years of pilot data will be gathered and results analyzed for the six contractors using the Mobility Mentoring[®] model in both years. Contractors and DEL will download family data from the FDM database to maintain continuing access to the data.
- e. **Early Learning Management System (ELMS) Additions.** Based on project purposes and participant feedback, DEL is making changes and additions to ELMS and to the family support data documented in ELMS for year two. Key enhancements to improve usability and efficiency and to reduce the data collection challenges (see Section F.1.a) that DEL experienced in Year One are as follows:
1. *Data.* In year two, DEL will require pilot participants to enter identified family support pilot data into ELMS including:
 - Pre- and post- family assessment data.
 - Family goal information. This includes the ability to edit and update.
 2. *Capacities.* The following new capacities are being built into ELMS and tied to the child's ELMS ID number:
 - ELMS will automatically calculate change (increase or decrease) through a comparison of pre- and- post assessments for each category on the assessment.
 - Number values will be associated with each assessment question. Those number values will be applied to each of the five levels for each of the eight ECEAP Bridge to Child and Family Self-Reliance pillars. (See Attachment 8: [ECEAP Family Assessment Scoring System.](#))
 - Goals will be assigned to specific categories on the assessment which will reduce related challenges experienced in year one.
- f. An [ECEAP Bridge to Child and Family Self-Reliance Status](#) printout (see Attachment 10) which will visually show the family's status on their path to financial security (based on the Bridge-based assessment) will be available for use by staff and parents. This will:
- Help parents begin the goal-setting process, see strengths and possible next steps.
 - Provide data for various reports, which are yet to be built.

- g. Year Two Evaluation Plans. As noted in Section D.4, the year one evaluation identified opportunities for methodological improvements to help in testing predictors of change over time and to determine the likelihood that changes are due to the interventions. These opportunities for methodological improvement and steps planned for years two and beyond include the following.
1. Gather additional data in the areas of dosage and program quality. In year two, Early Achievers QRIS ratings will be used as a proxy for program quality. The differing hours per day in ECEAP's part-day, full school day and extended day models will be used as the proxy for the dosage, or intensity, of services.
 2. Gather data on the context of implementation to examine variation between sites. In year two, a pre- and- post assessment of family support staff will be conducted to learn about: staff skills and growth in skills over the year; what is working well and where improvements are needed; and, future training needs.
 3. Gather similar pre- and post- data from families using both Mobility Mentoring® and standard services. A non-intervention or standard-services comparison group could provide confidence that the observed pre/post changes in intervention families are likely due to the intervention. At the end of year two, all families will be surveyed to learn about the services that have helped them most and ways to further improve services. This will be tied to the newly required customer satisfaction survey that DEL is in the process of adding to the current contractor self-assessment.
- h. Preliminary Year Two Tasks and Timeline. See Attachment 11.

F. Future Plans for ECEAP Family Support

In the summer of 2017, results from the year two pilot will be used to further develop and implement research-based approaches that improve outcomes for families and children participating in ECEAP. The four next steps in this decision-making process are described below.

1. DEL will conduct a full analysis of data collected from participating families and ECEAP contractor staff. If the review of data from the 2016-2017 program year determines continued positive outcomes, DEL will decide if Mobility Mentoring® will become a required element of ECEAP for all ECEAP contractors in 2017-18. Additionally, DEL will determine any required future improvements for the ELMS data system to ensure that needed data are collected and reported to carry out family support services and document, monitor and analyze outcomes.
2. If DEL decides to proceed at the end of year two, it will work with EMPATH to establish training for ECEAP contractor staff through a new train-the-trainer system that EMPATH is now creating. Once this new training system is created, implementation costs will be known and DEL can determine costs and fiscal feasibility.
3. DEL will also examine state office staffing levels needed to ensure that there is adequate staff to provide Mobility Mentoring® training and technical assistance support to contractors.
4. DEL will continue to partner with agencies, such as the Department of Social and Health Services, who serve the same clients to build upon the Mobility Mentoring approach® with the goal of increasing the self-sufficiency of low-income and high risk families.

ECEAP Family Support Pilot Report

List of Attachments

Attachment 1: [ECEAP Family Support Pilot Year One Key Tasks and Timeline](#)

Attachment 2: [ECEAP Bridge to Child and Family Self-Reliance - Introduction for Families 2016-2017](#)

Attachment 3: [Bridge to Child and Family Self-Reliance, 2016-2017 – Complete Version](#)

Attachment 4: [Mobility Mentoring® Family Assessment and Goal Setting Process](#)

Attachment 5: [ECEAP Guidelines for Family Conversations](#)

Attachment 6: [ECEAP Family Strengths and Goal Planning Form](#)

Attachment 7: [Summary of Year-One ECEAP Family Support Pilot Coordinator and Direct Service Staff Surveys](#)

Attachment 8: [ECEAP Family Assessment Scoring System](#)

Attachment 9: [ECEAP Bridge Scoring System](#)

Attachment 10: [Sample Bridge to Child and Family Self-Reliance Family Status Visual](#)

Attachment 11: [ECEAP Family Support Pilot Year Two Key Tasks and Timeline](#)