CRMT-PF

CULTURALLY RESPONSIVE MEASUREMENT TOOL: PROTECTIVE FACTORS

IMPLEMENTATION QUICK GUIDE

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This work was made possible by the King County Best Starts for Kids Levy

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Conditions or attributes in individuals, families, and communities that promote the health, well-being, and resilience of children and families.

Overview

WHAT IS THE CRMT-PF?

The Culturally Responsive Measurement Tool - Protective Factors (CRMT-PF) is an instrument designed to measure **protective factors** in families. The tool was adapted from the Protective Factors Survey Version 2 from the FRIENDS National Resource Center for Community-Based Child Abuse Prevention. It was updated with the support of the Resilient Families Advisory Council between 2020 and 2022 to ensure the instrument was culturally responsive for diverse families in King County, It has been community validated in English to support the work of early learning programs serving King County families with children under the age of five.

WHY SHOULD WE USE THE CRMT-PF?

1 The CRMT-PF gives programs (and the county) a snapshot of how families are doing, and where more supports may be needed.

2 The CRMT-PF helps programs measure impacts on protective factors to see if they are building resilience in families they serve.

COMMUNITY VALIDATION

The English CRMT-PF was community validated between 2020 and 2022 with key communities identified by King County:

- Black & African American
- Indigenous/American Indian/Alaska Native
- Hispanic or Latino/a/x
- Asian (Chinese, Vietnamese)
- African (Somali, Ethiopian)
- Middle Eastern or North African
- Pacific Islander
- Families of children with special needs

Protective Factors

FROM THE STRENGTHENING FAMILIES FRAMEWORK
CENTER FOR THE STUDY OF SOCIAL POLICY

FAMILY RESILIENCE

Having adaptive skills and strategies to persevere when faced with challenges, crisis and trauma.

QUESTIONS 1 - 5

KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT

Parents/caregivers have age-appropriate expectations for children's abilities and understand and use consistent, effective child-care techniques.

QUESTIONS 6 - 9

SOCIAL SUPPORTS

Having support from family, friends, or neighbors that helps provide for emotional needs.

QUESTIONS 10 - 14

CONCRETE SUPPORTS

Access to tangible supports and services that help families cope with stress.

QUESTIONS 15 - 18

CAREGIVER/PRACTITIONER RELATIONSHIP

The supportive, understanding relationship between caregivers and practitioners that positively affects parents' success in participating in services.

QUESTIONS 19 - 22

Implementation

WHO

Who should use this tool?
What types of programs?

- Programs supporting **families with children**
- Programs that want to promote **family resilience** rather than focusing on risk factor**s**
- **Programs looking for a new type of** assessment

HOW

How should we use it?
How does it support families?
How can it support programs?

- As an **introduction** to a new client
- To inform a **goal or action plan**
- As a **needs assessment** for the family
- To measure **change over time**
- To measure **impact** of your program
- Can be given **anonymously** or not

WHAT

What format should we use?

- **Interview** (In Person or Virtual)
  - **Pros**: Build rapport, assessing needs
  - **Cons**: Pressure to answer a certain way
- **Self-Administered** (In Person or Virtual)
  - **Pros**: Less pressure to answer a certain way
  - **Cons**: Clients may have questions

WHEN

When should we use it?

- At intake as a **pre-test**
- At exit as a **post-test**
- At intake as a **one-time screening**
- At **regular intervals** for multi-year programs

HOW OFTEN

How often should we use it?

- Depends on the **length of your program**
  - **Under 6 months**: Intake
  - **6 months to 1 year**: Intake + exit
  - **1 year or longer**: Intake + annually + exit
- Depends **what you want to do** with the data
  - **Take a snapshot**: 1 time
  - **Measure change**: 2 or more times

FAQ

WHAT IS THE COST OF THIS SURVEY?

This survey and associated materials are free.

HOW LONG SHOULD THERE BE BETWEEN PRE- AND POST-TESTS?

Participant families should take the pre-test as close to the entry date of the participant as possible. The pre-test is recommended at least after the first visit and after trust has been built with the family. The post-test is recommended to be administered after a minimum of 12 service hours and/or at the end of services for the family. This depends on the number of data points the program is looking for and the average attrition rates of the families in the program.

WHAT IS CONSIDERED A "FAMILY"?

Family should be interpreted by each participant, and definitions can vary widely. There are many different examples of family including: a nuclear family (mother, father, son, daughter), a chosen family where individuals who are not biologically related treat each other as family members do, a single mother/father/non-binary person caring for one child, or a grandparent caring for their grandchild. If needed, the participant can be provided with the definition of family as at least two people who care for one another.

WHY DON'T WE CALCULATE A SCORE FOR THE KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT SECTION?

The Knowledge of Parenting and Child Development is a complex concept with items that do not necessarily correlate. Due to this, calculation of a subscale score is not recommended. It is best to view this section as a conversation starter and as an item-by-item exploration of parenting beliefs and attitudes that can foster dialogue between staff and families.

Scoring & Analysis

CALCULATING INDIVIDUAL FAMILY SCORES

Note: Each Protective Factor must have 3+ answers to be calculated. Do not score "Prefer not to answer."

Example: Family Resilience Protective Factor	Scoring					
Family Resilience Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Item Score
1. In general, my family knows we are strong enough to solve problems in our lives.	4	(3)	2	1	0	3
2. Our family traditions are important to us	(4)	3	2	1	0	4
3. In general, my family works together to solve problems.	4	3	(2)	1	0	2
4. In general, my family stays hopeful even in difficult times.	4	(3)	2	1	0	3
5. My family is able to find time for things that matter to us.	4	(3)	2	1	0	3
Protective Factor Total						15
Average Protective Factor Score (Protective Factor Total divided by 5 [minimum 3]).				[15 / 5] =		3

1. Write the family's response to each item in the Item Score column.
2. Add all item scores together to get the Protective Factor Total.
3. Divide the Protective Factor Total / number of questions completed = Average Score.

CALCULATING KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT SCORES

Note: The Knowledge of Parenting & Child Development items do not correlate, and it is not a subscale. Programs can compare item by item averages (means), standard deviations, and percentages across different groups and over time.

Knowledge of Parenting + Child Development	Scoring			
Knowledge of Parenting + Child Development Items	Item 6	Item 7	Item 8	Item 9
Family A	4	4	3	4
Family B	3	4	3	2
Family C	2	4	3	3
Family D	3	3	2	3
Family E	1	3	2	3
Item Total	13	18	13	15
Item Average	(13÷5) = 2.6	(18÷5) = 3.6	(13÷5) = 2.6	(15÷5) = 3

1. Sum each of the Item Scores across the groups = Item Total
2. Each Item Total / number of families in the group = Item Average
3. Compare the Item Average to other groups or between Pre- and Post-Test Periods

CALCULATING GROUP/PROGRAM–WIDE SCORES

Family Resilience	Item Scores					Protective Factor Total	Average Protective Factor Score
Family Resilience Items	**Item 1**	**Item 2**	**Item 3**	**Item 4**	**Item 5**		
Family A	4	5	4	4	3	= 20	(20 ÷ 5) = **4**
Family B	2	2	1	3	2	= 10	(10 ÷ 5) = **2**
Family C	3	3	0	-	3	= 9	(9 ÷ 4) = **2.3**
Family D	5	4	4	4	4	= 21	(21 ÷ 5) = **4.2**
Family E	3	4	3	3	0	= 13	(13 ÷ 5) = **2.6**
						Total Group Score	**15.1**
							(15.1 ÷ 5) = **3.02**
						Average Group Score	**3.0**

1. Sum each family's score to calculate their individual Protective Factor Total.
2. Each Protective Factor Total / **number of items** answered = Average Protective Factor Score
3. Sum of Average Protective Factor Scores = the Total Group Score
4. Total Group Score / **number of families** included = Average Group Score

CALCULATING CHANGES IN SCORES

Observing change in family–level protective factors can help reveal the impact of your program and where additional supports may still be needed. Programs can consider change at individual/group levels by analyzing change in the average scores.

	Average Pre (Pre- or "Before")	Mean Post (Post- or "Now")	Raw Difference	Change	Percent Change
Family A	4.13	4.61	0.48	0.12	**+ 12%**
Family B	2.94	3.47	0.53	0.18	**+ 18%**

1. Mean Post-Score – Average Pre-Score = Raw Difference
2. Raw Difference / Average Pre-Score = Change
3. Change x 100 = Percent Change
4. Note if the change is an increase (+) or decrease (-)