



Beyond the Deficit Model

Introducing BSK's New Culturally
Responsive Measurement Tool

October 26, 2023



Best Starts for
KIDS

*This work is made possible by King
County's Best Starts for Kids (BSK) levy*

the **CAPACITY**
COLLECTIVE
strength in numbers



Meet Our Team



Em Carr

they/them

Senior Project Manager



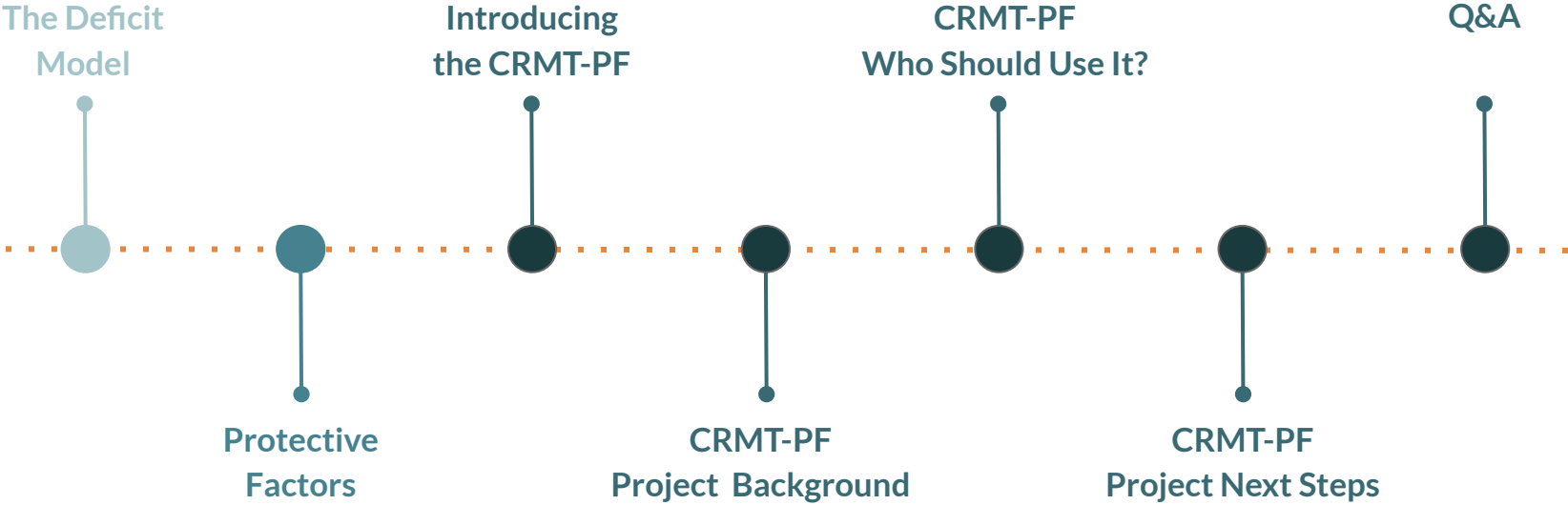
Meredith Williams, PhD

she/her

Director of Operations




Today's Agenda



Quick Poll

What assessments does your organization use (if any)?

Select all that apply



How do you feel about assessments?

Click on “Reaction” and
click on one emoji that
describes how you feel
about assessments

The Deficit Model

What are our 'hidden messages'?



What is the Deficit Model?

The focus on problems, or what is “wrong” or a “problem” in the lives and communities of groups who are under-resourced

The Deficit Model: Examples

- **Examples from common Early Learning Assessments**
 - *I have felt sad or miserable*
 - *While you were growing up, did a household member go to prison?*
 - *While you were growing up, did a parent or other adult in the household often or very often: Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?*
 - *Do you have any concerns about your child's behavior?*
 - *Does anything about your child worry you?*



Using a Strengths-Based Approach

Moving the focus
from what's *wrong*
to what's *strong*

Protective Factors

What are our 'hidden messages'?



Protective Factors

“Protective factors are conditions or attributes in individuals, families, and communities that *promote the health, well-being, and resilience of children and families.*”

- Center for the Study of Social Policy:
Strengthening Families Framework

Protective Factors

Protective Factor	Protective Factor Definition
Family Resilience	Families have adaptive skills and strategies to persevere when faced with challenges, crisis and/or trauma.
Knowledge of Parenting & Child Development	Parents/caregivers have age-appropriate expectations for children's abilities and understand and use consistent, effective child-care techniques.
Social Supports	Parents/caregivers have support from family, friends, neighbors, and community that helps provide for a family's emotional needs.
Concrete Supports	Parents/caregivers have access to tangible supports and services (including financial supports) that help families cope with stress and provide day-to-day necessities.
Parent/Caregiver + Program Staff Relationship	The supportive, understanding relationship between parents/caregivers and program staff that positively affects parents'/caregivers' success in participating in services.

Introducing the CRMT-PF

Culturally Responsive Measurement Tool -
Protective Factors



**What does it
mean to be
Culturally
Responsive?**

Co-creating knowledge
in *authentic partnership*
with communities,
incorporating cultural
norms and values



What does the CRMT-PF measure?

- Caregiver perceptions of family strengths
- Caregiver knowledge of parenting & child development
- Family social support systems
- Family concrete supports
- Parent/caregiver relationship with staff
- Demographics
- Family structure



What is the CRMT-PF?

- Tool for measuring Protective Factors
- Conversation Starter
- Needs Assessment
- Pre/Post-Test or Snapshot

- Community Co-Created
- Culturally Responsive
- Culturally Validated

- 30 Questions
- Modular

The CRMT-PF

Introduction Script



- Page 1
Questions 1-14

Family Resilience Qs 1-5



Knowledge of Parenting & Child Development Qs 6-9



Social Supports Qs 10-14



Culturally Responsive Measurement Tool – Protective Factors (CRMT-PF)		<input type="checkbox"/> Pre-Test <input type="checkbox"/> Post-Test	<input type="checkbox"/> Single Assessment				
<p><i>This survey is being conducted for two reasons: to understand your strengths and needs as a family, and—more broadly—to understand what families in King County (of all structures) need to thrive. In this survey we will ask you some questions that relate to the work you do with our program, but there will also be questions that may not seem to relate. For example, we ask questions to understand what families can and cannot afford with their current financial situations. This is not a judgment, nor is it a promise of services. Your responses are confidential and will not be used against you in any way. If there are questions you do not feel comfortable answering, feel free to select “Prefer Not to Answer” when applicable. Your responses will help us understand where we may need to provide/connect resources to families in the future. Thank you for your honest responses!</i></p>							
<p>Thinking about your life right now, select the extent to which you agree or disagree with the following statements.</p>							
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Prefer Not to Answer
1.	In general, my family knows we are strong enough to solve problems in our lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Our family traditions are important to us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	In general, my family works together to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	In general, my family stays hopeful even in difficult times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	My family is able to find time for things that matter to us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I feel like I’m always telling my child(ren) “no” or “stop.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	How I respond to my child(ren) depends on how I’m feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	It is important to show that you understand your child(ren)’s feelings when they misbehave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Parents/caregivers have a big impact on how their child(ren) turn out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>These questions help us understand your current support system. Thinking about your life right now...</p>							
10.	I have someone in my life who encourages me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I have someone in my life who is honest with me about difficult topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	When I’m trying to work on achieving a goal, I have someone in my life who will support me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	When I need someone to look after my child(ren) on short notice, I can find someone I trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<p>I have people I trust to ask for advice about: <i>(select all that apply)</i></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Money / Bills / Budgeting <input type="checkbox"/> Relationships </div> <div> <input type="checkbox"/> Food / Nutrition <input type="checkbox"/> Stress / Worries </div> <div> <input type="checkbox"/> Caring for my Child / My Children <input type="checkbox"/> None of the above </div> </div>						

The CRMT-PF

- Page 3
Participant Information
- Expanded Demographics
to capture how people self-identify, including Indigenous identities

Section Framing Script

Demographics Qs 23-30

Participant Information			
<i>These last few questions are about you. They will be used to help us understand the needs of people and families we serve. Remember, your responses to this survey are confidential.</i>			
23. Gender Identity	<input type="checkbox"/> Woman <input type="checkbox"/> Man	<input type="checkbox"/> Non-Binary <input type="checkbox"/> Two-Spirit	<input type="checkbox"/> Prefer to Self-Identify (fill in): <input type="checkbox"/> Prefer not to answer
24. Age in years	<input type="checkbox"/> Prefer not to answer	25. Family Structure <i>Select all that apply</i>	<input type="checkbox"/> Single Parent <input type="checkbox"/> Two Parent <input type="checkbox"/> Kinship Care <input type="checkbox"/> Foster Care <input type="checkbox"/> Multigeneration <input type="checkbox"/> Teen Parent
26. Primary language(s) spoken at home:	<input type="checkbox"/> Prefer not to answer		
27. Is there a child with a disability in your care?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Unsure <input type="checkbox"/> Prefer not to answer	28. Age(s) of Children <i>Select all that apply</i> <input type="checkbox"/> 5 and Under <input type="checkbox"/> 6 to 12 <input type="checkbox"/> 13 to 17 <input type="checkbox"/> 18 and Over
29. How do you self-identify your race or ethnicity?	<input type="checkbox"/> Prefer not to answer		
30. Race/ethnicity details: (please select as many as apply) <input type="checkbox"/> Prefer not to answer			
<input type="checkbox"/> American Indian/Alaska Native		Tribal Affiliation/Indigenous Identity (fill in):	
<input type="checkbox"/> Asian (select details if applicable)		<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Bangladeshi
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Chinese	<input type="checkbox"/> Filipino	<input type="checkbox"/> Indonesian
<input type="checkbox"/> Korean	<input type="checkbox"/> Laotian	<input type="checkbox"/> Malay	<input type="checkbox"/> Mongolian
<input type="checkbox"/> Pakistani	<input type="checkbox"/> Sri Lankan	<input type="checkbox"/> Taiwanese	<input type="checkbox"/> Thai
<input type="checkbox"/> Indigenous Identity (fill in):		<input type="checkbox"/> Other (fill in):	
<input type="checkbox"/> Black, African or African American (select details if applicable)		<input type="checkbox"/> Algerian	<input type="checkbox"/> Angolan
<input type="checkbox"/> Batswana	<input type="checkbox"/> Cameroonian	<input type="checkbox"/> Congolese	<input type="checkbox"/> Eritrean
<input type="checkbox"/> Gambian	<input type="checkbox"/> Ghanaian	<input type="checkbox"/> Haitian	<input type="checkbox"/> Kenyan
<input type="checkbox"/> Liberian	<input type="checkbox"/> Mali	<input type="checkbox"/> Nigerian	<input type="checkbox"/> Rwandan
<input type="checkbox"/> Somali	<input type="checkbox"/> South African	<input type="checkbox"/> Sudanese	<input type="checkbox"/> Tanzanian
<input type="checkbox"/> Indigenous Identity (fill in):		<input type="checkbox"/> Other (fill in):	
<input type="checkbox"/> Hispanic, Latinx, or Spanish (select details if applicable)		<input type="checkbox"/> Argentinian	<input type="checkbox"/> Belizean
<input type="checkbox"/> Bolivian	<input type="checkbox"/> Brazilian	<input type="checkbox"/> Chilean	<input type="checkbox"/> Colombian
<input type="checkbox"/> Cuban	<input type="checkbox"/> Dominican	<input type="checkbox"/> Guatemalan	<input type="checkbox"/> Mexican
<input type="checkbox"/> Peruvian	<input type="checkbox"/> Puerto Rican	<input type="checkbox"/> Salvadorian	<input type="checkbox"/> Spanish
<input type="checkbox"/> Indigenous Identity (fill in):		<input type="checkbox"/> Other (fill in):	
<input type="checkbox"/> Middle Eastern or North African (select details if applicable)		<input type="checkbox"/> Afghan	<input type="checkbox"/> Algerian
<input type="checkbox"/> Armenian	<input type="checkbox"/> Egyptian	<input type="checkbox"/> Iranian	<input type="checkbox"/> Israeli
<input type="checkbox"/> Kuwaiti	<input type="checkbox"/> Lebanese	<input type="checkbox"/> Libyan	<input type="checkbox"/> Moroccan
<input type="checkbox"/> Saudi Arabian	<input type="checkbox"/> Syrian	<input type="checkbox"/> Tunisian	<input type="checkbox"/> Turkish
<input type="checkbox"/> Indigenous Identity (fill in):		<input type="checkbox"/> Other (fill in):	
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander (select details if applicable)		<input type="checkbox"/> Chamorro	<input type="checkbox"/> Fijian
<input type="checkbox"/> Mariana Islander	<input type="checkbox"/> Marshallese	<input type="checkbox"/> Native Hawaiian	<input type="checkbox"/> Palauan
<input type="checkbox"/> Samoan	<input type="checkbox"/> Solomon Islander	<input type="checkbox"/> Tahitian	<input type="checkbox"/> Tokelauan
<input type="checkbox"/> Indigenous Identity (fill in):		<input type="checkbox"/> Other (fill in):	
<input type="checkbox"/> White (select details if applicable)		<input type="checkbox"/> Belgian	<input type="checkbox"/> Bosnian
<input type="checkbox"/> Dutch	<input type="checkbox"/> English	<input type="checkbox"/> Finnish	<input type="checkbox"/> French
<input type="checkbox"/> Greek	<input type="checkbox"/> Icelandic	<input type="checkbox"/> Irish	<input type="checkbox"/> Italian
<input type="checkbox"/> Polish	<input type="checkbox"/> Russian	<input type="checkbox"/> Swedish	<input type="checkbox"/> Ukrainian
<input type="checkbox"/> Indigenous Identity (fill in):		<input type="checkbox"/> Other (fill in):	

The CRMT-PF

- Page 4
Program Information
- Not client-facing
Optional

Program Information
About the
Client/Program

Culturally Responsive Measurement Tool – Protective Factors (CRMT-PF) Program Information Form			
<i>This form is for staff use only and should be completed by a staff member who is familiar with the program participant. Please remove this form prior to giving the survey to the participant to complete.</i>			
Interviewer Name:	Type of Interview: <input type="checkbox"/> Virtual (online) <input type="checkbox"/> In-person	Level of Support Given:	<input type="checkbox"/> A. Fully Supported <input type="checkbox"/> B. Partially Supported <input type="checkbox"/> C. Self-Administered
Date Client Started Services:	Date Client Stopped Services (if applicable):	Estimated Service Hours in Program*:	
Date Survey Completed:	Survey Start Time:	Survey End Time:	
Is English the participant's first language? <input type="checkbox"/> Yes <input type="checkbox"/> No	If no, what is the participant's first language?		
<small>*Est. Hours (Post-Test or Single Assessment) Calculation: # of hours per contact x # of times per week/month of contacts x # of weeks/month in program</small>			

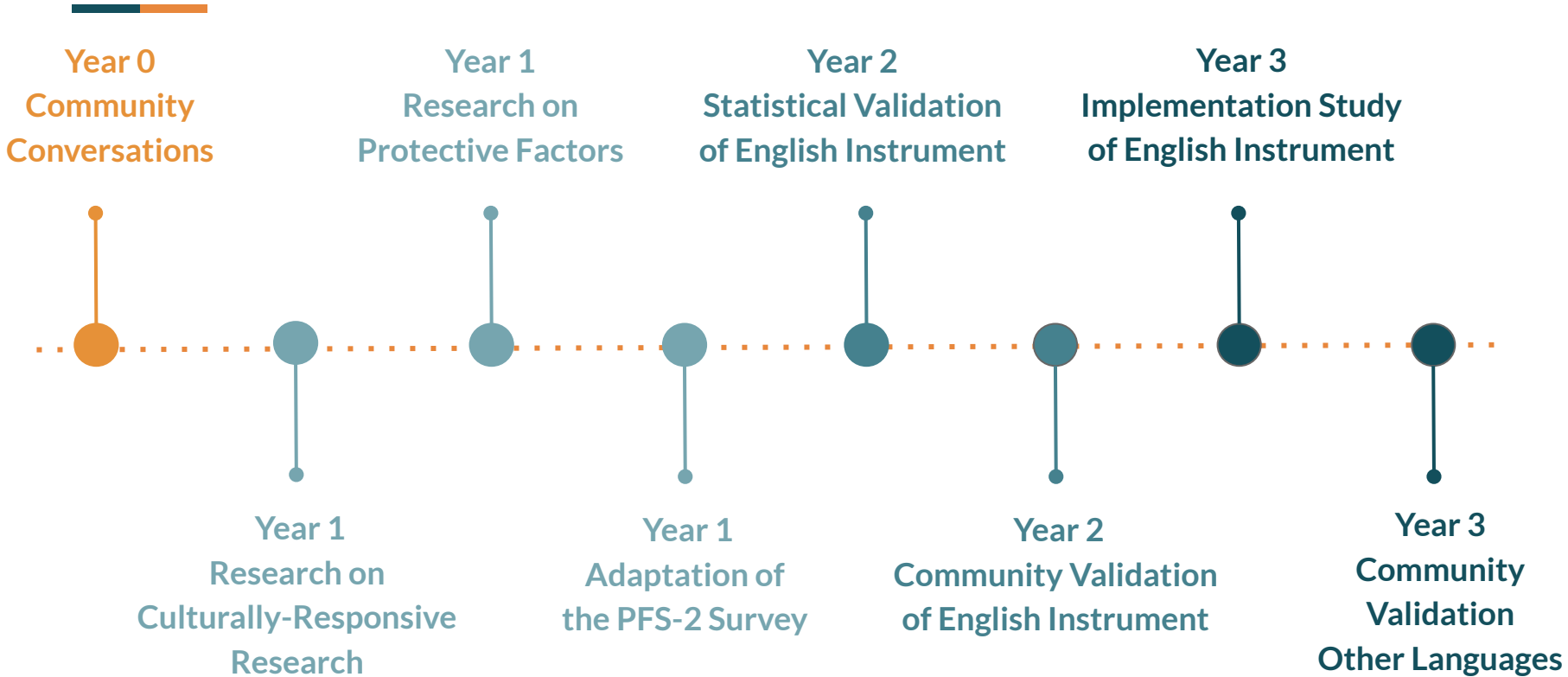
CRMT-PF

Project Background

CRMT Project Goals

- **Develop** a *culturally relevant, multilingual tool* to measure protective factors for families with children under the age of five in King County.
- **Build** evidence for *community-designed* home-based services impact.
- **Demonstrate** the value of *culturally-responsive evaluation* for other large system-change or publicly funded initiatives

CRMT-PF Project Timeline






Key King County Communities

- 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

CRMT-PF

Who should use it?



Programs serving families with children age 0 to 5

(and their funders)

Good for programs who want to:

- ✓ **measure** protective factors
(instead of risk factors)
- ✓ **promote** protective factors
with families
- ✓ track **change over time**
- ✓ use an instrument that has
been **culturally validated**
- ✓ **streamline** intake processes
- ✓ get **feedback** on program
- ✓ understand families' **support
systems**

CRMT-PF

Project Next Steps



CRMT-PF Project Next Steps

- Through end of 2024
 - Complete Community Validation
 - Simplified Chinese, Somali, Spanish
 - Vietnamese - need more data
 - Final Report on Community Validation
 - Recommendations for culturally-responsive training materials
 - Implementation Guides (Full + Quick)
 - Scoring Tool + Guide



CRMT-PF Project Next Steps

- **Beyond 2024**
 - Complete Community Validation
 - Vietnamese - larger sample size
 - Implementation
 - Materials Translated
 - Accompanying live trainings
 - **More languages - which languages should be next?**
 - *Funding needed*

Questions?

Ideas?

Did you enjoy our presentation?

- Please make sure you **take the evaluation!**
 - Visit <http://bit.ly/cc-trainingeval>
 - *We need your input!*
- Could your broader organization use a CC training? **Contact us!**
 - meredith@thecapacitycollective.org
- Follow us on **Social Media!**
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Thank you!

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Resources: www.thecapacitycollective.org/crmt