Positive Family Support

YAMHILL COUNTY EVALUATION ANALYSIS

July 2019
PROGRAM DESCRIPTION

Positive Family Support Intervention
The Positive Family Support program (PFS) is an evidence-based, school intervention with universal, PFS consultant selected, and individualized components that builds positive home-school connections. Positive Family Support promotes a school culture that increases family-school engagement and positive working relationships between caregivers and schools. Research has shown that outcomes for students improve with caregiver involvement. Caregivers are more likely to support school staff’s efforts when they feel comfortable and welcome in the school, are aware of school expectations, and believe that school staff recognize their student’s strengths.

PFS accomplishes this by providing schools:
- evidence-based strategies and materials to engage and collaborate with families to promote prosocial student behaviors
- strategies to raise caregivers’ awareness about school expectations for positive student behaviors
- research-based parenting resources to share with families
- strategies for offering caregivers specific, sustained feedback about their student’s attendance, behavior, and completion of school tasks
- training in how to work with caregivers in ways that achieve common goals of student success

MULTI-TIERED SYSTEM

Tier 1 (Universal)
Family Resource Center, Positive Feedback to Families, Positive Family Outreach, Universal Screeners for caregivers and teachers.

Tier 2 (Selected)
Parenting support in the areas of attendance, homework, and behavior; Enhancing parent engagement and participation in student interventions and support; School-based Family Support Specialist connection with families.

Tier 3 (Individualized)
The School-Based Family Check-Up intervention and Everyday Parenting program, Caregiver Support based on FCU, Referral to outside resources.

PFS was designed to enhance school’s current Multi-Tiered System of Supports (MTSS), such as Positive Behavioral Interventions and Support (PBIS) and Response to Intervention (RtI), by adding a family component at each level of support.
SOCIETAL IMPACT

Benefits minus cost $127 per participant

Long-term outcomes based on implementation of PFS

- Decrease marijuana use by 30%
- Decrease tobacco use by 54%
- Decrease alcohol use by 26%
- Decrease arrest rate by 38%
- Decrease antisocial behavior & bullying at school
- Decrease adolescent depression

Managing Child Behavior
Breaking the Cycle
YAMHILL COUNTY IMPLEMENTATION

Community Prevention and Wellness (CPW) Committee released a grant to help support the Positive Family Support program within the school districts. Two school districts, McMinnville and Willamina applied for the first tier of the grant during 2017–2018 school year. The CPW Committee partnered with Arizona State University REACH Institute for technical assistance on the implementation as well as conduct the evaluation analysis to determine the effectiveness and efficacy of the program within Yamhill County.

Based on year one implementation, academic outcomes did not change within the intervention population however data limitation occurred which can skew the results. Year two, Willamina School District applied for tier two grant while McMinnville School District, decided to rollover leftover funding while focusing on a sub-population, English as a Second Language (ESL) students within Duniway Middle School for the program and reducing Positive Family Support consultant staff time to the program.

### SCHOOL PROFILES

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Willamina</th>
<th>Duniway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>135</td>
<td>748</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>&gt;95%</td>
<td>&gt;95%</td>
</tr>
<tr>
<td>Class Size</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Regular Attenders</td>
<td>67%</td>
<td>86%</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>*</td>
<td>26%</td>
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<tr>
<td>Met State Grade-Level English Language Arts Mathematics Science</td>
<td>36% 19% 59%</td>
<td>64% 54% 76%</td>
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</table>
WILLAMINA ANALYSIS

DISCIPLINE REFERRALS
Sixth grade shifted up to middle school level this year resulting in an increased behavioral referrals by 265% since last year. With the 70 additional students in the middle school, sixth graders had the highest number behavioral incidents this year.

ABSENTEEISM
Over the course of the 2018/19 school year, Willamina Middle School decreased chronic absenteeism by 10%. Willamina expanded education to families on attendance information through an Attendance Family Night, newsletters, phone calls, attendance contracts, meetings with families, and emails. The school adopted a a strong reward system to benefit students with good attendance.

PARENT SCREENER
89 parents completed the Parent Screener assessment at the beginning of the school year. The assessment includes 14 areas of concern ranked from doing great (1) to serious concern (3). The figure above shows number of parents stating some concern per each topic; focusing on staying on task in class, completing homework and assignment on time and dealing with distraction by others kids ranked the highest.

CHRONIC ABSENTEEISM

45
Students received D or F grades

60%
Students are two or more grade-levels below in reading

143
Discipline Referrals
Family Check-Up

Administrative school data on student GPA, excused and unexcused absences, tardiness and disciplinary actions were collected on each student within the Family Check-Up intervention of the program. The school archival data was collected to asses effects of the PFS on students' academic and behavioral outcomes. Within both school districts, pre-to-post change on school attendance, behavior, and academic work completion was collected on 29 students: 17 Duniway, 12 Willamina.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Semester 1 (M, SD)</th>
<th>Semester 2 (M, SD)</th>
<th>T Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>(2.19, 0.895)</td>
<td>(2.37, 0.928)</td>
<td>0.13</td>
</tr>
<tr>
<td>Unexcused Absences</td>
<td>(2.22, 3.169)</td>
<td>(2.05, 2.697)</td>
<td>0.24</td>
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<tr>
<td>Excused Absences</td>
<td>(4.96, 6.003)</td>
<td>(3.39, 4.248)</td>
<td>0.05</td>
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<tr>
<td>Tardiness</td>
<td>(3.22, 3.985)</td>
<td>(2.71, 3.183)</td>
<td>0.37</td>
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<tr>
<td>Disciplinary Referrals</td>
<td>(1.29, 3.022)</td>
<td>(0.89, 1.676)</td>
<td>0.18</td>
</tr>
</tbody>
</table>

A breakdown of tier 3 intervention of Positive Family Support

Conducting a paired sample t-test in Microsoft Excel to asses the pre and posttest change, results indicated improvements in students performance in 2nd semester in comparison to the 1st semester for GPA, absenteeism, tardiness and disciplinary referrals. Excused absenteeism showed a statistical significance in improvement within the intervention population.
LIMITATIONS & CONCLUSION

PFS program is a complex intervention with various levels and perplexing case management with students that have significant barriers such as poverty and family culture. Although Willamina successfully adopted four Family Parent Nights during the school year, reaching 75-250 people per each family night; the Family Check-Up component was the most significant implementation challenge.

The significant lessons learned on implementation.

- **Leadership buy-in:** Due to the lack of leadership support, Duniway was unable to successful implement the program with appropriate allocated staff time.

- **Limited data tracking and access:** Duniway provided only three quarters of GPA data which caused data skewed in the analysis comparing semester one and two.

- **Lack of Family Resource Center:** Limit space and resources available in both school districts, a family resource center was not available to meet families

Although limitations have not improved in McMinnville School District, Willamina School District has improved. With new PFS consultant within the middle school focusing on positive family connections through incentive programs and family nights has continue shown relationship building among the school and families. Willamina has also been selected by University of Oregon to pilot the Family Check-Up component online.

PFS has shifted the culture within Willamina Middle School; as well as mindset within the teachers to encourage positive connections with students and parents. Next year, teachers will need to make a specific amount of positive phone calls per week/month/quarterly next year. Data tracking next year will be more robust to help quantify.

Family support was provided in numerous ways to families involved in the Family Check Up programs such as gas cards to families attending family nights and meetings. gas cards to families financially struggling to bring their child to school, information on parenting, resources for families to find behavior health services.
HELPING FAMILIES

POSITIVE  FAMILY  SUPPORT

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Yamhill
COMMUNITY CARE