

## 2013 Program Report Card: Family School Connections (Children's Trust Fund, DSS)

*Quality of Life Result:* All children will begin school prepared and ready to learn.

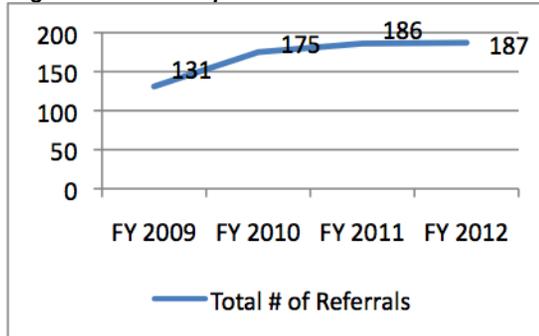
*Contribution to the Result:* Improve parenting skills and help families become more involved with their children's educational experiences.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 12	\$863,650			\$934,650
Estimated FY 13	\$911,294			\$911,294

*Partners:* Hands on Hartford, Madonna Place, Middletown Public Schools, and New Haven Home Recover Inc.

### How Much Did We Do? Performance Measure: Number of referrals to FSC

Figure 1. FSC Participation rates: FY 2009-FY2012

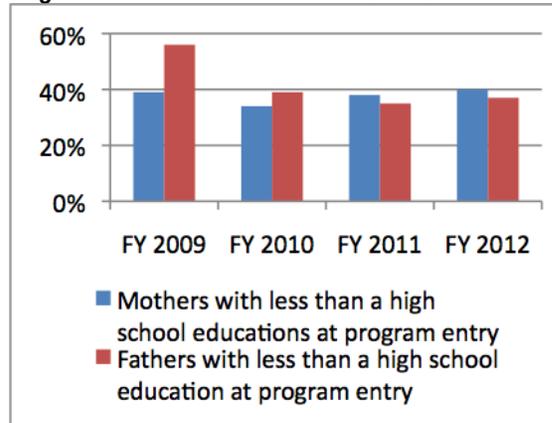


**Story behind the baseline:** The number of families referred to FSC program has risen by 43% from 2009 to 2012, with 131 referrals in 2009 to 187 referrals in 2012. In 2012, 60% of the children who entered the program were in pre-k, kindergarten, or 1st grade, 37% were 2nd through 5th grade, and 3% were in the 6th, 7th, or 8th grade. Nineteen percent of these children had the following overlapping reasons for referral: chronic tardiness, truancy, child's excessive excused absences, and reporting child's clothing as dirty or need of repair. In addition, concerns about parents and families at time of referral included the following major stressors: unstable housing or homelessness (29%); unable to address child's academic problems (25%), and not meeting basic needs (22%).

Trend: ▲

### How Well Did We Do It? Performance Measure: Reaching target population

Figure 2. Parent Education: FY 2009-FY2012

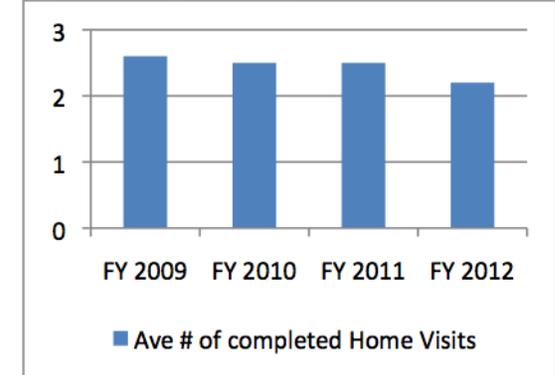


**Story behind the baseline:** As shown in Figure 2, parents obtaining less than a high school education ranges from 34% to 40% of mothers to 35% to 56% of fathers between FY 2009 and FY 2012. 76% of mothers and 60% of fathers were unemployed in FY 2012. Additionally, 75% were of families living in an apartment or a shared home with family, and 14% were living in homeless shelters. These demographics, proxies showing high stress level in the families, indicate that recruitment efforts are reaching the target population.

Trend: ▲

### How Well Did We Do It? Performance Measure: Participation Rates

Figure 3. Average # of completed HV: FY 2009-FY2012



**Story behind the baseline:** Since the beginning of program inception in FY 2009, home visitors document contacts with families (visits both inside and outside the home) on a monthly activity log. Program expectations are that families be seen in the home a minimum of two visits per month. On average, families receive 2.2 home visits per month out of an attempted 2.7 in FY 2012, as shown in Figure 3. Sites engage strategies and review goals with families. Home visitors also document their use of approved program curricula during their visit.

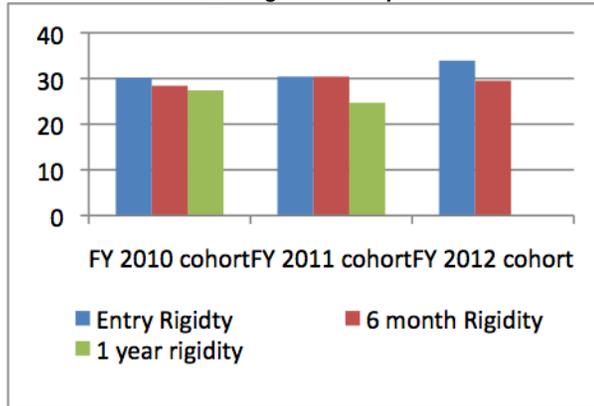
Trend: ◀▶

## 2013 Program Report Card: Family School Connections (Children's Trust Fund, DSS)

*Quality of Life Result:* All children will begin school prepared and ready to learn.

**Is Anyone Better Off? Performance measure: Parents show a decrease in rigid parenting attitudes.**

**Figure 5. Parenting Rigidity Outcomes After 6 month and 1 Year of FSC Program Participation**



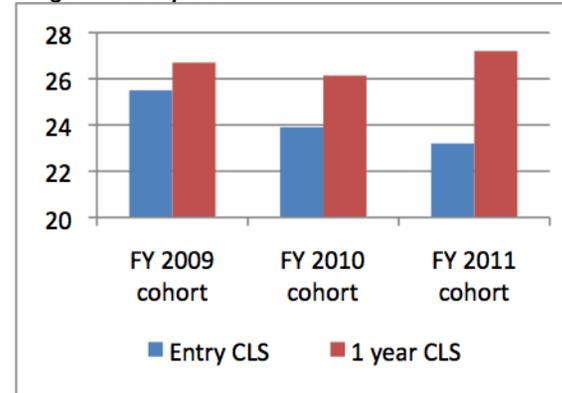
**Story behind the baseline:** Families participating in Family School Connections show reductions on the rigidity subscale of the CAPI-R within 6 month and 1 year of program participation, as shown in Figure 5.

A high-risk subgroup (entry scores at or above the cut-off score of 30) that continued FSC services for 6 months (N=64) were referred for program services for the following reasons: truancy (7%); tardiness (16%); excessive excused absences (14%); child stealing or vandalizing (33%), reports of child displaying lack of energy (51%), and reports of child's hunger, hoarding behavior or requesting food for his/her home (34%). These high risk families scored significantly lower after 6 months of participation ( $t = -4.6, p < .001$ ), indicating a decrease in rigid parenting attitudes for families who experience multiple stressors.

**Trend:** ▲

**Is Anyone Better Off? Performance measure: Parents make significant gains in knowledge and use of community resources.**

**Figure 6. Parenting CLS Outcomes After 1 Year of FSC Program Participation**



**Story behind the baseline:** The Community Life Skills (CLS) scale is a standardized instrument that measures someone's knowledge and use of resources in his/ her community (i.e. transportation, budgeting, support services, regularity/organization/routines) as shown in Figure 5. FSC parents made significant gains in their knowledge and use of community resources after 1 year of program participation; ( $F = 11.8, p < .001$ ) for FY 2011 cohort (N=21). CLS outcome data indicate that FSC participants can navigate through daily routines and are connected to community resources. This indicates that families are more organized and able to attend to children's needs and daily routines in relation to school.

**Trend:** ▲

**Proposed Actions to Turn the Curve:**

Given the wide age range of children in the program (4 years old to 15 years old), and the differing needs, efforts will focus on exploring use of additional/applicable curricula in order to serve the needs of such diverse families. Moreover, based on scores on the CAPI-R, a measure of rigid parenting attitudes, it appears that there are 2 subgroups of families in terms of need (these data are reported in full report, August, 2012): While approximately half scored well above the cut-off point indicating high risk for abuse and neglect, the other (approximate) half scored within range of the normative population although, as indicated by reasons for referral, struggled with other issues of potential risk.

**Data Development Agenda:**

With implementation of the Connecticut Trust Fund web-based data system (piloting to begin within the first quarter of 2013), the content of home visits will be documented. These data would be important to describe program services, link what occurs in the home to program outcomes, and inform program content.