

Supporting Research and Resources for ExceleRate Illinois

Award of Excellence for Family and Community Engagement

Selected Reviews of the Research

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- Epstein, J. L. (1995). School/family/community partnerships. *Phi Delta Kappan*, 76(9), 701-713.
- Forry, N., Bromer, J., Chrisler, A., Rothenberg, L., Simkin, S., & Daneri, P. (2012). *Family-provider relationship quality: Review of conceptual and empirical literature of family-provider relationships*, OPRE Report #2012-46, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/fprq_literature_review.pdf
- Halgunseth, L. C., Peterson, A., Start, D. R., & Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*. Retrieved from <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>
- Horton, C. (2003). *Protective factors literature review: Early care and education programs and the prevention of child abuse and neglect*. Washington DC: The Center for the Study of Social Policy. Retrieved from <http://www.cssp.org/reform/strengthening-families/resources/body/LiteratureReview.pdf>
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- Weiss, H. B., Lopez, M. E., & Rosenberg, H. (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. National Policy Forum for Family, School, and Community Engagement. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/beyond-random-acts-family-school-and-community-engagement-as-an-integral-part-of-education-reform>

Resources to Support Family and Community Engagement

Brazelton Touchpoints Center (Collaborative decision making III)

<http://www.brazeltontouchpoints.org/>

The Brazelton Touchpoints Center was founded in 1996 by T. Berry Brazelton, MD, and colleagues and is based in the Division of Developmental Medicine at Boston Children's Hospital, a Harvard Medical School teaching hospital. Together with families, providers and communities, the Brazelton Touchpoints Center develops and applies knowledge of early childhood development to practice and policy through professional and organizational development, evaluation, advocacy and awareness and serving as a resource for proven practices.

Centering Healthcare (Social networks and supports IV)

CenteringParenting

<http://centeringhealthcare.org/pages/centering-model/parenting-overview.php>

CenteringParenting is a model of group care that integrates the three major components of care: health assessment, education, and support, into unified care within a group setting. Six or seven mother/baby dyads come together and parents learn care skills, participate in a facilitated discussion, and develop a support network with other group members. Parenting groups meet for 8-9 sessions through the baby's first year.

CenteringPregnancy

<http://www.centeringhealthcare.org/pages/centering-model/pregnancy-overview.php>

From the website: "CenteringPregnancy is a multifaceted model of group care that integrates the three major components of care: health assessment, education, and support, into a unified program within a group setting. Eight to twelve women with similar gestational ages meet together, learning care skills, participating in a facilitated discussion, and developing a support network with other group members. Each Pregnancy group meets for a total of 10 sessions throughout pregnancy and early postpartum. The practitioner, within the group space, completes standard physical health assessments.

Families In Schools (Strengths-based approaches II)

<http://www.familiesinschools.org/abriendo-puertas-opening-doors/>

From the website: "Abriendo Puertas / Opening Doors is a school readiness program that strengthens the leadership and advocacy skills of parents with children ages 0 to 5. The curriculum is based on popular education and draws on the real life experiences of participants."

Gateways to Opportunity: Illinois Professional Development System (Knowledge VII)

<http://www.ilgateways.com/en/>

From the website: “Gateways to Opportunity is a statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. Resources and services provided by Gateways to Opportunity include Credentials, Professional Development Advisors, Great START, Gateways to Opportunity Registry, the Illinois Trainers Network, and Gateways to Opportunity Scholarship Program.”

Harvard Family Research Project

<http://www.hfrp.org/>

From the website: “Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well-being of children, youth, families, and their communities. We work primarily within three areas that support children’s learning and development—early childhood education, out-of-school time programming, and family and community support in education. Underpinning all of our work is a commitment to evaluation for strategic decision making, learning, and accountability.

Building on our knowledge that schools alone cannot meet the learning needs of our children, we also focus national attention on complementary learning. Complementary learning is the idea that a systemic approach, which integrates school and nonschool supports, can better ensure that all children have the skills they need to succeed.”

Case Study

Santos, M. (2001). *Friction at Madison Family Literacy Program*. Retrieved from <http://hfrp.org/publications-resources/publications-series/family-engagement-teaching-cases/friction-at-madison-family-literacy-program>

Office of Head Start

<http://www.acf.hhs.gov/programs/ohs/>

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (Knowledge VII)

Office of Head Start. (2010). Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf

From the introduction: “This document has two main goals: first, to present all Head Start programs (which include Head Start, Early Head Start, American Indian and Alaska

Native Head Start, and Migrant and Seasonal Head Start) with an updated version of the Multicultural Principles; and second, to provide a selective review of research conducted since the Multicultural Principles were first published in 1991.”

The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to Age 8 (All)

Office of Head Start. (2011). The Head Start parent, family, and community engagement framework: Promoting family engagement and school readiness, from prenatal to age 8. Retrieved from

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf>

From the introduction: “Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children’s learning and development.”

OHS Parent, Families and Communities Framework research and best practices references. Retrieved from

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/best-practices-references.pdf>

PFCE Framework family outcomes references summary. Retrieved from

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/ncpfce-references-family-outcomes.pdf>

Office of Head Start Parent and Family framework. Retrieved from

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/framework/interactive.html>

Head Start and Early Head Start Relationship-Based Competencies (All)

Office of Head Start. (2012). *Head Start and Early Head Start relationship based competencies for staff and supervisors who work with families.* Retrieved from

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>

From the introduction: “The “Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families” (RBCs) is a technical assistance resource that outlines the knowledge, skills, and actions for staff working with families in Head Start and Early Head Start (HS/EHS) programs. This document is a tool to assist programs with implementing the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework. These competencies represent both research-based and best practices in the early

childhood, human services, and social work fields. This resource was developed with broad input from Head Start and Early Head Start programs, parents, and the National Center on Parent, Family, and Community Engagement.”

Self-Reflection and Shared Reflection as Professional Tools (Knowledge VII)

Office of Head Start. (2008). Self-reflection and shared reflection as professional Tools.

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/multimedia/docs/Reflective%20Supervision%20Short%20Paper.pdf>

From the introduction: “ZERO TO THREE’s work over the last quarter-century has found that reflective supervision promotes and supports the development of a relationship-based organization. This approach expands on the idea that supervision is a context for learning and professional development. [There are] three building blocks of reflective supervision—reflection, collaboration, and regularity...”

The Incredible Years (All)

<http://incredibleyears.com/>

From the website: “The Incredible Years® is a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence. The programs are used worldwide in schools and mental health centers, and have been shown to work across cultures and socioeconomic groups.”

The Legacy Parenting Project (All)

<http://legacyparenting.org/>

From the website: “A term coined by LPP’s founder, “legacy parenting” is purposeful parenting. Parenting with an intent to break a cycle. By definition the word legacy means inheritance and/or heritage. All parents regardless of age want their children to have a great life and learn the lessons in every mistake. When many think about inheritance, they think of financial bequests. The Legacy Parenting Project is built on a foundation that says our true legacy surpasses the value of money. To break the cycle of an impoverished mindset is priceless.”

National Association for the Education of Young Children

<http://www.naeyc.org/>

From the website: “NAEYC's mission is to serve and act on behalf of the needs, rights and well-being of all young children with primary focus on the provision of educational and developmental services and resources. NAEYC expresses its mission in terms of three broad goals: 1) Improving professional practice and working conditions in early childhood education. 2) Supporting early childhood programs by working to achieve a high-quality system of early

childhood education. 3) Building a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for all young children.”

Engaging diverse families. Retrieved from <https://www.naeyc.org/familyengagement>

Family engagement: Program self-assessment checklist. Retrieved from <https://www.naeyc.org/familyengagement/resources/self-assessment-checklist>

Parents as Teachers (All)

<http://www.parentsasteachers.org/>

From the website: “With funding from the Missouri Department of Elementary and Secondary Education and The Danforth Foundation, Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents of newborns. Recognizing the program's benefits and cost effectiveness, the Missouri legislature provided state funding in 1985 to implement Parents as Teachers programs in all Missouri school districts. Since 1985, Parents as Teachers has expanded to all 50 states and seven other countries.”

Strengthening Families: A Protective Framework (All)

<http://www.cssp.org/reform/strengthening-families>

From the website: “Strengthening Families is a framework developed by [Center for the Study of Social Policy] over the last decade to prevent child abuse and neglect. This approach helps child welfare systems, early education and other programs work with parents to build the following protective factors:

- Parental resilience
- Social connections
- Concrete support in times of need
- Knowledge of parenting and child development
- Social and emotional competence of children”

Tools and Measurements

For a comprehensive review of measurement tools focused on the quality of family-provider relationships see:

Porter, Guzman, Kuhfeld, Call, Rodrigues, Moodie, et al (2012). Review of existing measures of family-provider relationships. OPRE Report #2012-47.

http://www.acf.hhs.gov/sites/default/files/opre/fprq_measures_review.pdf

Early Childhood Block Grant 3-5 Compliance Checklist

http://www.isbe.state.il.us/earlychi/pdf/ec_3-5_blk_grant_checklist.pdf

The Preschool for All programs use the checklist to assess administrative compliance.

Family Outcomes Survey

<http://projects.fpg.unc.edu/~eco/pages/tools.cfm>

From the website: “In the Fall of 2003, the Office of Special Education Programs within the U.S. Department of Education funded the Early Childhood Outcomes (ECO) Center to promote the development and implementation of child and family outcome measures for infants, toddlers, and preschoolers with disabilities which could be used in local, state, and national accountability systems. Through an iterative process which included extensive input from stakeholders, five family outcomes have been identified:

- Families understand their child's strengths, abilities, and special needs.
- Families know their rights and advocate effectively for their child.
- Families help their child develop and learn.
- Families have support systems.
- Families access desired services, programs, and activities in their community.

Following this process, researchers at the ECO Center constructed the Family Outcomes Survey, an instrument for parents to rate the extent to which they have achieved each of the five outcomes. Several versions of the survey are now available to download on the Survey Versions tab above.”

Head Start Monitoring Protocol (2013 or most recent)

http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2013pdf/FY2013_OHS_On-Site_Review_Protocol.pdf

From the overview: “The Office of Head Start (OHS) presents the FY 2013 Monitoring Protocol, the instrument used to gather data during on-site monitoring reviews. The protocol measures seven (7) areas of grantee performance and contains Key Indicators that are used to assess each grantee. Data gathered about grantees during monitoring reviews is used by the Office of

Head Start to evaluate multiple levels of performance, including determining program strengths, concerns, noncompliances, and deficiencies.”

Head Start Program Performance Standards

<http://eclkc.ohs.acf.hhs.gov/hslc/standards>

NAEYC Accreditation Standards

<http://www.naeyc.org/academy/primary/standardsintro>

From the website: “Ensuring the quality of children's daily experiences in early childhood programs and promoting positive child outcomes is the goal of the 10 NAEYC Early Childhood Program Standards and Accreditation Criteria. The NAEYC program standards and accreditation criteria were updated in 2006 to include (1) explicit program standards for early childhood programs serving children birth through kindergarten and (2) making the standards more evidence-based and aligned with the profession’s knowledge of best practice. There are ten program standards, with specific criteria attached to each, that programs must meet in order to achieve NAEYC Accreditation. The framework of the standards and criteria focus on best practices in the field and the benefits to stakeholders in early childhood education. There are four groups of early childhood education stakeholders: children, teachers, family and community partners, and the program administration.”

Program Administration Scale

<http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/>

From the website: “The Program Administration Scale (PAS) is a valid and reliable instrument designed to measure the leadership and management practices of early childhood programs. The PAS provides valuable information to directors about the quality of their administrative practices and can be used as a springboard for program improvement efforts.”

Stage of Change Scale

http://www.childrensinstitute.net/sites/default/files/documents/stage-of-change-scale_flyer.pdf

Montes, G., Peterson, S.M., & Weber, M. (2011). *Reliability and validity of the Stage of Change Scale for Early Education and Care 2.0: Mentor/coach form*. Children’s Institute Technical Report T11-008.

Peterson, S.M. & Baker, A.C. (in press). Readiness to change in communities, organizations, and individuals. In J.A. Sutterby (Ed.), *Early childhood professional development: Research and practice through the early childhood educator professional development grant. Advances in Early Education and Day Care*. Bingley, UK: Emerald.

Strengthening Families Program Self-Assessment

http://www.cssp.org/reform/strengthening-families/resources/SF_Program-SelfAssessment_2012.pdf

Strengths-Based Practices Inventory

Green, B. L., McAllister, C. I., & Tarte, J. M. (2004). The strengths-based practices inventory: A tool for measuring strengths-based service delivery in early childhood and family support programs. *Families in Society*, 85(3), 327–334. 64

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