

New resources will continue to be added to the catalog.



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

**Head Start
Parent, Family, and Community Engagement Resource Catalog 1.0**



Head Start Parent, Family, and Community Engagement Catalog 1.0

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Head Start Parent, Family, and Community Engagement Resource Catalog 1.0

Purpose of Catalog

The Office of Head Start (OHS) is dedicated to providing up-to-date, research-based resources from the fields of early childhood education and family studies to all Head Start, Early Head Start, Migrant and Seasonal Head Start, and American Indian-Alaska Native Head Start programs, and to keeping the Head Start community abreast of new and revised Administration for Children and Families (ACF) policies and resources.

The OHS National Center on Parent, Family, and Community Engagement (NCPFCE) has compiled this annotated catalog of exemplary resources to promote effective parent, family, and community engagement in support of young children’s learning, development, and school readiness. We organized this resource by The Head Start Parent, Family, and Community Engagement Framework (PFCE Framework).

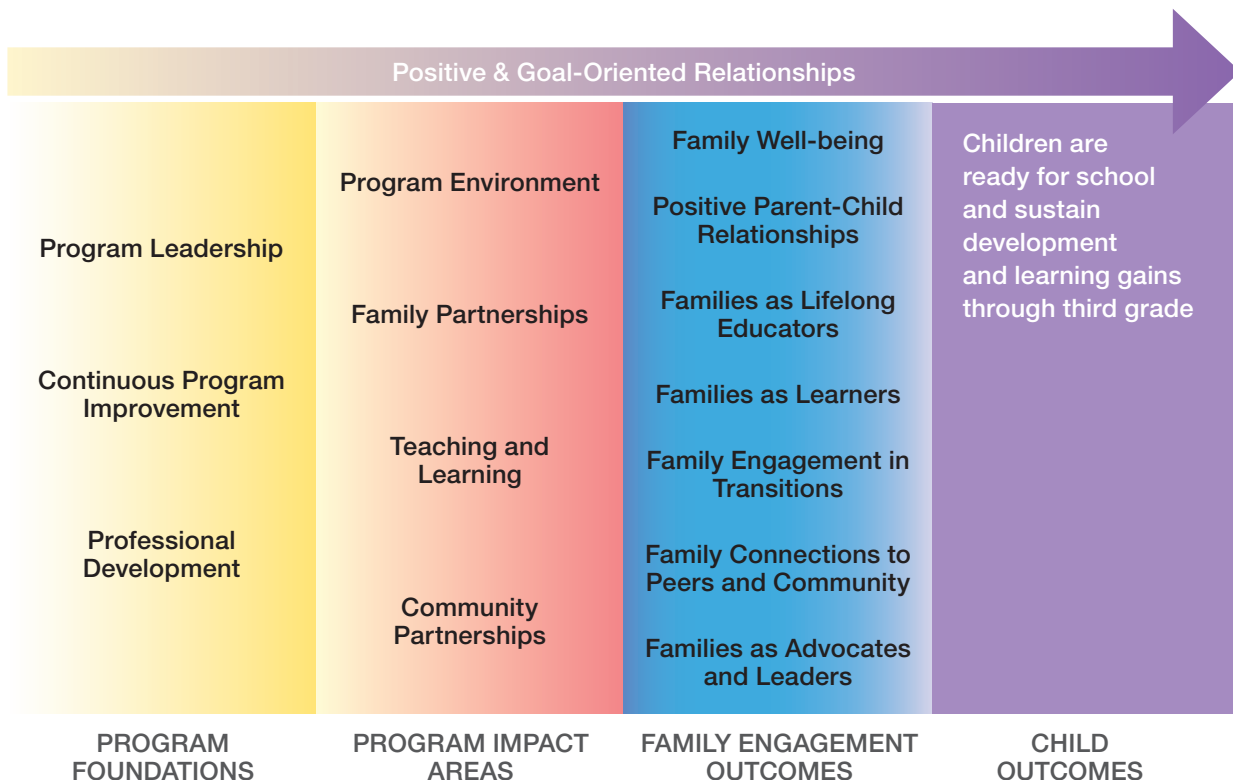
In this first edition of the catalog you will find books, articles, webinars, and other useful resources—most of which are available free of charge on the Early Childhood Learning and Knowledge Center website (ECLKC, <http://eclkc.ohs.acf.hhs.gov>). We welcome your suggestions of exemplary resources and feedback at ncpfce@childrens.harvard.edu.

Organization

The resources in the catalog are organized to align with the Head Start Parent, Family, and Community Engagement Framework* Program Foundations and Program Impact Areas.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



*<http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2011/pfce-framework.pdf>

Head Start Parent, Family, and Community Engagement Resource Catalog 1.0

Resource Entry Description

For each resource, you will find a description of the resource, its connection to the PFCE Framework, intended audience, evidence base, program settings to which the resource is relevant, the source, comments related to diversity, key words, and other comments. [Please see a Sample Resource Entry below.](#) You may review the Key to Resource Categories and Search Terms on page 16 for a list of terms that may appear in each resource entry category.

Resource Entry		PFCE Framework	Audience(s)	Evidence	Program Setting
Description of the resource content and the medium in which it is available (book, journal, electronic media, video/DVD), and whether it is an Office of Head Start or Administration for Children and Families publication Languages in which the resource is available		The Head Start Parent, Family, and Community Engagement Framework, including Family Engagement Outcomes, supported by this resource	Audience (roles) to whom the resource may be particularly useful	Evidence base, research or promising practices that support the resource	Program Setting for which the resource is most relevant
Source	Source URL and/or APA reference				
Diversity	Comments on issues of diversity addressed by the resource				
Key Words	Key Words which describe concepts related to parent, family, and community engagement applicable to this resource				
Comments	Comments on quality, related documents (if any), and cost if applicable				

Finding Resources

To help you find resources in the catalog, we have also included an Index (organized by the title of each resource) on page 10 and a Head Start Parent, Family, and Community Engagement Framework Index (an index of the resource titles organized by the Framework) on page 11. You may also find it useful to review the Key to Resource Categories and Search Terms on page 16.

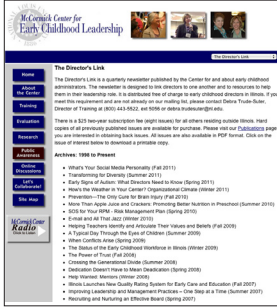
Or you may search for topics, key words and titles using the “find” or “search” feature in the Acrobat Reader PDF software. Your search words will be highlighted.

Resource Selection Process

The exemplary resources highlighted in this first version of the catalog were selected from over 370 materials reviewed by the National Center. Several criteria were considered including alignment with the OHS Parent, Family, and Community Engagement Framework, user-friendliness, availability, audience, evidence, setting, and diversity. Many of the resources are available at the OHS Early Childhood Learning Knowledge Center. We welcome your suggestions of resources and feedback. Please contact us at ncpfc@childrens.harvard.edu.

PROGRAM LEADERSHIP

McCormick Center for Early Childhood Leadership: Director's Link



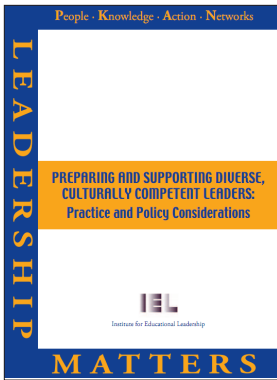
The Director's Link is a quarterly newsletter for and about early childhood administrators. The newsletter is designed to link directors to one another and to resources to promote effective leadership. Issues of particular interest for PFCE include: Transforming for Diversity (Summer 2011); How's the Weather in Your Center? Organizational Climate (Winter 2011); Helping Teachers Identify and Articulate Their Values and Beliefs (Fall 2009); Expanding Perspectives (Spring 2006).

English

Framework	Audience(s)	Evidence	Program Setting
Program Leadership Professional Development Continuous Program Improvement Program Environment Families as Advocates and Leaders	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Training and Technical Assistance Network (T/TA)	Evidence Informed Practices	Head Start (3-5 years) Early Head Start (0-3 years) Community-wide

Source	http://cecl.nl.edu/public/dl.htm
Diversity	The Transforming for Diversity newsletter focuses on issues of leadership and diversity in early childhood programs. (Summer 2011)
Key Words	Leadership, Administration, Policy, Staff Development
Comments	Online issues of this newsletter are available at no charge (in PDF format). Print versions (hard copy) are available for a fee (\$25 for a two year subscription).

Preparing and Supporting Diverse, Culturally Competent Leaders: Practice and Policy Considerations



Given the expanding and complex diversity of families in communities, this report offers insights from the field about promising practices, policy and program strategies for preparing school leaders who are diverse and who have the skills, knowledge, and attributes necessary for cultural competence.

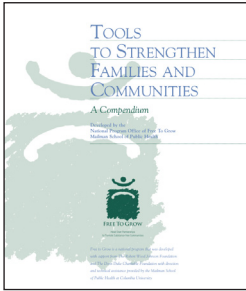
English

Framework	Audience(s)	Evidence	Program Setting
Program Leadership Professional Development Continuous Program Improvement Program Environment Family Partnerships Community Partnerships Family Connections to Peers and Community	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Training and Technical Assistance Network (T/TA)	Evidence Informed Practices Policy or Regulation Driven Note: this report is the result of a convening of experts.	Head Start (3-5 years) Early Head Start (0-3 years) Community-wide

Source	http://www.iel.org/pubs/diverseleaders.pdf
Diversity	This resource offers policy and practice considerations for preparing and supporting diverse and culturally competent leaders in school and early education settings.
Key Words	Leadership, Schools, Community Collaboration
Comments	N/A

CONTINUOUS PROGRAM IMPROVEMENT

Tools to Strengthen Families and Communities: A Compendium



This substantial collection of family and assessment tools addresses the following areas:

1. Family and Community Assessment Tools
2. Case Management and Family Support Tools
3. Tools to Strengthen Partnerships
4. Community Building Tools

The instruments were developed based upon best practice.

English

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Family Partnerships Community Partnerships Family Well-Being Family Engagement in Transitions Family Connections to Peers and Community Families as Lifelong Educators Positive Parent-Child Relationships	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Health Policy Makers (e.g. Board, Policy Council, governing bodies) Training and Technical Assistance Network (T/TA)	Best Practices	Community-wide Home-based Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/health/Mental%20Health/Program%20Planning,%20Design%20%26%20Management/Staff%20Support/toolstostrengthen.pdf
Diversity	Tools and instructions take a predominantly acultural perspective. Parents and families are primary informants. Some tools developed at Laguna Pueblo Early Education.
Key Words	Assessment Tools, Tool Kit
Comments	N/A

Working Systematically in Action: Engaging Family and Community



Many educators recognize the importance of family and community involvement in school improvement efforts and are seeking to reframe the ways of engaging these groups. This publication provides practical guidance for educators who are seeking to engage family and community members in systemic school improvement efforts. This resource is a supplement to Working Systemically in Action: A Facilitator's Guide.

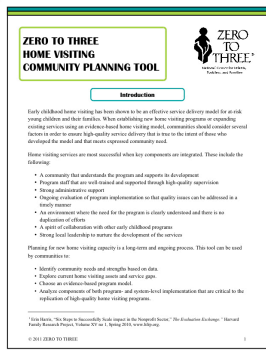
English

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Community Partnerships Family Connections to Peers and Community Families as Advocates and Leaders	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Parents /Family	Descriptive Program Evaluation Evidence informed Policy or Regulation Driven	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://www.sedl.org/pubs/catalog/items/family126.html
Diversity	N/A
Key Words	Cultural Sensitivity, Interagency Partnerships, Collaboration, Planning, Organizational Change and Development, Leadership, Group Facilitation, Parents as a Resource and Support
Comments	N/A

CONTINUOUS PROGRAM IMPROVEMENT

ZERO TO THREE Home Visiting Community Planning Tool



Research has shown early childhood home visiting to be an effective service delivery model for at-risk young children and their families. This tool offers guidance to programs establishing new home visiting programs or expanding existing services using an evidence-based home visiting model to meet the needs of young children and families.

English

Framework	Audience(s)	Evidence	Program Setting
Program Leadership Continuous Program Improvement Professional Development Community Partnerships Program Environment	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Training and Technical Assistance Network (T/TA)	Evidence Informed Best Practices Policy Driven	Home-based Community-wide

Source	http://www.zerotothree.org/public-policy/state-community-policy/home-visiting-community-planning-tool-fillable-pdf.pdf
Diversity	N/A
Key Words	Standards, Best Practice, Planning, Leadership, Home Visiting, Outcomes
Comments	This resource is relevant to the 2010 Patient Protection and Affordable Care Act.

PROFESSIONAL DEVELOPMENT

Family Services Career Central



This resource outlines career development opportunities for family service workers. It includes links to the Family Service Worker Competencies, policies governing the work and a directory of training programs for family service staff. The directory organizes the training programs by state and degree or credential offered.

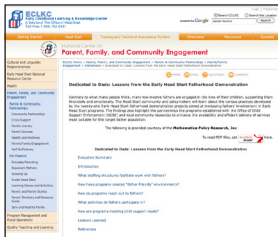
English

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Professional Development	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Training and Technical Assistance Network (T/TA)	Evidence Informed Policy or Regulation-driven	Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Family%20Services/Professional%20Development/FamilyServicesC.htm
Diversity	N/A
Key Words	Family Services Careers, Credentialing, Standards
Comments	N/A

PROGRAM ENVIRONMENT

Dedicated to Dads: Lessons from the Early Head Start Fatherhood Demonstration



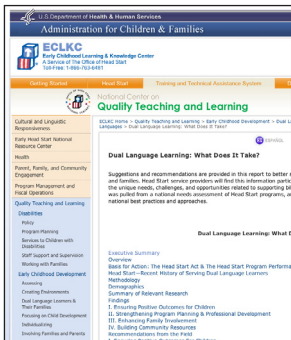
This executive summary highlights the results of a national survey on father involvement. The resource shares findings about staffing father involvement efforts, lessons learned from those efforts, and successful activities for engaging fathers.

English

Framework	Audience(s)	Evidence	Program Setting
Program Environment Family Well-being Family Connections to Peers and Community Families as Advocates and Leaders Families as Lifelong Educators Positive Parent-Child Relationships	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Family Services Health Early Care and Education Training and Technical Assistance Network (T/TA)	Descriptive Program Evaluation Non-experimental quantitative design	Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Fatherhood/DedicatedtoDads.htm
Diversity	8 of the 21 programs studied served mostly Hispanic families; 7 programs predominantly African American families; 3 programs a majority of white families; and 1 almost exclusively American Indian families.
Key Words	Parenting, Child Development
Comments	N/A

Dual Language Learning: What Does it Take?



Dual language learning is an important part of the goals and commitment of Head Start to positive outcomes for children, family involvement, strong professional development, program planning, and building community resources. This comprehensive resource offers research findings about the benefits and challenges of dual language acquisition for children, families, and programs.

English, Spanish

Framework	Audience(s)	Evidence	Program Setting
Continuous Program Improvement Professional Development Program Environment Teaching & Learning Family Well-Being Families as Advocates and Leaders Families as Lifelong Educators Positive Parent-Child Relationships Families as Learners	Directors (e.g. directors, managers, supervisors, coordinators) Family Services, Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education Training and Technical Assistance Network (T/TA)	Descriptive Program Evaluation Evidence Informed	Center-based Community-wide Home-based Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%20Families/Learning%20in%20Two%20Languages/DualLanguageLea.htm
Diversity	An extensive bibliography follows the article.
Key Words	Best Practice, Research, Cultural Sensitivity
Comments	N/A

FAMILY PARTNERSHIPS

Parent and Family Stories



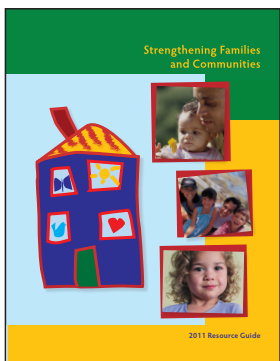
This collection of videos showcases 32 personal stories of mothers, fathers, and grandparents who share the impact Head Start has had on their families. The videos vary in length from 2 to 12 minutes.

English

Framework	Audience(s)	Evidence	Program Setting
Family Partnerships Family Well-Being Family Connections to Peers and Community Families as Advocates and Leaders Families as Lifelong Educators Positive Parent-Child Relationships Families as Learners	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Parents/Family Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education Training and Technical Assistance Network (T/TA)	Qualitative Evaluation Design	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For%20Parents/pfs
Diversity	Highly diverse sample of fathers, mothers, and grandparents.
Key Words	Fatherhood, Grandparenting, Parenting, Parents as a Resource and Support
Comments	N/A

Strengthening Families and Communities: 2011 Resource Guide



This guide offers resources for service providers to enhance protective factors in families, tools to build awareness and develop community partnerships, information about child abuse and neglect, and a directory of national organizations that work to strengthen families. Service providers will find tip sheets in English and Spanish on specific parenting topics.

English, Spanish

Framework	Audience(s)	Evidence	Program Setting
Family Partnerships Program Environment Family Well-Being Family Connections to Peers and Community Families as Learners	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Health Early Care and Education Policy Makers (e.g. Board, Policy Council, governing bodies) Parents/Family	Evidence Informed	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://www.childwelfare.gov/preventing/preventionmonth/guide2011/
Diversity	States that served as partners represent a broad cross-section of the country.
Key Words	Fatherhood, Grandparenting, Child Development, Parenting, Leadership
Comments	This material is based on recent study of protective factors in family and child development.

TEACHING AND LEARNING

Annotated Bibliography and Weblibliography for Staff Who Work with Grandfamilies.



Annotated Bibliography and Weblibliography for Staff Who Work with Grandfamilies

Of the 4.5 million children in the U.S. who live in grandparent-headed households, approximately one-third have no parent in the home. This annotated bibliography and weblibliography is designed to support staff members who work with grandfamilies. Its intent is to provide valuable knowledge and the path to the discovery of additional resources and information that can support grandfamilies in their role as caregivers. Additionally, entry a verbal narrative of children's books that show grandfamilies in different grandparenting roles.

Archie-Anderson-De-De-De-De-De-De-De

Callahan, Jane. Second Time Around: Help for Grandparents Who Raise Their Children's Kids. Wilmette, Oregon: GoodParents, Inc. 1996.

This book is a resource for grandparents who accept the responsibility of raising their grandchildren. It is the story of the author's experience raising her grandson.

Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Head Start Bureau. 21st Century Early Learning Partnership. Lanham, Maryland: DHS Inc. 2012.

Being a grandparent is the most important, most rewarding and most demanding job any human can ever have. This curriculum is designed to support all parents in their parenting skills. Children can be helped by the addition of grandparents raising grandchildren. For a free copy of the curriculum, please contact Head Start Knowledge Information and Management Services at 1-800-755-6463.

De Toledo, Sylvia and Brown, D. E. Grandparents as Parents: A Survival Guide for Raising a Grandchild. New York: Random House, 1995.

Historical traditions have changed. Many of today's grandparents find themselves long or short from grand again. This guidebook is a source of information, understanding and assistance for grandparents who are providing care for their grandchildren. This book answers many of the questions grandparents have asked. It is a very good resource for staff members who work with grandfamilies.

Of the 4.5 million children in the U.S. who live in grandparent-headed households, approximately a third have no parent in the home. This annotated bibliography and weblibliography is designed to support staff members who work with grandfamilies. This resource also includes a selection of children's books that show grandfamilies in different grandparenting roles.

English

Framework	Audience(s)	Evidence	Program Setting
Program Environment Family Partnerships Teaching and Learning Family Well-being Family Connections to Peers and Community	Directors (e.g. directors, managers, supervisors, coordinators) Parents/Family Family Services Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education	Evidence Informed	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/Family%20and%20Community%20Partnerships/New%20Parental%20Involvement/Grandfamilies/AnnotatedBibliog.htm
Diversity	Entries related to cross-cultural examples of grandparenting and issues of immigration are included.
Key Words	Grandparenting, Resources for Families
Comments	Includes numerous links to sources and organizations. Includes resource information and children's books to support grandparents in the role of caregiver.

Connecting with Parents in the Early Years



Connecting with Parents in the Early Years: Executive Summary

Communicating effectively with parents is a basic goal of early childhood programs. The recognition of the importance of establishing the support of early learning programs to communicate effectively with parents, the W.K. Kellogg Foundation provided funding for the Early Childhood and Parenting (ECP) Collaborative at the University of Illinois at Urbana-Champaign for a project titled "Connecting with Parents in the Early Years." The project consisted of the principal partner conducting a review of the relevant literature and conducting a synthesis of current research and practices in early childhood education and early childhood programs, social work, the media, charitable foundations, research institutes, universities, and professional education programs. They group over three days in late March 2011 at the University of Illinois's Children's Conference Center discussed the project benefits and the challenges involved in increasing the effectiveness of communication between parents of young children and the staff of programs who serve them.

In preparation for the symposium, the ECP staff prepared an introductory and overview of the literature to present to the audience within the larger context of parent-staff relationships. As work on the project began, the staff became aware of the vast range of the literature related to parent-staff relationships and the need to select a focus for both the symposium and the literature review. In view of the current national concern with helping young children become well prepared to enter school, the staff elected to focus on parent-staff connections that are directly or indirectly concerned with children's school readiness.

As the symposium, these speakers with extensive experience and expertise were invited to address this topic from a variety of perspectives. In addition to those major presentations, ample opportunities for discussions of closely related topics with panels of professionals and parents were built into the agenda.

Communicating effectively with parents is a basic goal of early childhood programs. This report examines the benefits and challenges of communication between staff and families to support children's preparation for school. This report was produced as part of a project funded by the Kellogg Foundation. It reflects the learning of parents and representatives from early childhood programs.

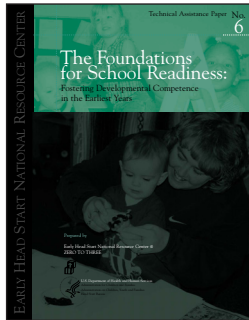
English

Framework	Audience(s)	Evidence	Program Setting
Teaching and Learning Family Connections to Peers and Community Families as Lifelong Educators Families as Learners	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Early Care and Education Home Visitors Family Services Parents/Family	Evidence Informed	Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://ceep.crc.uiuc.edu/pubs/connecting.html
Diversity	Chapter on Relationships Between Parents and Program specifically addresses issues of culture and class.
Key Words	Parent and Family Engagement, Parents as First Educators, Resources for Families, Parenting, Child Development
Comments	Includes PDFs of all chapters.

TEACHING AND LEARNING

The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years



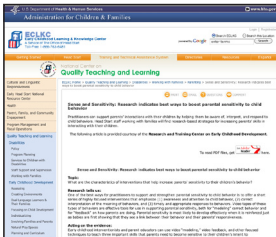
This document provides a comprehensive and concise explanation of Developmental Competence and its importance in School Readiness. The report provides a summary of research findings as well as examples of how teachers and home visitors might use this information in their work with children and families.

English

Framework	Audience(s)	Evidence	Program Setting
Teaching and Learning Family Well-Being Families as Lifelong Educators Positive Parent-Child Relationships Family Engagement in Transitions	Directors (e.g. directors, managers, supervisors, coordinators) Family Services Home Visitors Policy Makers (e.g. Board, Policy Council, governing bodies) Early Care and Education Training and Technical Assistance Network (T/TA)	Evidence Informed	Center-based Home-based Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA6%5B1%5D.pdf
Diversity	N/A
Key Words	Evaluations, Outcomes
Comments	N/A

Sense and Sensitivity: Research indicates best ways to boost parental sensitivity to child behavior



This summary highlights a systematic quantitative study of other studies on parental responsiveness to infant behavior. It describes two useful strategies: attending to the specifics of child behavior at a time when infants first see the link between their behavior and parent responsiveness and use of videotaped feedback for parents.

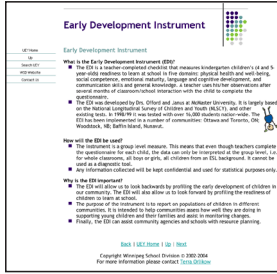
English

Framework	Audience(s)	Evidence	Program Setting
Teaching and Learning Family Partnerships Families as Lifelong Educators Positive Parent-Child Relationships Families as Learners	Family Services Home Visitors Parents/Family Early Care and Education	Collection Evidence-based practices	Early Head Start (0-3 years) Center-based Home-based Head Start (3-5 years)

Source	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Working%20with%20Families/Parenting/disabl_pub_00029_081806.html
Diversity	Many of the studies included focus on work with children with special needs.
Key Words	Best Practice, Parenting
Comments	The full article is available for a small fee (\$5.00).

COMMUNITY PARTNERSHIPS

Early Development Instrument (EDI)



The EDI is a innovative, population-based instrument designed to help communities assess kindergarten readiness. It can be used to identify population characteristics of young children and families. The EDI can also be used to develop community-based service delivery to children and families. This instrument has been used extensively in Canada to develop community-based service delivery to children and families.

English

Framework	Audience(s)	Evidence	Program Setting
Community Partnerships Continuous Program Improvement Teaching and Learning Family Engagement in Transitions Families as Lifelong Educators	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators)	Experimental and Quasiexperimental Quantitative Design	Community-wide Early Head Start (0-3 years) Head Start (3-5 years)

Source	http://www.offordcentre.com/readiness/index.html
Diversity	Research reports specifically address populations with diverse language backgrounds and special needs.
Key Words	Planning, Organizational Change and Development, Child Development
Comments	This instrument holds promise for focused community responses to school readiness.

Homelessness Interactive Website



Through a collection of story and video, this website offers the unique perspectives of children and families experiencing homelessness. The site includes stories from families, providers, and leadership as well as information about building family partnerships, eligibility, enrollment, outreach and community collaboration, and invites providers to think about how to best support homeless families.

English

Framework	Audience(s)	Evidence	Program Setting
Family Partnerships Community Partnerships Family Well Being Family Engagement in Transitions Family Connections to Peers and Community	Policy Makers (e.g. Board, Policy Council, governing bodies) Directors (e.g. directors, managers, supervisors, coordinators) Early Care and Education Health Mental Health Disabilities Home Visitors Family Services Service Staff (e.g. bus drivers, cooks) Training and Technical Assistance Network (T/TA)	Experimental and Quasiexperimental Quantitative Design Descriptive Program Evaluation	Community Leadership Policy Program

Source	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/hmls/welcome.html#overview
Diversity	Diverse sample of Families
Key Words	Homelessness, Policy, Staff Development, Family Services
Comments	This instrument holds promise for focused community responses to school readiness.

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Head Start Parent, Family, and Community Engagement Framework Index

We have organized the resources to align with the Head Start Parent, Family, and Community Engagement Framework (PFCE Framework) program foundations and program impact areas (See page ii). A resource may be aligned (listed) with more than one program foundation or program impact area of the Framework.

To help create future editions of the catalog, please share your comments and stories about how you are using these resources in the PFCE Framework: ncpfce@childrens.harvard.edu.

Program Foundations

Program Leadership

Preparing and Supporting Diverse, Culturally Competent Leaders: Practice and Policy Considerations	page 1
McCormick Center for Early Childhood Leadership: Director's Link.	page 1
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Glossary of Terms

ACF: Administration for Children and Families

APA: American Psychological Association

NCPFCE: National Center for Parent, Family, and Community Engagement

OHS: Office of Head Start

PFCE: Parent, Family, and Community Engagement

URL: Uniform Resource Locator

T/TA: Training and Technical Assistance

Assessment Tools are tools used as part of a process for gathering, organizing, and analyzing information about a child, family, program or community.

Developmental Assessment¹ is a process designed to deepen understanding of a child's competencies and resources, and of the caregiving and learning environments most likely to help a child make fullest use of his or her developmental potential.

Community Assessment² is the collection and analysis of information about a grantee's Early Head Start or Head Start area. Head Start Community assessments must include: information on demographics; estimated number of children eligible; education, health and nutrition needs; resources in the community.

Family Assessment³ is the practice of identifying a family's strengths, values, needs, and desires in order to develop shared goals, determine the level of support needed, and review progress toward family goals.

Credential⁴ is a document certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence.

Cultural Sensitivity⁵ means being aware that cultural differences and similarities exist and have an effect on values, learning, and behavior.

Cultural Competency⁶ is the capacity to work effectively in cross-cultural situations.

Head Start Program Performance Standards are the regulations applicable to program administration and grants management for all grants under the Head Start Act, including grants for technical assistance and training, grants for research, demonstration, and pilot projects.

Standards⁷ are widely accepted statements of expectations for children's learning or the quality of schools and other programs – also called education standards, early learning standards, or principles which guide curriculum, assessment, and achievement. Many national organizations and states have established learning standards. Some standards relate to content that should be learned, while others examine student performance. Standards which address expectations for children's learning are commonly referred to as content standards, academic standards, performance standards, early learning standards, and/or benchmarks.

¹ Greenspan, S. & Meisels, S. (1996). Toward a new vision for the developmental assessment of infants and young children. Washington DC: Zero to Three, National Center for Infants, Toddlers, and Families.

² Head Start Performance Standards 1305.3(c)

³ Scaled Family Assessment Tools. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Community%20Support/FamilyandCommun.htm>

⁴ Colorado Office of Professional Development (2011). A plan to promote early childhood social and emotional health through professional development. Retrieved from http://www.netnewsdesk.com/resources/375/File/ECC-OPD/PDF/soc_emot_resources/ThePlan3.28.10.pdf

⁵ Stafford, J.R., Bowman, R., Ewing, T., Hanna, J., & Lopez-De Fede, A. (1997). Building culture bridges. Bloomington, IN: National Educational Service.

⁶ McCormick Center for Early Childhood Leadership, Retrieved from <http://mcecl.visibli.com/share/FNOdBd>

⁷ Colorado Office of Professional Development (2011). A plan to promote early childhood social and emotional health through professional development. Retrieved from http://www.netnewsdesk.com/resources/375/File/ECC-OPD/PDF/soc_emot_resources/ThePlan3.28.10.pdf

Glossary of Terms - *continued*

Evaluation Research Designs⁸

Experimental designs evaluate a program by first randomly assigning subjects to either receive the intervention or serve in a control group and then comparing their outcomes.

Quasi-experimental designs evaluate a program by comparing outcomes of those receiving the intervention with other individuals who are selected through means other than random assignment.

Non-experimental quantitative designs use questionnaires or structured interviews to survey a group of people with the intention of inferring from their responses to a broader population.

Qualitative evaluation designs use narrative inquiries such as open-ended interviews, ethnographies, case studies, or participant observation to develop in-depth descriptions and interpretations of how a program works.

Descriptive program evaluation assesses how a program delivers services, to whom and by whom, rather than investigating the program's effectiveness.

Participatory evaluation and action research join researchers with community stakeholders to collaboratively identify community concerns, conduct research to explore community issues, devise interventions or other actions to address those issues and concerns, and then learn about the results of those actions.

Evidence in Practice

Best practices⁹ are programs, practices, or strategies that have been shown to effectively address common problems in multiple contexts. Best practices may have been proven effective in comprehensive evaluation studies using objective research methods, OR shown to work effectively in less rigorous field tests using internal assessments that may be more subjective than large-scale external evaluations.

Evidence based practices¹⁰ are programs, practices, or strategies that have the highest degree of proven effectiveness and large-scale replicability. Also called research validated best practices, these are practices that have been evaluated using empirical research that presents conclusive, statistically significant impacts supported by comparison data.

Evidence informed practices¹¹ are programs, activities, or strategies that are based on a theory of change informed by the best available scientific evidence, providers' clinical knowledge and experience, and families' needs, values, strengths, and culture.

Policy and regulation driven practices are programs, activities or strategies whose support is derived from a legislative or regulatory authority. These may include federal or state government agencies or public policies.

⁸ Definitions of evaluation designs have been adapted from the textbook, *Evaluation: a Systematic Approach*, 7th Edition, by Peter Rossi, Mark Lipsey and Howard Freeman.

⁹ US Dept of Health & Human Services ACF. (2010). Identifying and promoting best practices. Retrieved from http://www.acf.hhs.gov/programs/ocs/ccf/about_ccf/gbk_bp/bp_gbk_ov.html.

¹⁰ Ibid.

¹¹ Bowen, S. & Zwi, A.B. (2005). Pathways to "evidence informed" policy and practice: A framework for action. *PLOS Medicine*, 2(7), e166.



Key to Resource Categories and Search Terms

To help you find resources, please see the list of search terms for the selected resource categories. You may also search for topics, key words, and titles using the Acrobat Reader PDF software's "find" or "search" feature.

Head Start Parent, Family, and Community Engagement Framework

Identifies the Program Foundations, Impact Areas, and Outcomes of the Framework that the resource references.

Program Foundations

- Program Leadership
- Professional Development
- Continuous Program Improvement

Program Impact Areas

- Program Environment
- Teaching and Learning
- Family Partnerships
- Community Partnerships

Parent and Family Engagement Outcomes

- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Audience

Identifies audiences, roles, and professionals to whom the resource may be particularly useful:

- Policy Makers (e.g. Board, Policy Council, governing bodies)
- Directors (e.g. directors, managers, supervisors, coordinators)
- Early Care and Education
- Health
- Mental Health
- Early Intervention and Special Needs
- Home Visitors
- Family Services
- Parents/Family
- Service Staff (e.g. bus drivers, cooks, administrative support)
- Training and Technical Assistance Network (T/TA)

Evidence*

Identifies the evidence-base for the resource

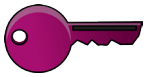
- Evidence Based (Experimental and Quasi-experimental Quantitative Research, Qualitative Research, Participatory and Action Research, Descriptive Program Evaluation)
- Evidence Informed
- Documented Best Practice
- Policy or Regulation Driven

*See Glossary of Terms.

Program

Identifies the Head Start program setting that the resource is relevant to:

- Early Head Start (0-3 years)
- Head Start (3-5 years)
- Migrant and Seasonal Head Start (0-5)
- American Indian-Alaska Native Head Start
- Center-based
- Home-based
- Community-wide



Key to Resource Categories and Search Terms - continued

Diversity**

Comments on issues of diversity addressed by the resource including but not limited to:

- Race/Ethnicity
- Culture
- Geography
- Immigration Status
- Special Needs
- Migrants
- Family Configuration
- Adoptive Families
- Age of Parent/Caretaker (e.g. teens, grandparents)

**Note: This is not an exhaustive list.

Key Words (Selected)

- Child Development
- Cultural Sensitivity
- Evaluation
- Fatherhood
- Goal Setting
- Grandparenting
- Leadership
- Organizational Change and Development
- Outcomes
- Parenting
- Planning
- Resources for Families

Head Start Parent, Family, and Community Engagement Resource Catalog 1.0

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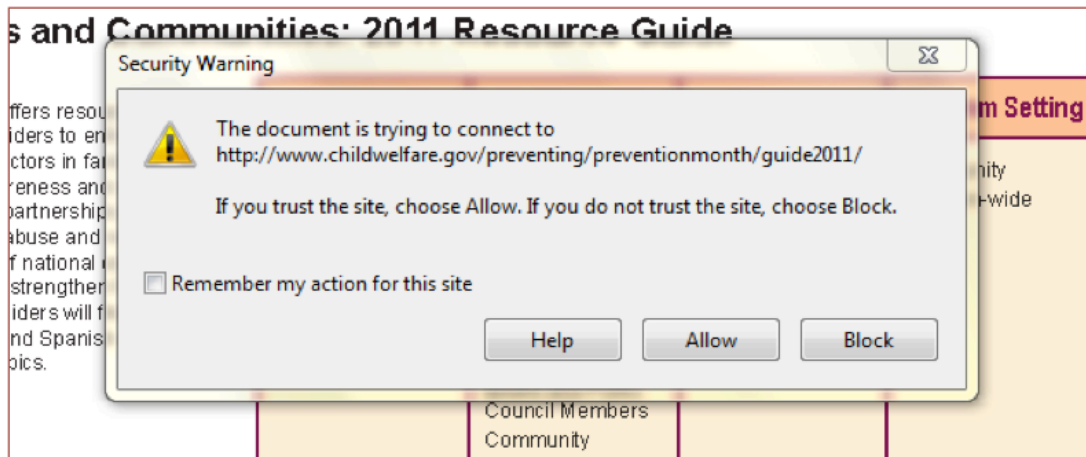
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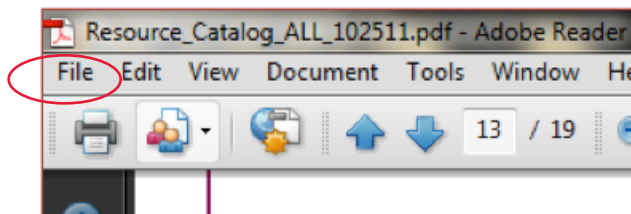
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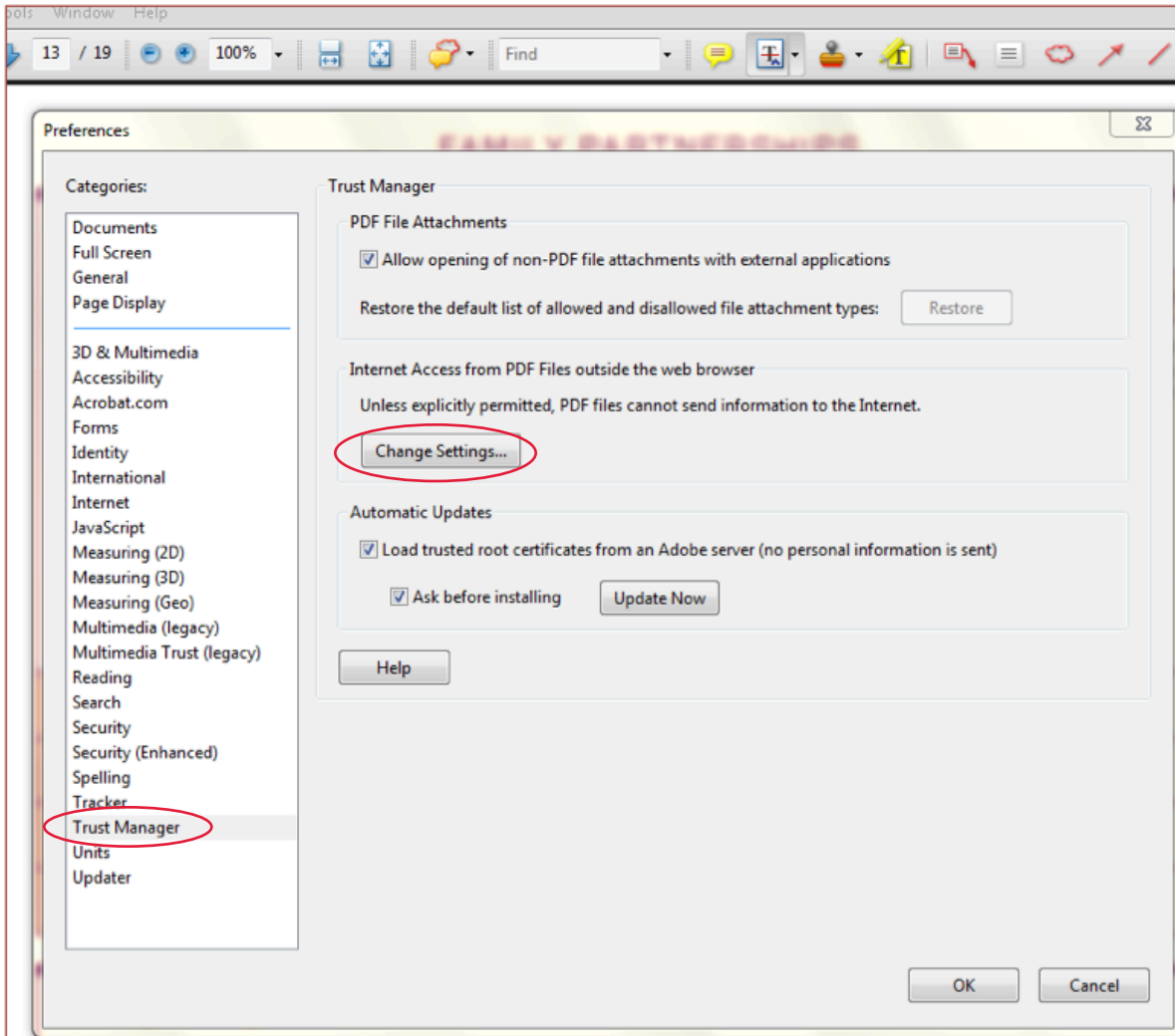


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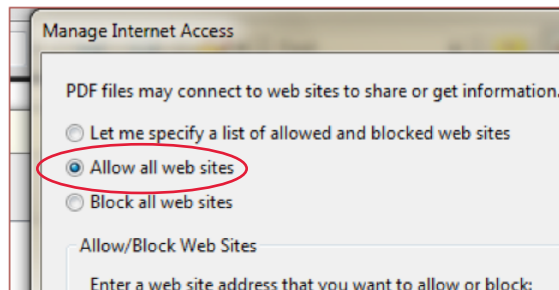


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Acknowledgements

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**Parent, Family, and
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