



# Engaging Parents in the Home-based and Family Child Care Program Options

## TRACK E Webcast Viewer's Guide

### Summary

Early Head Start and Migrant and Seasonal Head Start recognize that parents are the key to positive child outcomes and long term school success. This plenary will discuss the range of opportunities for parent engagement in Early Head Start programs from Policy Council to supporting every day routines. Specific recommendations for engaging parents in the home-based and family child care options will be explored.

### Key Messages

- Parent engagement has a positive impact on children and families.
- Programs need to be strategically intentional in their approaches to engaging at risk parents
- Home-based and Family Child Care program options provide unique opportunities to engage parents.

### Learning Objectives

At the end of the session participants will be able to:

- Discuss the EHS research that supports parent engagement.



- Describe opportunities for engaging parents within all program options.
- Identify specific strategies for engaging parents enrolled in the home-based and family child care program options.

## Presenter

**Dr. Brenda Jones Harden** is an associate professor in the Department of Human Development/Institute for Child Study at the University of Maryland, College Park where she teaches courses on child development, infant/toddler child care, and the development of and interventions for children at environmental risk. Her current research projects are: 1) the functioning of young foster children and their families; 2) the development of children reared with psychologically at-risk parents; 3) the implementation and evaluation of an Early Head Start (EHS) initiative on children experiencing "toxic stress;" and 4) the evaluation of a literacy-based rural home visitation program.

She is the author of numerous publications, including the ZERO TO THREE published book, *Infants in the Child Welfare System: A Developmental Framework for Policy and Practice*. She currently works with several EHS programs in the Washington, DC metropolitan area to develop higher quality services to low-income infants and toddlers and their families. She also trains EHS personnel in infant-toddler development, family development, and home visiting.

## Panelist

**David A. Jones, LMSW**, is the home visiting specialist in the Office of Head Start. He also is co-lead for mental health and fatherhood initiatives. Previously, he was the director of Family Support Services at the Visiting Nurse Service of New York. He implemented their Early Head Start center and home-based program which targets adolescent parents. Additionally, he developed the nationally recognized Father's First Initiative and the Bronx Fatherhood Program, one of New York City's most successful programs serving 16- to 24-year-old non-custodial fathers. He also has provided consultation for other Head Start programs. Mr. Jones was awarded a William Randolph Hearst Foundation fellowship in 2001, and in 2005, the Visiting Nurse Association of America (VNAA) selected him as Innovator of The Year for his outstanding work with fathers.

**Jennifer Boss** is the director of the Early Head Start National Resource Center (EHS NRC). She is responsible for effective and timely completion of contract deliverables, as well as strong fiscal oversight of the EHS NRC budget. In her role as director, Ms. Boss leads management-level EHS NRC staff in work plan development and monitoring and supports effective and collaborative work teams, using the skills, experience, and knowledge of EHS NRC staff to the highest potential. Ms. Boss keeps abreast of developments in the early childhood and infant-toddler field in order to guide the staff of the EHS NRC in its work and to provide the very best and up-to-date information for EHS and Migrant and Seasonal Head Start programs, the Office of Head Start, and the field at large.

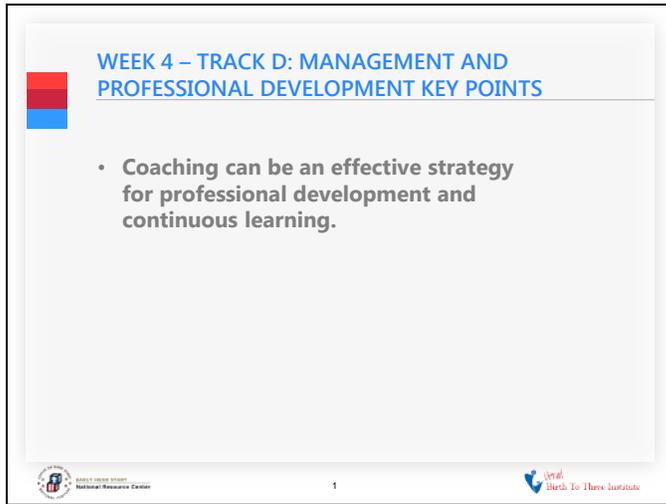


Ms. Boss received her Master of Social Work from Howard University and completed post-graduate clinical training at the Yale University Child Study Center and the Washington School of Psychiatry in Infant/Early Childhood Mental Health. During her career, Ms. Boss has worked as a child and family therapist, adoptions social worker, home visitor, and supervisor with an EHS program, and as a training and a technical assistance provider. Ms. Boss has co-authored articles and book chapters, as well as conducted numerous trainings on early childhood development and early childhood mental health.

**Robert Stechuk** is the Assistant Director of the Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR), where he brings more than 25 years of experience in the field of early childhood education to his position. He participates in all aspects of administering the NCCLR, which is a partnership between Bank Street College of Education in New York and EDC. He was the lead author of Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (Office of Head Start, 2010). He has also worked in a variety of positions in Head Start programs, including six years as a program director.

### Presentation Slides and Notes

Slide 1




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Slide 2

**WEEK 4 – TRACK D: MANAGEMENT AND PROFESSIONAL DEVELOPMENT KEY POINTS**

- Programs can utilize specific strategies for interviewing applicants that will assist them in identifying and hiring relationship-ready staff.




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Slide 3

**WEEK 4 – TRACK D: MANAGEMENT AND PROFESSIONAL DEVELOPMENT KEY POINTS**

- The use of reflective leadership in Early Head Start can provide the support system needed by program staff as they do the rewarding, yet challenging, job of working with children and families.




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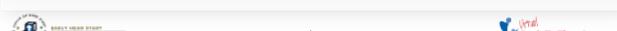
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Slide 4

**WEEK 5 – TRACK E: HOME VISITING AND FAMILY CHILD CARE**

**Plenary Webcast:  
Engaging Parents in the Home-Based and Family Child Care Program Options**

**Monday, June 24, 2013  
2:00-3:30 p.m. EDT**




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Slide 5

**WEEK 5 – TRACK E:  
HOME VISITING AND FAMILY CHILD CARE**

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**Webinar E10:  
Family Child Care – An Effective Program Option  
for Children, Families, and Communities**

**Tuesday, June 25, 2013  
2:00-3:30 p.m. EDT**



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Slide 6

**WEEK 5 – TRACK E:  
HOME VISITING AND FAMILY CHILD CARE**

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**Webinar E11:  
In the Midst of Challenges – Keeping the  
Parent-Child Relationship in Focus**

**Wednesday, June 26, 2013  
2:00-3:30 p.m. EDT**



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Slide 7

**WEEK 5 – TRACK E:  
HOME VISITING AND FAMILY CHILD CARE**

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**Closing Parent Plenary Webcast:  
Something Better for My Children:  
Families Chart Their Course from  
Difficult Childhoods to Devoted Parenting**

**Thursday, June 27, 2013  
2:00-3:30 p.m. EDT**



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Slide 8



## ENGAGING PARENTS IN EARLY HEAD START

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### A Focus on the Home-Based and Family Child Care Program Options

Dr. Brenda Jones Harden





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Slide 9



### AGENDA

- **Parents and child outcomes**
  - Early Head Start
- **Head Start Parent, Family, and Community Engagement Framework**
- **EHS research on parent engagement**
  - Home visitation



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Slide 10



### AGENDA

- **Opportunities for engaging parents in EHS**
- **Strategies for engaging parents in EHS**
  - Program implementation
  - Culture/race/ethnicity
  - Families at risk



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Slide 11

### EARLY HEAD START AND PARENTS

(Chazan-Cohen et al., 2009)

- **Parental functioning and parenting related to child outcomes at age 5**
- **Home learning environment**
  - Child vocabulary
  - Letter-word knowledge
  - Emotion regulation
  - Behavior problems
- **Approaches toward learning**
- **Maternal supportiveness**
  - Child vocabulary
  - Letter-word knowledge
  - Emotion regulation
- **Depressive symptoms**
  - Behavior problems
- **Parenting stress**
  - Behavior problems
  - Approaches toward learning
  - Emotion regulation

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Slide 12

### FAMILY ENGAGEMENT & CHILD OUTCOMES

(Henderson & Mapp, 2002)

- **Higher grade point averages and scores on standardized tests or rating scales**
- **Enrollment in more challenging academic programs**
- **More classes passed and credits earned**
- **Better attendance**
- **Improved behavior at home and at school**
- **Better social skills and adaptation to school**

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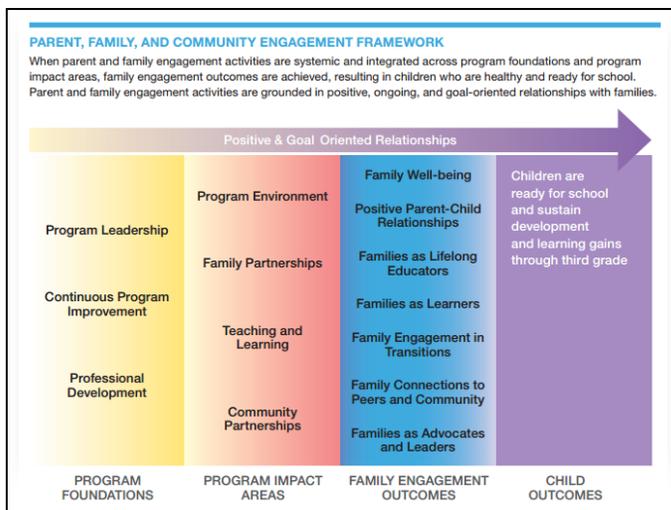
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Slide 13




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Slide 14

**PARENT, FAMILY & COMMUNITY ENGAGEMENT FRAMEWORK IMPACT AREAS**

- **PROGRAM ENVIRONMENT:** *Families feel welcomed, valued, and respected by program staff*
- **FAMILY PARTNERSHIPS:** *Families work with staff to identify and achieve their goals and aspirations*
- **TEACHING AND LEARNING:** *Families are engaged as equal partners in their children's learning and development*




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Slide 15

**PARENT, FAMILY & COMMUNITY ENGAGEMENT FRAMEWORK IMPACT AREAS**

- **COMMUNITY PARTNERSHIPS:** *Communities support families' interests and needs and encourage parent and family engagement in children's learning*




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Slide 16

**PFCE FRAMEWORK 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




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Slide 17



**RELATIONSHIPS MATTER!**

- Recognize that ALL families want to and can be engaged in their children’s learning and development
- Help all staff recognize the advantages of school, family, and community connections
- Enhance school staff’s ability to work with diverse families



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Slide 18



**RELATIONSHIPS MATTER!**

- Enable staff to make connections with community resources
- Explore the benefits of sharing power with families and community members
- Explore how trusting and respectful relationships with families and community members are achieved



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Slide 19



**RELATIONSHIPS MATTER!**

- The Helping Relationship (Korfmacher et al., 2007)
  - Coaching
  - Helping with child development issues
  - Being emotionally involved and caring
  - Promoting harmony among practitioner, parent, and family



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Slide 20

**PARENT ENGAGEMENT IN HOME VISITS**

**VISITATIONS:**

- Defined as the emotional quality of the family’s interaction with the program
- Identified as essential aspect of home visit quality




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Slide 21

**PARENT ENGAGEMENT IN HOME VISITS**

**VISITATIONS:**

- Factors influencing parent involvement:
  - Parent characteristics
  - Home visitor characteristics
  - Program features
  - Critical events




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Slide 22

**PARENT ENGAGEMENT IN HOME VISITS**

**HOME VISITS SHOULD:**

- Focus on child development
- Meet the needs of individual families
- Be engaging for the family and the child (parent-child dyad)




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Slide 23

**FACTORS ASSOCIATED WITH INCREASED HOME VISITATION PROGRAM ENGAGEMENT**  
 (Brookes et al., 2006)

- Family residence is stable or family moves are carefully tracked
- Home visitors are conscientious and persistent
- Home visitor and parent characteristics “match”

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Slide 24

**FACTORS ASSOCIATED WITH INCREASED HOME VISITATION PROGRAM ENGAGEMENT**  
 (Brookes et al., 2006)

- Positive relationship between parent and home visitor
- Program goals and family responsibilities are clear
- Parent is committed to the program as much as to the home visitor

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Slide 25

**FACTORS ASSOCIATED WITH INCREASED HOME VISITATION PROGRAM ENGAGEMENT**  
 (Brookes et al., 2006)

- Home visiting focuses on parenting and child development
- Parent’s partner or other family members are involved

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Slide 26

 **INCREASE FAMILY SELF-EFFICACY**

- Engage families in planning how they would like to be involved at school
- Consult a representative sample of parents and families about policies/proposals
- Involve families in action research (e.g., surveys, observations, review materials)

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Slide 27

 **INCREASE FAMILY SELF-EFFICACY**

- Make it easy for parents to meet and discuss concerns with administrators and teachers, and examine their children's records
- Invite families to attend staff development sessions, faculty meetings, and relevant conferences
- Offer workshops on topics parents suggest

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Slide 28

 **BUILD FAMILY SOCIAL CAPITAL**

- Promote families' connections with each other, with teachers and other school staff, and with community groups
- Translate all communications with families into their home languages and provide an interpreter at meetings

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Slide 29

**BUILD FAMILY SOCIAL CAPITAL**

- Offer child care, meals, and transportation for major activities at the program
- Ask families about:
  - the best times for them to attend events at the program
  - what kind of events they would like to attend
  - what they think would make the program better

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Slide 30

**FAMILY CHILD CARE**

- Link between child development specialist visits to family child care providers and quality of care
  - Visits to family child care homes by a mentor or support person, a provider "asset" associated with quality care (Raikes et al., 2006)
  - Number of child development specialist visits to providers from a technical assistant affected quality scores (Pearlmutter et al., 2005)

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Slide 31

**FAMILY CHILD CARE**

- Link between child development specialist visits to family child care providers and quality of care
  - Combination of frequent home visits by a trained home visitor and regular networking meetings for providers affected quality (McCabe & Cochran, 2008)

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Slide 32

**FAMILY CHILD CARE**

- Need to expand child development specialist role to include providers and parents as collaborators in promotion of child development

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Slide 33

**TYPES OF PARENT INVOLVEMENT**  
(Epstein, 2001)

- Parenting
  - Supportive home environments for children
- Learning at home
  - Help with homework and curriculum-related materials
- Communicating
  - Two-way exchanges about school and children's progress

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Slide 34

**TYPES OF PARENT INVOLVEMENT**  
(Epstein, 2001)

- Volunteering
  - Parent help at school, home, or other locations
- Decision making
  - Parents as representatives/leaders on school committees

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Slide 35

**OPPORTUNITIES FOR PARENT ENGAGEMENT**

- **Parenting**
  - Family Partnership Agreement
  - Socialization groups
  - Parent-child interaction
  - Parent coaching

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Slide 36

**OPPORTUNITIES FOR PARENT ENGAGEMENT**

- **Evidence-based parenting interventions**
  - The Incredible Years (Webster-Stratton)
  - Promoting First Relationships (Kelly)
  - Attachment and Bio-behavioral Catch-up (Dozier)

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Slide 37

**OPPORTUNITIES FOR PARENT ENGAGEMENT**

- **Learning at Home**
  - Child-centered home visits which coach parents to:
    - Promote development via caregiving routines
    - Follow child's lead in play
    - Talk and read to children
  - Curriculum selection and planning

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Slide 38

 **OPPORTUNITIES FOR PARENT ENGAGEMENT**

- **Learning at Home**
  - Lending libraries that offer games and learning materials to build skills at home
  - Socialization and discussion groups with other families about children's learning
  - Classes on how to stimulate their children's mental, physical, and emotional development

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Slide 39

 **OPPORTUNITIES FOR PARENT ENGAGEMENT**

- **Communicating**
  - Texting
  - Cell phone cards
  - Newsletters
  - Cards
- **Volunteering**
  - Within classroom
  - External classroom support

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Slide 40

 **OPPORTUNITIES FOR PARENT ENGAGEMENT**

- **Family nights (academic, social, dining experiences)**
  - Within classroom; external classroom support
- **Decision-Making**
  - Policy Council
  - Parent Advisory Committee

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Slide 41

 **CULTURAL ISSUES**

- Home visitors & family child care providers with cultural backgrounds similar to parents or with knowledge of their culture
- Home visits and family child care offered in parent home language
- Respect shown toward child rearing strategies of parents' culture

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Slide 42

 **CULTURAL ISSUES**

- Materials used in home visits and child care settings which are reflective of family culture
- Socialization events which capitalize on cultural processes of target families

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Slide 43

 **IMPLEMENTATION ISSUES**

- Dosage
  - Home visitation programs typically do not meet dosage goals
- Home Visit Content
  - Higher fidelity
  - Child focus

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Slide 44

**IMPLEMENTATION ISSUES**

- **Parents as partners**
  - Home visitor **NOT** center of session
  - Parent resonance with curriculum/activities

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Slide 45

**FATHER INVOLVEMENT**

- **Most low income fathers are involved in their young children's lives**
- **Fathers' involvement depends on their resources and their relationships with mothers**
- **Fathers' involvement makes a unique contribution to their children's development**

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Slide 46

**FATHER INVOLVEMENT**

- **Father involvement in children's lives and in programs increased by interventions designed specifically for them**

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Slide 47

**ENGAGING PARENTS AT RISK**

- Increase dosage (i.e., double attempts to achieve full dose)
- Provide concrete incentives (e.g., videotape, diapers)
- Connect with parent goals for children and themselves

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Slide 48

**ENGAGING PARENTS AT RISK**

- Be more directive about promoting child's development; focus on skill-building
- Address issues specific to family risk
  - Safety, security, stability, sustenance
  - Mental health, substance abuse, family violence
- Provide "corrective emotional experience"
  - Unconditional positive regard

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Slide 49

**CLOSING THOUGHTS**

- Parents are key to positive child outcomes and long term school success
- Parent engagement has a positive impact on children and families
- Programs need to be strategically intentional in their approaches to engaging at risk parents
- Home-based and family child care options are prime and unique venues for promoting parent engagement

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Slide 50

**Engaging Parents in the Home-Based and Family Child Care Program Options Panel Response**

David Jones, Office of Head Start  
Jennifer Boss, Early Head Start National Resource Center  
Bob Stechuk, Office of Head Start National Center on Cultural and Linguistic Responsiveness

Moderated by:  
Terra Bonds Clark, Early Head Start National Resource Center

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Slide 51

**Children's development is driven by daily experiences and takes place within the families' culture and home language.**

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Slide 52

**The home visitor needs to understand what their professional role is and where the boundaries are.**

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Slide 53

Early Head Start has tremendous potential to impact a child's development.

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Slide 54

26.42% of children enrolled in Early Head Start have a home language other than English (Program Information Report 2012)

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Slide 55

The identity formation of children is directly linked to use of home language.

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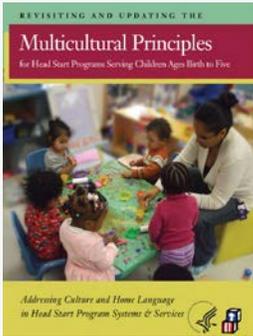
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Slide 56



REVISITING AND UPDATING THE  
**Multicultural Principles**  
for Head Start Programs Serving Children Ages Birth to Five

Addressing Culture and Home Language  
in Head Start Program Systems & Services

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Slide 57



**PROFESSIONAL IDENTITY:**

The process of preparing home visitors and family child care providers with the tools, knowledge, and understanding about their purpose and role prior to, and during, their work with families.

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Slide 58



During the home visit,  
the parent-child  
relationship is the focus.

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Slide 59



**Home visitors should have a support team to help them navigate difficult circumstances through reflective practice and reflective supervision.**



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Slide 60



**Building strong relationships with children and families is the key to doing this work well.**



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Slide 61



**Within the relationship building process, it is important for home visitors and family child care providers to maintain their professional identity and establish and respect boundaries.**



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Slide 62



Staff training and program level support is crucial.

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Slide 63



A child's development should be supported within the context of their family's culture and home language.

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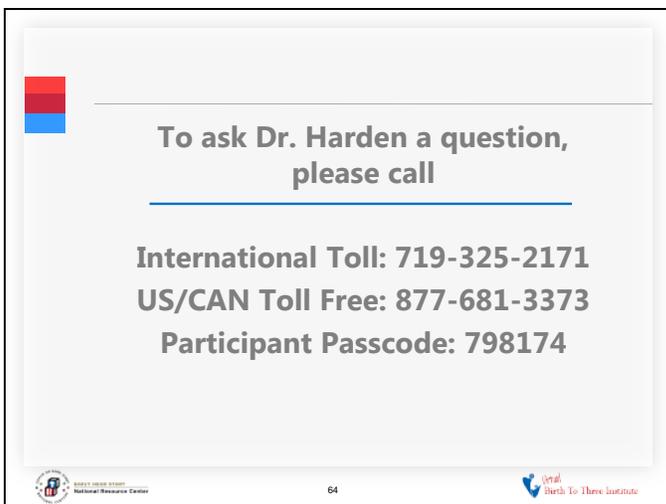
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Slide 64



To ask Dr. Harden a question, please call

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**International Toll: 719-325-2171**  
**US/CAN Toll Free: 877-681-3373**  
**Participant Passcode: 798174**

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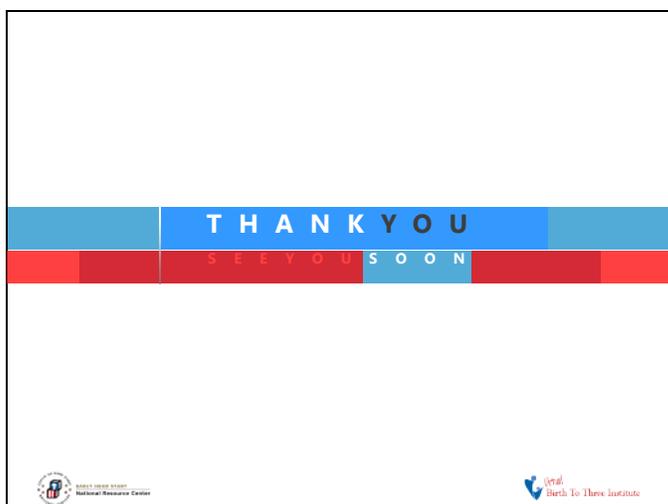
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Slide 65




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## Resources

Best Practices in Family and Community Engagement Video Series: Engaging Fathers.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/fatherengagement/best-practice-video-engaging-fathers.html>

Early Head Start and Head Start Relationship Based Competencies for Staff and Supervisors Who Work with Families.

<http://eclkc.ohs.acf.hhs.gov/hslc/ttasytem/family/Family%20and%20Community%20Partnerships/Family%20Services/Professional%20Development/ohs-rbc.pdf>

Head Start Father Engagement Birth to Five Programming Guide.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf>

Parent, Family, and Community Engagement Resource Catalog.

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/Resource\\_Catalogue\\_041112.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/Resource_Catalogue_041112.pdf)

Professional Boundaries in Work with Expectant Families and Infants, Toddlers, and Their Families. Webcast.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/multimedia/audio-casts/EHSNRCProfession.htm>

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

The Early Head Start Family Child Care Option: Maybe it's a Good Fit for Your Community. Podcast.  
<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/ehsnrc/Early%20Head%20Start/multimedia/podcasts/TheEarlyHeadSt.htm>

Understanding Family Engagement Outcomes: Research to Practice Series. Positive Parent-Child Relationships.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf>

Understanding How Program Foundations Work Together to Strengthen Parent, Family, and Community Engagement (PFCE). New Webinar Series from the National Center on Parent, Family, and Community Engagement.

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

Young Dual Language Learners: Gathering Background Information. Child & Family Language Background & Experiences.

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll\\_background\\_info.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf)

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