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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.

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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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Source URL and/or APA reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Comments on issues of diversity addressed by the resource</td>
</tr>
<tr>
<td>Key Words</td>
<td>Key Words which describe concepts related to parent, family, and community engagement applicable to this resource</td>
</tr>
<tr>
<td>Comments</td>
<td>Comments on quality, related documents (if any), and cost if applicable</td>
</tr>
</tbody>
</table>

PFCE Framework Audience(s) Evidence Program Setting

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

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 ncpfce@childrens.harvard.edu.
**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).

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

**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).

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**Preparation 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.

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

**Source**

**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
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.

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

Source

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.

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 |

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
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.

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<tbody>
<tr>
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</tr>
<tr>
<td>Key Words</td>
<td>Standards, Best Practice, Planning, Leadership, Home Visiting, Outcomes</td>
</tr>
<tr>
<td>Comments</td>
<td>This resource is relevant to the 2010 Patient Protection and Affordable Care Act.</td>
</tr>
</tbody>
</table>
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.

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

**Source**

**Diversity**
N/A

**Key Words**
Family Services Careers, Credentialing, Standards

**Comments**
N/A
### 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.

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


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.

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


Diversity: An extensive bibliography follows the article.

Key Words: Best Practice, Research, Cultural Sensitivity

Comments: N/A
## 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 | Directors (e.g. directors, managers, supervisors, coordinators) | Qualitative Evaluation Design | Community-wide Early Head Start (0-3 years) Head Start (3-5 years)
Family Well-Being | 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) | |
Family Connections to Peers and Community | |
Families as Advocates and Leaders | |
Families as Lifelong Educators | |
Positive Parent-Child Relationships | |
Families as Learners | |

### 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 | Directors (e.g. directors, managers, supervisors, coordinators) | Evidence Informed | Community-wide Early Head Start (0-3 years) Head Start (3-5 years)
Program Environment | Family Services Health Early Care and Education Policy Makers (e.g. Board, Policy Council, governing bodies) Parents/Family | |
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 | |

### 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.
Annotated Bibliography and Webliography for Staff 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 webliography is designed to support staff members who work with grandfamilies. This resource also includes a selection of children’s books that show grandparents in different grandparenting roles.

English

<table>
<thead>
<tr>
<th>Framework</th>
<th>Audience(s)</th>
<th>Evidence</th>
<th>Program Setting</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Evidence Informed</td>
<td>Community-wide Early Head Start</td>
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<tr>
<td>Family Partnerships</td>
<td>Parents/Family Services</td>
<td></td>
<td>(0-3 years) Head Start (3-5 years)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Home Visitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Well-being</td>
<td>Policy Makers (e.g. Board, Policy Council, governing bodies)</td>
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</tr>
<tr>
<td>Family Connections to Peers and Community</td>
<td>Early Care and Education</td>
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</tbody>
</table>


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

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

<table>
<thead>
<tr>
<th>Framework</th>
<th>Audience(s)</th>
<th>Evidence</th>
<th>Program Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
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<td>Evidence Informed</td>
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<td>Family Connections to Peers and Community</td>
<td>Early Care and Education</td>
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<td>Head Start (3-5 years)</td>
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<tr>
<td>Families as Lifelong Educators</td>
<td>Parents/Family</td>
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<tr>
<td>Families as Learners</td>
<td>Early Care and Education</td>
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</table>

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.
# 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.

**Source**
- http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/TA6%5B1%5D.pdf

**Framework**
- Teaching and Learning
- Family Well-Being
- Families as Lifelong Educators
- Positive Parent-Child Relationships
- Family Engagement in Transitions

**Audience(s)**
- 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**
- Evidence Informed

**Program Setting**
- Center-based Home-based Early Head Start (0-3 years)
- Head Start (3-5 years)

---

# 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.

**Source**

**Framework**
- Teaching and Learning
- Family Partnerships
- Families as Lifelong Educators
- Positive Parent-Child Relationships
- Families as Learners

**Audience(s)**
- Family Services
- Home Visitors
- Parents/Family
- Early Care and Education

**Evidence**
- Collection Evidence-based practices

**Program Setting**
- Early Head Start (0-3 years)
- Center-based Home-based Head Start (3-5 years)

---

**Comments**
- The full article is available for a small fee ($5.00).
### Early Development Instrument (EDI)

The EDI is an 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.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Audience(s)</th>
<th>Evidence</th>
<th>Program Setting</th>
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<tbody>
<tr>
<td>Community Partnership</td>
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<td>Experimental and Quasiexperimental Quantitative Design</td>
<td>Community-wide Early Head Start (0-3 years) Head Start (3-5 years)</td>
</tr>
<tr>
<td>Continuous Program Improvement</td>
<td>Directors (e.g. directors, managers, supervisors, coordinators)</td>
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<tr>
<td>Teaching and Learning</td>
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<tr>
<td>Family Engagement in Transitions</td>
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<tr>
<td>Families as Lifelong Educators</td>
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</tbody>
</table>

**Source**


**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.

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### 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.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Audience(s)</th>
<th>Evidence</th>
<th>Program Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Partnerships</td>
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<td>Family Well Being</td>
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<td>Family Engagement in Transitions</td>
<td>Health</td>
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<td>Family Connections to Peers and Community</td>
<td>Mental Health</td>
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<td>Disabilities</td>
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<td>Home Visitors</td>
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<td>Family Services</td>
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<td></td>
<td>Service Staff (e.g. bus drivers, cooks)</td>
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<tr>
<td></td>
<td>Training and Technical Assistance Network (T/TA)</td>
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</tbody>
</table>

**Source**


**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.
Index

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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
- ZERO TO THREE Home Visiting Community Planning Tool .......................... page 3

### Continuous Program Improvement

- McCormick Center for Early Childhood Leadership: Director’s Link ............... page 1
- Preparing and Supporting Diverse, Culturally Competent Leaders: Practice and Policy Considerations ........................................ page 1
- Tools to Strengthen Families and Communities: A Compendum ................ page 2
- Family Services Career Central .......................................................... page 4
- Dual Language Learning: What does it take? ........................................ page 5
- Early Development Instrument (EDI) ..................................................... page 9
- Working Systematically in Action: Engaging Family and Community .......... page 2
- ZERO TO THREE Home Visiting Community Planning Tool .................... page 3

### Professional Development

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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 Assessment**: 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 Assessment**: 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 Assessment**: 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.

**Credential**: 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 Sensitivity**: means being aware that cultural differences and similarities exist and have an effect on values, learning, and behavior.

**Cultural Competency**: 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.

**Standards**: 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.

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2 Head Start Performance Standards 1305.3(c)  
6 McCormick Center for Early Childhood Leadership, Retrieved from http://mcecl.visibili.com/share/FNOdBd  
Glossary of Terms - continued

Evaluation Research Designs

**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 practices** 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 practices** 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 practices** 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.

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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.


10 Ibid.

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
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
Technical Notes

To Report Broken Links
Click here to report a broken link: ncpfce@childrens.harvard.edu
Please send the title of the resource and a message stating the problem.

To Recommend a Resource
Email name, description, and how to acquire the resource to ncpfce@childrens.harvard.edu

Accessibility
This catalog is fully accessible in Acrobat Reader when the appropriate accessibility preferences are checked.

To Disable Acrobat Reader Security Warnings (optional)
This section is to help open URL links in the catalog without receiving a security warning. This process will disable all Security Warnings in Acrobat Reader. The process can and should be reversed after viewing this document.

Sample:

Step1: In Adobe Reader go to Edit and choose Preferences
Step 2: In Preferences click Trust Manager and then Change Settings

Step 3. Click “Allow all web sites” and then click OK
Acknowledgements

The Head Start Parent, Family, and Community Engagement Catalog 1.0 was developed by the National Center on Parent, Family, and Community Engagement for the Office of Head Start. This Center is a partnership between Brazelton Touchpoints Center at Children’s Hospital Boston and the Harvard Family Research Project, with the Council of Chief State School Officers, Save the Children, and National PTA.

Special thanks to the Materials Work Group Members: Wendy Watson, Claudia Quigg, Deb Widenhofer, Aziele Jensen, Dewana Thompson, Sue Heisler, and Maretta Juarez. Our thanks also to Kiersten Beigel, Office of Head Start; National Center on Cultural & Linguistic Responsiveness; National Center on Quality Teaching and Learning; and Elena Lopez, Harvard Family Research Project for their thoughtful contributions to this work. March 2012.