

OHS Parent, Families and Communities Framework

Research and Best Practices References

Office of Head Start and the National Center on Parent, Family, and Community Engagement (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to Age 8*.

Office of Head Start and the National Center on Parent, Family, and Community Engagement. (2011). *Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a PFCE Assessment*.

Parent, Family, and Community Engagement Program Framework

Aikens, N., Troll, L., Hulsey, L., Ross, C., West, J. & Due Y. (2010). A year in Head Start: Children, families and programs. ACF–OPRE Report. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

Bryk, A.S., Sebring, P.S., Allensworth, E., Luppescu, S., & Easton, J.Q. (2009). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press.

Duggan, A., Bair-Merritt, M., Burrell, L., Clixton-Keeler, F. Crowne, S. Decelle, K., McFarlane, E. & Tandon, S. (2011). Lessons from research that should guide policy and practice. National Summit on Quality in Home Visit Programs. http://homevisitingssummit2011.org/uploads/Anne_Duggan.pdf

Glisson, C. & Hemmelgarn, A. (1998). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems. *Child Abuse & Neglect* 22 (5), 401-421.

Glisson, C. & Schoenwald, S. (2005). The ARC organizational and community intervention strategy for implementing evidence-based children's mental health treatments. *Mental Health Services Research*, 7 (4), 243-259.

Program Leadership

Bryk, Anthony S., Sebring, Penny B., Allensworth, Elaine, Luppescu, Stuart & Easton, John Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press.

Ren-Etta Sullivan, D. (2003). *Learning to lead: Effective leadership skills for teachers of young children*. St. Paul, MN: Redleaf Press.

Continuous Improvement

Bryk A. S., Gomez L. M., Grunow A. (2010), *Getting Ideas Into Action: Building Networked Improvement Communities in Education*, Carnegie Foundation for the Advancement of Teaching, Stanford, CA, essay, retrieved from <http://www.carnegiefoundation.org/spotlight/webinar-bryk-gomez-building-networked-improvement-communities-in-education>

Buysse, V. and Wesley, P.W. (2006). *Evidence-based practice in the early childhood field*. Washington, D.C.: Zero to Three.

Harvard Family Research Project (2002) *Evaluation for Continuous Improvement*. *The Evaluation Exchange*, 8(2), 1-20.

Professional Development

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.

Wenger, E.C. & Snyder, W.M. (2000). Communities of practice: The organizational frontier. *Harvard Business Review*, 78(1), 139-145.

Neuman, S.B. & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal*, 46(2), 532-566.

Program Environment

Bryk, A.S. & Schneider, B. (2003). Trust in schools: a core resource for school reform. *Educational Leadership*, 60(6), 40-45.

Halgunseth, L.C., Peterson, A., Stark D.R., Moodie, S. (2009) *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of Literature*. National Association for the Education of Young Children and Pre-K now. Retrieved June 2011 from, http://www.naeyc.org/files/naeyc/file/ecprofessional/EDF_Literature%20Review.pdf

Henderson, A., Mapp, K., Davies, D. & Johnson, V. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: New Press.

Family Partnerships

Blue-Banning, M., Summers, J., Frankland, H., Nelson, L., & Beegle, G. (2004). Dimensions of Family and Professional Partnerships: Constructive Guidelines for Collaboration. *Exceptional Children*, 70(2), 167-184.

Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2007). Meta-analysis of family-centered help giving practices research. *Mental Retardation & Developmental Disabilities Research Reviews*, 13(4), 370-378.

Fantuzzo, J., McWayne, C., Perry, M. A., & Childs, S. (2004). Multiple Dimensions of Family Involvement and Their Relations to Behavioral and Learning Competencies for Urban, Low-Income Children. *School Psychology Review*, 33(4), 467-480.

Howes, C., Phillipsen, L. C., & Peisner-Feinberg, E. (2000). The consistency of perceived teacher-child relationships between preschool and kindergarten. *Journal of School Psychology*, 38(2), 113-113-132.

Lester B. & Sparrow J. (Eds.). (2010). *Nurturing children and families: Building on the legacy of T. Berry Brazelton*. Hoboken, NJ: Wiley Blackwell.

Sheridan, S., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready Intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21(1), 125-156. DOI: 10.1080/10409280902783517.

Webster-Stratton, C., Reid, M.J., & Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher partnership in Head Start. *Journal of Clinical Child Psychology*, 30(3), 283-302.

Teaching and Learning

Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98, 653-664.

Fantuzzo, J., McWayne, C., & Perry, M. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *The School Psychology Review*, 33(4), 467-480.

Raikes, H., Luze, G., Brooks-Gunn, J., Raikes, H.A., Pan, B.A., Tamis-LeMonda, C.S., et al. (2006). Mother-child bookreading in low-income families: Correlates and outcomes during the first three years of life. *Child Development* 77(4), 924-953.

Community Partnerships

Epstein, J.L. et al. (2009). *School, family, and community partnerships: Your handbook for action* (3rd edition). Thousand Oaks, CA: Corwin Press.

Kubisch, A.C., Auspos, P., Brown, P. and Dewar, T. (2010). *Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*. Washington, D.C.: Aspen Institute.

Putnam, R.D., Feldstein L., & Cohen D. (2003). *Better Together: Restoring the American Community*. New York: Simon & Schuster.

McAllister, C.L., et al. (2005). "Come and Take a Walk": Listening to Early Head Start parents on school-readiness as a matter of child, family, and community health. *American Journal of Public Health*, 95, 617-625.

Fantuzzo, J. et al. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review*, 33, 467-480.

Source: Using the Head Start PFCE Framework in Your Program: *Markers of Progress* (2011)