

# **Parent Involvement**

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**Head Start Publications Management Center**

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**December 1998**

Prepared for the Head Start Bureau by Trans-Management Systems, Corp. under contract 105-95-1527. No official endorsement of any practice, publication or individual by the Department of Health and Human Services or the Administration for Children and Families, the Head Start Bureau or the Head Start Publications Management Center is intended or is to be inferred.

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## INTRODUCTION

The purpose of this guide is to provide information on resources that support families and build confidence in their knowledge, interest, and skills. Parent Involvement means that families take an active role in their child's education and development, helping to make decisions about their program in partnership with other parents, staff and program coordinators. The contribution of family experience, perspective and participation is of tremendous value to Head Start Programs.

Included in this guide are selected recent journal articles, book titles, video titles, and lists of associations and organizations that specialize in Parent Involvement. A separate resource guide, *Parent Resources: An Internet Pathfinder*, contains Internet sites on Parent Involvement.

This Resource Guide was not intended to be a comprehensive directory. Sources used in compiling the information included education, psychology and association databases. Due to the tremendous volume of information available on Parent Involvement, citations in the Books and Videos sections are restricted to 1994 to 1998, while those in the BiblioBriefs section are restricted to 1997 to 1998.

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## BIBLIOBRIEFS

*Journal articles and reports in this section were selected from the ERIC, PsychInfo and Information Access databases of DIALOG Corporation. Due to the volume of information available on Parent Involvement, and for currency of information, citations were restricted to 1997 and 1998.*

Allen, Sharon, et al. "Successful Methods for Increasing and Improving Parent and Child Interaction." Paper presented at the National Head Start Association Training Conference, Boston, MA. (May 25-31, 1997). ERIC Report Number ED408096.

*Recognizing that parenting style can influence educational experience, an ethnographic approach was used to evaluate the impact on parent-child interaction of the parent education component of the South Dakota Head Start/Public School Transition Project. Results indicated that family service coordinators have been instrumental in increasing parent and child interactions. Implications of increased parent involvement and improved communication include higher self-esteem and increased educational success for children. Contain over 60 references.*

Allen, Sharon , et al. "What Teachers Want from Parents and What Parents Want from Teachers: Similarities and Differences." Paper presented at the Annual Meeting of the American Education Research Association, Chicago, IL. (March 24-27, 1997). ERIC Report Number: ED408097.

*Evaluation of the South Dakota Head Start/Public School Transition Demonstration Project of parents' and teachers' expectations of one another. Results indicated that parents and teachers had adversarial roles at times and held different expectations. Teachers felt that parents should be more involved, while parents felt they were already involved. Teachers believed that schools communicated well with parents, while parents disagreed. The most agreement was found in the desire of both groups for educational success of children. Contains 54 references.*

Barnett, W. Steven and John W. Young. "How preschool education influences long-term cognitive development and school success: A causal model." Early care and education for children in poverty: Promises, programs, and long-term results. State University of New York Press, Albany, 1998.

*Data from the High Scope Perry Preschool study examines the empirical support for each of the four alternatives. All four alternatives seek to explain the pattern of effects over time resulting from preschool education programs for children in poverty. The cognitive, socialization and parent involvement models of the preschool program's initial effects and the links from initial effects were compared. Overall, the results favored the view that the long-term effects of the Perry Preschool program on achievement and school success derived from its immediate effect on cognitive abilities rather than from program effects on parents or on children's socialization.*

Bhagwanji, Yash and Jeanette A. McCollum. "Parent involvement in preschool programs for children at risk for academic failure." Infant-Toddler Intervention 8 (March 1998): 53-66. *Study examined the association between demographic factors and families' involvement in their children's education. Results indicated that low-income parents, single parents, and parents who spoke a non-English language at home participated significantly less in most of the involvement opportunities available. Implications for practice and further research are discussed.*

Bounds, Betsy. "Families First. Final Report." Evaluation Report, U.S. Department of Education, Washington, DC, 1997. ERIC Report Number ED416954. *Examines model program developed and implemented by the Tucson Unified School District in Arizona that established a family-school partnership to improve the educational achievement of at-risk preschool children. An evaluation of the program found that parents had realistically high expectations for their children, that increasing numbers of parents became involved in their children's education, and that nearly half of the parents implemented educational recommendations for their children at home.*

Coleman, Mick and Susan Churchill. "Challenges to family involvement.." Childhood Education 73 (Spring, 1997)3:144-149. *The increase in number of early childhood education programs mirrors a growing interest in early educational enrichment experiences for children. Educators are trying to discover new ways of involving families in children's education, since both educators and parents are interested in child development. However, family involvement efforts are challenged by ambiguous definitions of family involvement and the diversity of family-school environments. To counter these challenges and strengthen family involvement, practical strategies can be adopted, including teacher training, community education and the use of family involvement research.*

Gavin, Karen M. and Daryl Greenfield. "A comparison of levels of involvement for parents with at-risk African American kindergarten children in classrooms with high versus low teacher encouragement." Journal of Black Psychology 24 (November 1998):403-418. *Study reveals that teacher encouragement of parent involvement in the education of 76 African American kindergarten children did not quite inspire general involvement among parents. However, encouragement from teachers was found effective in certain areas of parent involvement, such as home-school communication and school volunteering. The implications of the study on designing and evaluating parent involvement programs, particularly for large African American families, are discussed.*

Larsen, Jean M. and Julie H. Haupt. "Integrating home and school: Building a partnership." State University of New York Press, Albany, 1997. *Focuses on two avenues of integrating home and school to facilitate reaching each child's potential, academically as well as socially. The first avenue consists of the early childhood educator's responsibility to reach out to parents to assist them in fulfilling their role as the child's first and most important teacher through parent training efforts. Parents are highly influential teachers, whether they recognize it or not. Parents are in the best position to positively influence their child's early learning and engender healthy dispositions that will enhance their child's school success. The second avenue for integrating home and school focuses on parent involvement in school. This aspect of the home-school partnership is reflected*

*in current popular themes in the field of early childhood education referred to in the terms "parent involvement " or "parents as partners." Having parents involved in their children's formal education by understanding and being supportive of the curriculum goals of the program, contributing to children's learning with follow-up activities at home, and even assisting in the classroom as volunteer teacher aides are significant elements of this dimension.*

Lonigan, Christopher J. and Grover J. Whitehurst. "Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds." Early Childhood Research Quarterly 13(1998): 263-290.

*The effects of an interactive shared-reading intervention were evaluated with 3- to 4-year-old children from low-income families who attended subsidized child care. The children entered the program with oral language skills that were significantly below age-level as measured by standardized tests. Children were pretested and randomly assigned to 1 of 4 conditions: (a) no treatment control, (b) a school condition in which children were read to by their teachers in small groups, (c) a home condition in which children were read to by their parents, and (d) a combined school plus home condition. Parents and teachers were trained in a specific form of interactive reading via an instructional videotape. The intervention was conducted for 6 weeks, after which children were post-tested on standardized measures of oral language, and language samples were obtained during a shared-reading assessment. Significant effects of the reading intervention were obtained at posttest and were largest for children in conditions involving home reading.*

Morris, Vivian Gunn and Satomi Izumi Taylor. "Family Involvement in Education: The Role of Teacher Education." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (March 24-28, 1997). ERIC Report Number ED411220.

*This study's primary purpose was to determine the extent to which selected course experiences influenced preservice teachers' perceptions of their comfort and competence levels in planning and implementing family involvement programs in schools. Findings supported the premise that course experiences focused on family involvement have the potential to better equip prospective teachers with the skills needed to foster parent-teacher collaboration. Contains 31 references.*

Reynolds, Arthur J. and Heesuk Chang. "Early intervention and juvenile delinquency: An exploratory analysis of the Chicago child-parent centers." Evaluation Review 22 (June 1998):341-372.

*Investigates the relation between participation in the Child-Parent Center and Expansion Program during preschool to 3rd grade and measures of adolescent delinquency for low income, mostly Black youths in the Chicago Longitudinal Study. Preschool participation alone had no systematic relation with delinquency but was marginally associated with delinquency reports at ages 15 and 16. Reductions in school-reported delinquency were found to be due to postprogram parent involvement in school, and less frequent mobility.*

Sissel, Peggy A. "Participation and Learning in Head Start: A Sociopolitical Analysis." Adult Education Quarterly 47 (Spr-Sum 1997):123-137.

*Observations and interviews with 40 Head Start staff and 50 parents are examined as part of an ethnographic study. Teaching and learning were affected in terms of capacity (lack of resources,*

*which affected expectation of parent involvement), power relations (allocation/withdrawal of resources), and connection (when parents and staff shared understanding of roles and power).*

Whyte, Bill. "Crossing Boundaries: An Exercise in Partnership Provision." The British Journal of Social Work 27 (October 1997): 679-704.

*Evaluates the Children's Project, a cooperative school/social work program to enhance the home-primary school transition of disadvantaged preschool children living in Edinburgh (Scotland). Drawing on 1991/92 interview data from project staff, teachers, parents and field social workers, the results revealed many benefits in delivering social work services in partnership with education, although some role confusion showed a need to train staff in team-building. Parent involvement in the education process is discussed. Contains 55 references.*

Williams, Patricia; Lundsteen, Sara W. "Home Literacy Portfolios: Cooperative Tools for Assessing Parents' Involvement in Their Prekindergarten Child's Literacy Development." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (March 24-27, 1997).

*Examines parent involvement in an early childhood literacy development workshop in a public school in Texas. In addition to attending weekly workshops, parents developed home literacy portfolios. Findings suggest that using portfolios increased parent's awareness, which was also a useful tool for sharing information at parent/teacher conferences.*

Workman, Susan H. "Family-School Partnerships: A Family Strengths Approach." Young Children 52 (May 1997): 10-14.

*The family strengths approach to parent involvement is based on concepts of communication, collaboration, and community. Communication involves relationships based on shared responsibility around common goals. Collaboration starts with teach-parent discussions centered on goals for children. Community is evident in the sharing, participation, and fellowship in early childhood programs.*

## BOOKS

*Titles in this section are divided into two categories: books for parents, and books for professional childcare providers. Wherever possible, ordering information is included in the abstracts.*

### *Books for Parents*

America Goes Back to School: Parents Activity Guide. Institute of the Family Involvement Partnership for Learning, 1997.

*A packet of information that tells parents what they need to know to better work with their child's teacher. To order a copy, call (800) USA-LEARN.*

Ballen, Jennifer and Oliver Moles. Strong Families, Strong Schools: Building Community Partnerships for Learning. EDRS, 1994.

*Asserts, based upon thirty years of research, that the starting point of American education is parent expectations and parental involvement in their child's education. To order a copy, call 800-443-3742.*

Benjamin, Susan M. and Susan Sanchez. Should I Go To the Teacher?: Developing a Cooperative Relationship with Your Child's School Community. Heinemann, Portsmouth, NH, 1996.

*This book helps the parent understand the teacher's perspective in order to develop a positive parent-teacher relationship and to keep things running well at school. It talks about addressing problems and about volunteering at school.*

Brodkin, Adele M. Between Teacher and Parent. Scholastic, 1994.

*A collection of columns on how to work together from Early Childhood Today directed at parents and teachers.*

Cantor, Ruth F. Parents' Guide to Special Needs Schooling: Early Intervention Years. Auburn House, 1995.

*Discusses how parents can be involved in the early childhood education of their special needs child.*

Chandler, Lynette K. et. al. Planning Your Child's Transition to Preschool: A Step-by-Step Guide for Families. University of Illinois at Urbana-Champaign, FACTS/LRE Project, 1995.

*A booklet that provides families with information they need to plan for transitions, including handouts on topics such as family involvement in transition planning, participation on a transition team, and a sample transition timeline. To order a copy, call 217-333-4123.*

Church, Ellen Booth. Everything You Always Wanted to Know About Preschool but Didn't Know Whom to Ask. Scholastic Early Childhood, 1996.

*Provides practical orientation to parents on what to expect about preschool. Developed by Scholastic and the Vermont PTA.*

Compact for Learning. An Action Handbook for Family-School-Community Partnerships. U.S. Department of Education, Partnership for Family Involvement in Education, 1997.

*A packet of action information for parents and schools to describe the quality of instruction and learning environment that will be provided and to address the importance of communication between parents and teachers. To order a copy, call 800-USA-LEARN.*

Cochran, Mon and Eva. Child Care that Works: A Parent's Guide to Finding Quality Child Care. Houghton Mifflin, 1997.

*A book designed to help parents evaluate the quality of childcare programs. It also includes advice in easing separation anxiety, and other day-to-day issues for parents.*

Dodge, Diane Trister and Joanna Phinney. A Parent's Guide to Early Childhood Education. Redleaf Press, 1998.

*Explains the relationship between play and learning, and explains "developmentally appropriate" to parents. (#5024) Available in Spanish (#5027).*

Fujawa, Judy. (Almost) Everything You Need to Know About Early Childhood Education: The Book of Lists for Teachers and Parents. Gryphon House, 1998.

*This handbook on early childhood education includes parent participation information and classroom management strategies.*

Goldberg, Sally. Parent Involvement Begins at Birth: Collaboration between Parents and Teachers of Children in the Early Years. Allyn and Bacon/Simon and Schuster Education Group, 1997.

*The book describes the parent involvement process, including parent education classes, a curriculum of developmentally appropriate learning activities for parents to use at home. It includes a developmental review and assessment that can be completed at age 3 and a follow-up review at age 5 to identify areas that need strengthening. It describes the guidance approach to discipline and managing child behavior. Early literacy and a chapter on special needs, including Attention Deficit Disorders and the gifted are addressed. A curriculum of activities designed to promote the development of the child's skills in all areas is provided. It includes key developmental milestones. Numerous play activities with instructions are included in the final section of the book. To order a copy call 800-852-8024.*

Hannigan, Irene. Off to School: A Parent's Eye View of the Kindergarten Year. NAEYC, 1998.

*This book is about parent-teacher communication after the transition to kindergarten. A parent shares a journal of her communication with her child's kindergarten teacher. To order a copy, call 800-424-2460.*

Henderson, Anne. Parents Are Powerful. Center for Law and Education, 1996.  
*This book explains developmental stages in children. It encourages parents to be advocates, provides information on parent rights, and explains how this can be done at different educational levels. To order a copy, call 202-986-3000.*

Hewitt, Deborah. So This is Normal Too? Teachers and Parents Working Out Developmental Issues in Young Children. Redleaf Press, 1995.  
*This guide explains young children's normal developmental behaviors that frequently cause concern through sixteen chapters on problematic developmental issues. It identifies factors parents and caregivers can control in the environment that may yield a positive response from a child. Each chapter is divided into four sections: one for providers, one for parents, one outlining a plan of action, and one form for recording the plan.*

Hunter, R.W. Parents as Policy-Makers: A Handbook for Effective Participation. Research and Training Center on Family Support and Children's Mental Health, Portland State University, 1994.  
*This book describes policy-making bodies and advocacy skills for the benefit of parents of children with mental health needs.*

Kelker, K.A. and C. Wagner. Taking Charge: A Handbook for Parents Whose Children Have Emotional Disorders. Research and Training Center on Family Support and children's Mental Health, 1994.  
*This book discusses how parents can develop individualized education plans that support their children's emotional needs. The material about IDEA needs updating, however.*

Kirshbaum Roberta and Robin Dellabough. Parent Power : 90 Winning Ways to Be Involved and Help Your Child Get the Most Out of School. Hyperion, 1998.  
*Practical advice that runs from simple suggestions "listening to one's child" and volunteering to be a homeroom teacher to starting a foundation. Looks at parents as consumer advocate, with the child the consumer and the product, education. Sample forms, checklists, and even sample press releases, are included. The lists of suggestions address single parents, stay-at-home parents, parents of older children, etc.*

Leaders' Guide to Parent and Family Involvement. National PTA, Chicago, 1996.  
*Written for parent leaders. It explains how to build parent involvement in schools. It contains a resource list of organizations and publications. To order a copy, call 800-307-4782.*

Listen, Discuss and Act: Parents' and Teachers' Views on Educational Reform. Education Commission of the States, Denver, 1996.  
*Using information gathered from educational surveys and focus groups, this book provides a new perspective on school reform. It tells how to address barriers of involving parents in schools. It contains colorful and easy-to-understand charts. To order a copy, call 303-299-3692.*

National Standards for Parent/Family Involvement Programs. National PTA, Chicago, 1997.  
*Six standards for parent/family involvement are discussed in this guide. Each standard is accompanied by quality indicators. The purpose of this book is to evaluate parent involvement practices within communities. To order a copy, call 312-670-6782.*

Parents Ask About Title I. RMC Corporation, Portsmouth, NH, 1996.  
*This set of five booklets describe Title I requirements. It covers standards, parent involvement policies, compacts, and school profiles. Available in English and Spanish. To order copies, call 800-443-3742.*

Parents' Guide After Head Start: Success in Public School. National Head Start Association, 1995.  
*A pamphlet that includes checklists for parent involvement during the transition period from Head Start to public school. It includes a model letter to the principal, suggestions on how to be involved in schools, and ten essential elements for success. To order a copy, call 703-739-0875.*

Rogers, Margot. Planning for Title I Programs: Guidelines for Parents, Advocates and Educators. Center for Law and Education, 1996.  
*This book explains Title I requirements and how parents and advocates can ensure that schools adhere to them. It also describes ways that advocates can reach, assist and train parents. To order a copy, call 202-986-3000.*

Smith, Pamella, Sharon Rosenkoetter, and Carolyn Streufert, Editors. Step Ahead at Age 3. Bridging Early Services Taskforce, Topeka, 1995.  
*A booklet for families on the transition process as experienced by three-year-old children with disabilities. The purpose is to assist families through the process. Also available in Spanish. To order a copy, call 316-241-7754.*

Strong Families, Strong Schools: Building Community Partnerships for Learning. U.S. Department of Education, 1994.  
*In the interests of improving schools, this publication emphasizes the need for families, schools, communities, businesses and government to work together. Includes models of promising practices. To order a copy, call 800-424-1616.*

Wilson, Gary. Activities for Parent Groups. Humanics Learning, 1997.  
*This book offers practical ways to plan and organize parent groups to increase parent involvement. To order a copy, call 800-874-8844.*

Youngblood, Jack, and Marsh Youngblood. Positive Involvement : How to Teach Your Child Habits for School Success. Brown Wood Press, 1995  
*In this self-published book, the authors who are educators argue that parents can play a critical role in their child's education by helping to cultivate good study habits. This is done, not by commanding it, but by personal commitment. That includes taking time to help, being patient, and abstaining from watching TV while children work.*

### ***Books for Childcare Professionals***

Bamber, Christina, Nancy Berla, and Anne Henderson. Learning From Others: Good Programs and Successful Campaigns. Center for Law and Education, 1996.

*Notebook format, this book describes 68 programs that successfully engage families in improving student outcomes. Organized from preschool through high school. Contains large number of references and resources. To order a copy call 202-462-7688.*

Barclay, Kathy and Elizabeth Boone The Parent Difference: Uniting School, Family, and Community Skylight Training and Publishing, Inc., 2626 South Clearbrook Dr., Arlington Heights, IL, 1996.

*This book explores why these partnerships are difficult to create without first addressing the negative attitudes that prevail among many school staffs. Emphasizes moving beyond traditional approaches to plans that implement effective parent involvement and advocacy. To order a copy, call 800-348-4474.*

Batey, Carol S. Parents Are Lifesavers: A Handbook for Parent Involvement in Schools. Corwin Press, 1996.

*The author provides instructions for getting parents, including those who are hard-to-reach involved in schools. The book includes sample volunteer forms, parent and staff surveys and teacher improvement plans, among other items that can be used by school staff and parents.*

Berger, E.H. Parents as Partners in Education: Families and Schools Working Together. Prentice Hall, 1995.

*Explores how parent involvement can become a reality.*

Booth, A. and J.F. Dunn, Editors, Family-School Links: How Do they Affect Educational Outcomes? Lawrence Erlbaum Associates, 1996.

*See especially the chapter by J.L. Epstein, "Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships," pp. 209-246.*

Building Supportive Communities. Head Start Bureau, 1995.

*This Head Start foundation guide concentrates on the significance of building strong relationships both within Head Start and in the broader community. It illustrates how positive relationships among staff, families and community organizations provide critical support for Head Start children and families. To order a copy, call 202-737-1030. Non-Head Start organizations may order this publication through GPO.*

Business Guide to Support Employee and Family Involvement in Education. Conference Board, 1997.

*Gives business leaders ideas about how to create policies and practices that promote employee and family involvement in education.*

Buzzell, Judith B. School and Family Partnerships: Case Studies for Regular and Special Educators. Delmar Publishers, 1996.

*The book contains case studies about the relationship between home and school and how to form effective parent-teacher relationships, with case studies on special education situations as well.*

Christopher, Cindy, J. Building Parent-Teacher Communication: An Educator's Guide. Technomic Pub. Co., 1996.

*This book is about parent-teacher relationships and the connection between home and school. Includes bibliographical references.*

Cochran, Moncrief, Ed. Empowerment and Family Support. Cornell University Cooperative Extension, 1995.

*A collection of articles that offer research findings and program models to show how to empower families, especially low-income families to meet the challenges that face them.*

Communicating with Parents. Head Start Publications Management Center, 1996.

*The technical guide for Head Start programs focuses on the value of effective communications in building partnerships with parents, including effective speaking and listening skills, and clear and concise writing for a variety of readers. To order a copy, call 202-737-1030. Non-Head Start organizations may order this guide from GPO.*

Connard, C. R. Novick, and H. Nissani. Working Respectfully with Families: A Practical Guide for Educators and Human Service Workers. Portland, OR, Northwest Regional Educational Laboratory, 1996.

*Presents practical and tested approaches that help to create a collaborative partnership with families.*

Continuity in Early Childhood: A Framework for Home, School, and Community Linkages. U.S. Department of Education, Regional Education Laboratories, Childhood Collaboration Network, 1995.

*This document defines the elements of continuity in early childhood education and helps communities assess their practices. To order a copy, call 800-424-1616.*

Davies, D. Partnerships for Student Success: What We Have Learned About Policies to Increase Student Achievement Through School Partnerships with Families, Communities, Schools and Children's Learning. Boston University School of Education, 1996.

*Relates what research has shown regarding family involvement and children's learning.*

Delgado, M. and H. Rivera. Use of Puerto Rican Natural Support Systems as a Bridge Between Community and Schools. Johns Hopkins University, Center on Families, Communities, Schools and Children's Learning, 1996.

*The data from this study indicates that, for Puerto Rican families, the children's school is a major resource in their lives. The researchers reflect on the characteristics needed for a responsive school, and discuss the various conditions that helped families in this study make strong ties to their children's schools.*

Design for Family Support. Head Start Bureau, 1996.

*This technical guide reinforces Head Start's role as a family support program and defines the framework for supporting families. The concepts and principles of supporting families are presented along with the skills necessary to develop those relationships. To order a copy, call 202-737-1030. Non-Head Start organizations may order this guide from GPO.*

Diffily, Deborah and Kathy Morrison, Editors. Family Friendly Communication for Early Childhood Programs. NAEYC, 1996.

*The book has been designed so that it can be used or adapted for newsletters, family packets, parent-teacher conferences, bulletin boards, parent handouts. Includes a bibliography.*

Dombro, Amy and others. Community Mobilization: Strategies to Support Young Children and Their Families. Families and Work Institute, 1996.

*Provides ways to begin or enhance local or statewide community mobilization efforts. Describes initiatives, based upon information gathered through interviews with staff conducted over a 3-year period. The book begins with a definition of community mobilization. The remaining sections discuss getting started, assessing needs, mobilizing the voice of parents, and involving businesses. Also includes sections on reforming communities to serve families of young children, promoting professional development of the early education and care practitioner, involving parents, improving state regulations, promoting accreditation of early childhood practitioners, and improving the compensation of the child care workforce. Also covers how to maintain momentum, develop financing mechanisms, engage the public, and assess the results. Appendices detail state initiatives and describe national organizations. To order a copy call 212-465-2044.*

Downs, Susan Whitelaw. Neighborhood-Based Family Support. Skillman Center for children, 1994.

*A resource for policies and programs for urban children and families. Special attention is devoted to recruitment and outreach, in order to develop programs that will improve the quality of the life of urban families. To order a copy, call 312-338-0900.*

Dunst, Carl, Carol Trivette, and Angela Deal, Editors. Supporting and Strengthening Families, Volume 1: Methods, Strategies, and Practices. Brookline Books, 1994.

*This book contains theory, methods and strategies for adopting an empowerment and family-centered approach.*

Employers, Families and Education. U. S. Office of Education, Partnership for Family Involvement in Education (GPO), 1997.

*This report highlights the role of businesses and employers in helping families be more involved in their childrens' learning. Specific programs and companies who are leading the way are described.*

Engaging Parents. Head Start Bureau, 1995.

*This foundation guide provides information on the basics of parent involvement for Head Start Programs. It outlines the process of adapting activities for individual parents, identifying staff support of parent involvement, and analyzing current parent involvement practices. The guide*

*focuses on creating a common vision for parent involvement. To order a copy, call 202-737-1030. Non-Head Start organizations may order this publication through the GPO.*

Epstein, Joyce. Et. Al. School, Family, and Community Partnerships: Your Handbook for Action. Corwin Press, 1997.

*This handbook helps state, district, and school leaders organize strategies to implement school, family, and community partnerships. Includes reproducibles, and guides readers in networking with other schools, districts and states to share ideas and progress.*

Family-Centered Child Care. National Child Care Information Network, 1997.

*This publication describes what family centered child care looks like, and what are it's guiding principles. It discusses partnerships with families, including father involvement. To order a copy, call 800-616-2242.*

Fujawa, Judy. (Almost) Everything You Need to Know About Early Childhood Education: The Book of Lists for Teachers and Parents. Gryphon House, 1998.

*This handbook on early childhood education includes parent participation information and classroom management strategies.*

Fuller, Mary Lou (Editor), Glenn Olsen. Home-school relations: working successfully with parents and families. Allyn and Bacon, 1998.

*This book about parent-teacher relationships contains case studies. It deals with both elementary education and early childhood education in the United States.*

Garanzini, Michael J. Child-Centered, Family-Sensitive Schools: An Educator's Guide to Family Dynamics. National Catholic Educational Association, 1995.

*This book is concerned about children who have family problems that interfere with their ability to learn in school. The first part of the book provides a theoretical framework describing children's developmental needs and how families, in their various configurations (single-parent, dual wage earner, adoptive parents, etc.) meet those needs. The second part examines several dysfunctional family styles, including families with neuroses, chronic illness, divorce, abuse, etc. The last part gives suggestions for intervention and support of families, including difficult ones.*

Goetz, Kathy. Fatherhood and Family Support. Family Research Coalition, 1996.

*This book examines the impact of fathers, and describes programs successfully involving fathers. A collection of articles by different authors about how to make systems father-friendly, and an example of how a real program can work.*

Guidelines for Family Support Practice. Family Resource Coalition of America, 1996.

*Collects best practices for supporting and strengthening families. To order a copy, call 312-338-0900.*

Head Start Handbook of the Parent Involvement Vision and Strategies. Head Start Bureau, 1996.

*A handbook based on the premise that Head Start programs must establish and sustain a relationship with every family in the program. The first part discusses elements of the vision*

*statement, incorporating relevant program performance standards. The second part presents strategies that programs can use. Also contains action steps, activities and tips for implementing the strategies described. To order a copy, call 202-737-1030.*

Henderson, A.T. and N. Berla. A New Generation of Evidence: The Family is Critical to Student Achievement. Center for Law and Education, 1996.

*This is the third edition of this authoritative work. To order a copy, call 202-986-3000.*

Hornby, Garry. Working with Parents of Children with Special Needs; Cassell, 1995.

*The book discusses parent-teacher relationships, especially within the context of mentally and physically disabled children. Includes a bibliography.*

Jepson, Elizabeth S. and Josie Thomas. Essential Allies: Families as Advisors. Institute for Family-Centered Care, 1995.

*A practical resource about how to form healthy alliances with families. Also discusses the benefits of and barriers to collaboration. To order a copy, call 312-338-0900.*

Kagan, Sharon L., and Barbara T. Bowman, eds. Leadership in Early Care and Education. National Association for the Education of Young Children, 1997.

*Emphasizes the importance of developing leadership in early childhood educators and parents, and provides strategies and support to help parents expand their leadership beyond their homes to the community and educational programs. To order a copy, call 800-424-2460.*

Larner, Mary. Linking Family Support and Early Childhood Programs. Family Resource Coalition of America, 1995.

*This paperback discusses how to provide family support in early childhood programs. To order a copy, call 312-338-0900.*

Link, Geoffrey, Marjorie Beggs, and Ethel Seidermann. Serving Families. Parent Services Project, 1997.

*A guide to starting family support programs in your school or childcare center. Explains how to partner with parents. Focuses on low-income families. To order a copy, call 312-338-0900.*

Listen, Discuss and Act: Parents' and Teachers' Views on Educational Reform. Education Commission of the States, Denver, 1996.

*Using information gathered from educational surveys and focus groups, this book provides a new perspective on school reform. It tells how to address barriers of involving parents in schools. It contains colorful and easy-to-understand charts. To order a copy, call 303-299-3692.*

Longley, M.J. Family Partnerships Curriculum: Development of Sustainable Partnerships with Families. Portland State University, Regional Research Institute for Human Services, 1998.

*This forthcoming 1998 study models a comprehensive, collaborative approach to curriculum development involving all stakeholders. It tests the family-centered curriculum in both preservice and inservice settings. It documents and discusses the challenges and insights gained on how to develop and implement such curriculum. It makes recommendations for the*

*professional preparation of educators and other service providers. The Family Partnerships Curriculum is a model of a family-driven effort that integrates research findings, to affect positive changes in attitudes and develop skills from family perspectives.*

McCaleb, Sudia Paloma, Building Communities of Learners : A Collaboration Among Teachers, Students, Families and Community. Lawrence Erlbaum Associates, 1997.

*The book contains an overview of family involvement in education and rationale for building communities of learners. Discusses students, families, and communities creating knowledge.*

McGilp, Jacqueline and Maureen Michael . The Home-School Connection: Guidelines for Working with Parents, Heinemann, 1994.

*This book shows how parents, if encouraged, can play educational roles that will enrich the school program. Parents can serve as spectators, organizers, instructors, and learners. Part 1, "Understanding the Connection," describes different parent roles in home-school learning, how parents can effectively serve as teachers with illustrative case stories. Part 2, "Making the Connection," includes guidelines for creating a collaborative climate and contains worksheets for developing the curriculum plan. Many of the strategies and examples cited are drawn from the experience at Pennycoe, an Australian elementary school that successfully implemented the home-school connection.*

Moles, Oliver C. Editor. Reaching All Families: Creating Family-Friendly Schools. Department of Education. GPO, 1997.

*Suggests strategies for communicating with diverse families and non-traditional families in positive and welcoming ways. To order a copy, call 888-293-6498. To order a copy, call 800-424-1616.*

Murray, F.B., Editor. The Teacher Educator's Handbook: Building a Knowledge Base for the Preparation of Teachers. Jossey-Bass Publishers, 1996.

*See especially "Parents, Families, and Communities: Opportunities for Preservice Teacher Education," by L.S.J. Young and P.A. Edwards, pp. 438-462.*

National PTA. National Standards for Parent/Family Involvement Programs. National PTA, 1997.

*Standards developed by a parent organization concerning how parents and teachers should work together.*

Nettles, S.M. Coaching in Communities: A Practitioner's Manual. Johns Hopkins University, Center on Families, Communities, Schools and Children's Learning, 1994.

*This manual shows how to implement effective coaching programs that can be used by volunteers or paid employees in community settings.*

Parent Involvement: A Training Manual for Head Start Staff. National Head Start Association; City of New York, Administration for Children's Services, Head Start, and National Council of Jewish Women Center for the Child, 1997.

*This manual was developed to address staff issues identified through a special intervention project in New York City, and to help Head Start staff to improve their skills and empathy in interacting with parents. To order a copy, call 703-739-0875.*

Partners in Decision Making. Head Start Bureau, 1996.

*This technical guide provides training for Head Start staff and parents on how to work together as a team, respecting each other's unique contribution to the group process and to the Head Start program. Specifically, this guide focuses on creating a climate for decision-making partnerships, building trusting relationships among team members; and decision-making strategies. To order a copy, call 202-737-1030. Non-Head Start organizations may order this publication through the GPO.*

Pooley, Lynn E., Flora Woratschek, and Jeanne Williams, eds. Learning to Be Partners: An Introductory Training Program for Family Support Staff. Center for the Assessment and Policy Development and University of Pittsburgh Office of Child Development, 1997.

*This is a training program for staff that includes mini-lectures, handouts and other advisory materials for staff trainers.*

Preparing Collaborative Leaders: A Facilitator's Guide. Institute for Educational Leadership, 1994.

*A loose-leaf notebook with 15 modules covering how to design and implement a comprehensive leadership development program that will promote and initiate collaborative efforts in communities. To order a copy, call 202-822-8405.*

Radcliffe, B., M. Malone, and J. Nathan. Training or Parent Partnership: Much More Should Be Done. University of Minnesota, Hubert H. Humphrey Institute of Public Affairs, Center for School Change, 1994.

*An analysis of the parent involvement efforts up to now, and recommendations for future directions.*

Ringers, Joseph, Jr. and Larry E. Decker. School Community Centers: Guidelines for Interagency Planners. Mid-Atlantic Center for Community Education, 1995.

*For those interested in developing school community centers, this booklet provides guidance for implementing change. To order a copy, call 703-359-8973.*

Roberts, Richard N., Sarah Rule, and Mark S. Innocenti. Strengthening the Family-Professional Partnership in Services for Young Children. Brookes Publishing, 1997.

*This book is addressed to services for children with special needs, and how these services can be provided in an integrated community-based, family-centered way. It presents case studies and models for partnering with families and communities.*

Rodriguez, Brenda M. and Jill B. Garcia. Extending the Dialogue on Diversity; Issues in Family Support. Family Resource Coalition of America, 1997.

*This is a thoughtful exploration of issues of cultural competence, the significance of cultural self-awareness, and the interplay of oppression and power that will provide a starting point in analyzing programs. To order a copy, call 312-338-0900.*

Rosin, Peggy, et.al Partnerships in Family Centered Care, A Guide to Collaborative Early Intervention. Brookes Publishing, 1995.

*This book looks at three levels of partnerships and coordination: between parents and service providers, between disciplines or agencies, and between services. The book recognizes the “diverse American Family.” It refers to legal requirements throughout. It looks at the elements that shape collaboration and the obstacles to it.*

Rustici, J. S.L. Kagan, and M. Hamilton-Lee. Family Education and Training: Preparing for Successful Employment in Early Care Education – Integrated Curriculum Guide. Johns Hopkins University, Center on Families, Communities, Schools and Children’s Learning, 1996.

*A curriculum guide to train low-income women for employment in child care. It combines a competency-based approach that integrates child care training, parent education, and job readiness training. The focus is on “integrating the domains.” To order a copy, call 410-516-8808.*

Salinas, K.C., J.L. Epstein, and M.G. Sanders. Starting Points: An Inventory of Present Practices of School-Family-Community Partnerships. Center on School, Family, and Community Partnerships, Johns Hopkins University, 1996.

*A short inventory of present practices in school, family and community partnerships. To order a copy, call 410-516-8808.*

Schlank, Carol Helgartner and Barbara Metzger. Together and Equal: Fostering Cooperative Play and Promoting Gender Equity in Early Childhood Programs. Allyn and Bacon, 1997.

*A chapter in this book is devoted to “Building Compatible Partnerships with Parents” in order to change gender stereotyping.*

Shaartrand, A., H. Kreider and M. Erickson-Warfield. Preparing Teachers to Involve Parents: A National Survey of Teacher Education Programs. Harvard Family Research Project, 1994.

*Identifies the current practices regarding parent involvement within university education programs for teachers.*

Shartrand, A..M., H.B. Weiss, H.M. Kreider, and M.E. Lopez. New Skills for New Schools: Preparing Teachers in Family Involvement. Harvard Family Research Project, 1997.

*Recommends methods of training teachers to involve families in children’s education.*

Siu, S. and J. Feldman Patterns of Chinese American Family Involvement in Young Children’s Education. Johns Hopkins University, Center on Families, Communities, Schools and Children’s Learning, 1996.

*This study of Chinese American children found that there was a great deal of diversity of parental values, hopes and behaviors among Chinese American parents. However, “enjoying learning in school” and “respect for self and others” were ranked highly by all parents in the study. The parents in the study were aware of the emotional needs of their children and the balance of those needs with other values. To order a copy, call 410-516-8808.*

Vopat, James. The Parent Project: A Workshop Approach to Parent Involvement. Redleaf Press, 1994.

*Outlines six two-hour workshops in which parents participate in the activities of art, storytelling and reading. Accompanying forms in Spanish and English. To order a copy, call 800-641-0115.*

White-Clark, Renee, and Larry E. Decker. The “Hard-to-Reach” Parent: Old Challenges, New Insights. National Community Education Association, 1996.

*This publication describes barriers to family involvement and the benefits of overcoming barriers, through case studies. It includes strategies to reach all parents.. To order a copy, call 703-359-8973.*

Williams, Michael R. The Parent-Centered Early School: Highland Community School of Milwaukee. Garland Publishing, 1997.

*Using case studies, this book presents examples of how an early school experience can be oriented toward families, including urban families.*

## VIDEOS

*Videotapes cited in this section are from 1994 to 1998. Whenever possible, contact information has been included for ease of ordering.*

Building a Family Partnership. Child Development Media.

*This tape contains unedited excerpts from conversations with five diverse families on what strategies can be helpful in forming a collaborative partnership. To order a copy, call 800-405-8942*

Design for Family Support. Head Start Bureau.

*This videotape supports the national training guide, A Design for Family Support. Available to Head Start Programs only. Viewers guide included. To order a copy, call 202-737-1030.*

Exploring Family Strengths. Child Development Media.

*This tapes explains why recognizing family strengths is essential in building a family partnership. Part of the Listening to Families series. Viewers guide included. To order a copy, call 202-737-1030.*

Family-Centered Care. Child Development Media.

*Through bloopers and their better alternatives, this tape demonstrates nine principles of family-centered care. To order a copy, call 800-405-8942*

Linking Our Voices Facilitators Manual: A Training Program for Head Start Policy Councils. Head Start Bureau.

*This videotape-based program is designed to prepare current and prospective parents and community representatives to be effective Policy Council members. It can be used to increase the knowledge and skills of Policy Council members and to influence participants' attitudes and behavior toward being a Policy Council members. The training package includes a videotape, a facilitator's manual, a set of participant workshop materials, and a set of overheads to make transparencies. The videotape is close-captioned. To order a copy, call 202-737-1030.*

Nurturing the Families of Chronically Ill or Disabled Children. Child Development Media.

*This tape shows the array of survival skills used by families who have a sick or disabled child and helps the professional work from the family's point of view in marshalling resources. To order a copy, call 800-405-8942*

Our Families, Our Future. Public Policy Productions, Family Resource Coalition of America, 1997.

*A documentary narrated by Walter Cronkite that highlights six family support programs from early childhood to teen parenting programs. To order a copy, call 312-338-0900.*

Our Stories Keep Us Connected. Head Start Bureau.

*This set, available separately, includes a videotape, parent guide and brochure. The videotape features six Head Start families across the country, and describes the creative ways the families support their children's growth and learning. The Parent Guide explains learning as the building of new ideas from the stories we live, see and hear all around us. The publications contains sections that cover: how people and experiences affect children, how young people learn, how to help children grow and learn, how to help children understand what they see and hear, and how rules and limits provide a safe and comfortable place for children to learn. The brochure provides general information for staff and other interested individuals about the video and accompanying Parent Guide. Each component available in English and Spanish. To order a copy, call 202-737-1030.*

Ready to Learn: Preparing Children for Success in School. U.S. Department of Education, 1995.

*A videotape of a satellite town meeting that brought together parents, teachers, school administrators, and community leaders to discuss and give recommendations about school readiness issues. To borrow the videotape, call 800-424-1616.*

## ASSOCIATIONS AND ORGANIZATIONS

*The following is a partial list of organizations and associations that may have additional information or publications on Parent Involvement. Information for entries were obtained from the Encyclopedia of Associations.*

### **ASPIRA Associates, Inc.**

1444 I St. NW, Suite 800  
Washington, DC 20005-2210

**Telephone:** (202) 835-3600

**Fax:** (202) 223-1253

**Publications:** *Aspira News (Newsletter)* - Contains new publications information, statistics, program and legislative updates, and association activities news.

*Grass roots organization working to provide leadership development and educational assistance to Latino persons, thus advancing the Hispanic community. (Aspira is the Spanish word for aspire.) Offers educational counseling for high school and college students. Provides a forum for group discussions, workshops, tutoring, and assistance in applying for college admission, scholarships, and loans; establishes high school clubs. Sponsors National Health Careers Program, which works to: improve the quality of health care delivered to the Latino community, partly through an increase in the number of Hispanic health care providers; increase the number of Hispanics completing their medical education; encourage Hispanic doctors to return to the Latino community. Program provides counseling, tutoring, work/study internships, review courses, financial aid counseling, and placement assistance. Also sponsors Aspira Public Policy Leadership Program, which develops and supports the leadership potential of Latino high school youth via workshops, seminars, and internships. Program participants analyze social, economic, and political issues to acquire skills and knowledge necessary to assume leadership roles. Conducts research on at-risk Hispanic youth and dropouts.*

### **Association for Childhood Education International**

17904 Georgia Ave., Ste. 215  
Olney, MD 20832

**Telephone:** (800) 423-3563 or (301) 942-2443

**Email:** aceihq@aol.com

**Publications:** *ACEI Exchange (Newsletter).*

**Conferences/meetings:** Annual International Conference & Exhibition; regional meeting.

*Teachers, parents, and other caregivers in 31 countries interested in promoting good educational practices for children from infancy through early adolescence. Seeks to: promote the inherent rights, education, and well-being of all children in home, school, and community; promote desirable conditions, programs, and practices for children; raise the standard of preparation for teachers and others who are involved with the care and development of children; encourage continuous professional growth of educators; promote cooperation among all individuals and groups concerned with children; inform the public of the needs of children and the ways in which various programs must be adjusted to fit those needs and rights. Conducts*

*workshops and travel/study tours abroad. Conducts research and educational programs; maintains Hall of Fame and speakers bureau. Maintains liaison with government agencies, cooperating organizations, teaching institutions, and manufacturers and designers of materials and equipment for children.*

**Children's Defense Fund**

25 E Street, NW

Washington, DC 20001-1591

**Telephone:** (800) CDF-1200; (202) 628-8787

**Fax:** (202) 662-3530

**E-Mail:** cdf@tmn.com

**Publications:** CDF Reports (Newsletter).

**Conferences/meetings:** CDF's Annual National Conference meeting (exhibits) - always March. *Non-profit research and educational organization. Promotes and supports the well-being of children.*

**Family Resource Center on Disabilities ( FRCD )**

Formerly: Coordinating Council for Handicapped Children

c/o Charlotte Des Jardins, 20 E. Jackson Blvd., Rm 900

Chicago, IL 60604

**Telephone:** 800-952-4199; (312) 939-3513

**Fax:** (312) 939-7297

**Publications:** How to Get Services by Being Assertive (Manual); How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies (Manual); Special Education (Manual). Also publishes pamphlets.

*Parents, professionals, and volunteers seeking to improve services for all children with disabilities. FRCD operates as a coalition to inform and activate parents. Provides information and referral services, individualized support services for low-income Chicago families, transition services, and special education rights training.*

**Family Resource Coalition**

200 South Michigan Ave., Suite 1520

Chicago, IL 60604

**Telephone:** (312) 341-0900

**Fax:** (312) 341-9361

**E-Mail:** hn1738@handsnet.org

**Publications:** FRC Connection (Newsletter) - Includes advocacy section and information on conferences, new materials, and research; FRC Report (Journal) - Includes short articles on family resource and support programs; Programs to Strengthen Families: A Resource Guide; Working With Teen Parents.

**Conferences/meetings:** Annual (exhibits).

*Nationwide, community-based family support organizations concerned with parenting, child development, and family issues. Seeks to ensure the growth and improve the quality of family resource programs providing access to information and support necessary to strengthen family and community life and enhance the health, growth, and development of children; educate public, government, and corporate leaders about the needs of families and the way in which*

*family resource programs can meet these needs. Provides resource and referral service to social service professionals dealing with families.*

**Hispanic Policy Development Project, Inc.**

36 East 22nd St., 9th Floor  
New York, NY 10010

**Telephone:** (212) 529-9323

**Fax:** (212) 477-5395

**Publications:** Handsome Dividends - Handbook to Demystify The Hispanic Market (Reports); Hispanic Almanac (Periodic); Preschool Bilingual Children's Book (Research Bulletin); Together is Better - Handbook for Teachers (Monographs).

**Conferences/meetings:** semiannual board meeting.

*Seeks to: correct what the project calls the long-standing neglect of the Hispanic population; address and arouse public interest in Hispanic concerns including employment and secondary education; improve communications among Hispanics and non-Hispanics. Works to increase participation of Hispanics in policy debates and to provide opportunities for young Hispanic policy analysts. Conducts research. Has sponsored National Commission on Secondary Schooling for Hispanics.*

**National Association for the Education of Young Children**

1834 Connecticut Ave. NW  
Washington, DC 20009-2460

**Telephone:** (800) 424-2460

**Fax:** (202) 328-1846

**E-Mail:** naeyc@naeyc.org

**Publications:** Young Children (Journal) - Covers developments in the practice, research, and theory of early childhood education. Also publishes books, videos, posters.

**Conferences/meetings:** annual conference (exhibits) - always November.

*Teachers and directors of preschool and primary schools, kindergartens, child care centers, cooperatives, church schools, and groups having similar programs for young children; early childhood education and child development professors, trainers, and researchers. Open to all individuals interested in serving and acting on behalf of the needs and rights of young children, with primary focus on the provision of educational services and resources. Sponsors a public education campaign entitled Week of the Young Child. Offers voluntary accreditation for early childhood schools and centers through the National Academy of Early Childhood Programs.*

**National Association of Partners in Education**

901 N. Pitt St., Suite 320  
Alexandria, Virginia 22314

**Telephone:** (703) 836-4880

**Fax:** (703) 836-6941

**E-Mail:** napehq@napehq.org

**Publications:** Organizing Effective School-based Mentoring Programs; Partnership Progressions, monthly (Newsletter); Practical Guide to Creating and Managing a Business/Education Partnership. Also publishes other guides, information packets, publication list, and programs; makes available videotape.

**Conferences/meetings:** annual NAPE National Symposium on Partnerships in Education meeting (exhibits) - always in November, Arlington, VA; National Symposium on Partnerships in Education conference (exhibits).

*School superintendents, principals, teachers, school board members, advisory board members, school volunteers, senior citizens, business representatives, and community groups. Provides strategic planning, program development, and communication for the formation and growth of effective partnerships. Offers specialized training for partnership coalitions' collaborative development, government relations, member networking, public awareness campaigns, leading texts in the field of partnerships, and national survey and research projects.*

### **National Black Child Development Institute**

1023 Fifteenth St. NW  
Suite 600

Washington, DC 20005

**Telephone:** (202) 387-1281

**Fax:** (202) 234-1738

**Publications:** Black Child Advocate (Newsletter) - Provides public policy and legislative updates and information on local service programs; Calendar of Black Children; Child Health Talk (Newsletter) - Topics include nutrition, exercise, childhood stress, dental checkups, behavioral disturbances, and speech and vision problems.

*Individuals dedicated to improving the quality of life for African American children and youth. Conducts direct services and advocacy campaigns aimed at both national and local public policies focusing on issues of health, child welfare, education, and child care. Organizes and trains network of members in a volunteer grassroots affiliate system to voice concerns regarding policies that affect black children and their families. Stimulates communication between black community groups, through conferences and seminars, to discuss and make recommendations that will be advantageous to the development of black children. Analyzes selected policy decisions and legislative and administrative regulations to determine their impact on black children and youth. Informs national policymakers of issues critical to black children.*

### **National Center for Education in Maternal and Child Health (NCEMCH)**

2000 15<sup>th</sup> St. North

Suite 701

Arlington, VA 22201-2617

**Telephone:** (703) 524-7802

**Fax:** (703) 524-9335

**E-Mail:** info@ncemch.org

**Publications:** Catalog available.

**Conferences/meetings:** Conducts conferences and workshops.

*Provides information services to professionals and the public on maternal and child health. Collects and disseminates information on available materials, programs, and research. Offers internships for graduate students in public health schools. Participates in policy initiatives of the U.S. Maternal and Child Health Bureau.*

**National Head Start Association**

1651 Prince St.  
Alexandria, VA 22314

**Telephone:** (703) 739-0875

**Fax:** (703) 739-0878

**Publications:** NHSA News (Newsletter); Children and Families (Magazine); NHSA Dialog (formerly Research Quarterly). Also publishes books and videos.

**Conferences/meetings:** Parent & Annual Training Conferences meeting, training, books, educational aids (exhibits),

*Upgrades the quality and quantity of Head Start Program services. Integrates the activities of the 4 divisions to present cohesive policies, positions, and statements. Conducts seminars and training sessions in early childhood education. Maintains speakers' bureau.*

**National PTA—National Congress of Parents and Teachers**

330 N. Wabash Ave., Ste. 2100  
Chicago, IL 60611-3590

**Telephone:** (312) 670-6782

**Fax:** (312) 670-6783

**E-Mail:** info@pta.org

**Publications:** National PTA Directory; Our Children (Magazine) - Provides useful information on parenting, education, and child health and welfare; PTA Handbook; The PTA Story: A Century of Commitment to Children (Book) - Contains a chronicle of the 100 year history of the National PTA; What's Happening in Washington (Newsletter). Materials on topics such as parent education; HIV/AIDS education; television's effects on children; drug and alcohol education; school absenteeism; relationships between parents, teachers, and school administrators; the role of collective bargaining in public education and improving the quality of education in the schools; discipline; single parents; latchkey children; seat belts.

**Conferences/meetings:** annual Arts in Education Programs, Reflections meeting, arts recognition and achievement program for students preschool to grade 12 in literature musical composition, photography, and visual arts; reflection scholarships for high school seniors are also available National PTA Annual Convention and Exhibition congress (exhibits) - always June; Annual National PTA Legislative Conference meeting - always in March.

*Parents, teachers, students, principals, administrators, and others interested in uniting the forces of home, school, and community on behalf of children and youth. Works for legislation benefiting children and youth through its Washington, DC office. Maintains resource center.*

**Zero to Three**

734 15<sup>th</sup> St. NW  
Washington, DC 20005

**Telephone:** 800-899-4301; (202) 638-1144

**Fax:** (202) 638-0851

**Publications:** Clinical Infant Reports (Book series); Public Policy Pamphlets; Zero to Three (Bulletin) - Includes research and practice reports, book and video reviews, calendar of events, funding source information, and lists of training opportunities.

**Conferences/meetings:** Meeting, scientific annual National Training Institute conference (exhibits) - usually December.

*Professionals and researchers in the health care industry, policymakers, and parents working to improve the healthy physical, cognitive and social development of infants, toddlers, and their families. Members share their expertise about infants, toddlers, and their families. Sponsors training and technical assistance activities.*