



Multiple Levels of Learning about Family Engagement National Training & Technical Assistance Program Designs, Implementation Strategies, and Outcomes



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Parent, Family and Community Engagement

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Understanding Family Engagement in Head Start and other Early Care Programs

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Family Engagement: Why Is It Important ???

- Family engagement is increasingly cited as a critical aspect of high quality early care & k-12 education (Connors-Tadors & Ramsburg, 2008; McWayne, 2016; Ginsburg-Block, 2010).
- Family engagement (e.g., contact with families, participation in school activities) facilitates children's school success (Dearing et al., 2006; Downer & Myers, 2009; Epstein, 2001).
- Studies link frequent families contact & parent school participation to social, behavioral, and academic well-being in young children (McWayne et al., 2004; Seginer, 2006).
- Multi-generational programs like Head Start & Early Head Start have recognized the importance of parent engagement in early education (Serpell & Mashburn, 2011).

FAMILY ENGAGEMENT is a Key Component of HS/EHS

- Widely implemented multi-generational approach
- “Maximum feasible parent participation”
- Flexible approach: center-based (HS), home-based or “mixed” (EHS)
- EHS & HS held to Performance Standards:
 - Programs open to parents
 - Family Service Agreements
 - Parents on the Policy Council
 - Stress family well-being
 - Referrals

(USDHHS, 2008)

Range of Terms, Definitions, & Approaches

- Family-centered care (e.g., Dunst & colleagues)
- Parent involvement/engagement (e.g., Halgunseth & colleagues)
- Family-sensitive caregiving (e.g., Bromer & colleagues)
- Commonalities among contemporary approaches:
Relationship-based
 - Centrality of family well-being to child well-being
 - Ecological approach
 - Extends beyond isolated parent activities at school
 - Parent & family empowerment
 - Culture and community relevant to all aspects of FE

In HS/EHS FAMILY ENGAGEMENT is defined as...

Building ongoing, lasting, goal-directed relationships for the purpose of applying a collective vision



Head Start Parent, Family, and Community Engagement Framework (USDHHS, ACF, OHS)



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FE in HS/EHS is not defined as...

- Professional as the expert
- Deficits based
- “Fixing” parents & families
- Limited to parent attendance/activities



"NO YOU CAN'T ASK A QUESTION."

Head Start Family Engagement Definition

“Parent, family and community engagement means **building relationships** with families that support **family well-being**, strong **parent child relationships** and ongoing **learning and development of parents and children** alike.

It refers to the **beliefs, attitudes, behaviors and activities** of families that support their children’s positive development from early childhood through young adulthood.

Family engagement happens in the **home, early childhood program, school** and **community**, and is a **shared responsibility** with all those who support children’s learning.”



**NO RANDOM ACTS OF
FAMILY ENGAGEMENT!!!!**

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

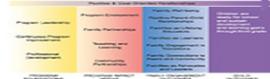
When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing,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



START HERE

Become Familiar with the PFCE Framework

OHS Parent, Family, and Community Engagement Interactive Framework



**To Support Program Planning
Use PFCE Framework**



PFCE Framework Webinar Series: Understanding How Program Foundations Work Together to Strengthen Parent, Family, and Community Engagement

**To Assess Program Progress
Use PFCE Data and Assessment Tools**



Using the Head Start PFCE Framework In Your Program: Digital Markers of Progress

**To Support Professional Development
Use PFCE Professional Development Guides and Tools**



Professional Development Guides or Implementing Parent, Family, and Community Engagement

**To Support Practice Change
Use PFCE Research to Practice**



Understanding Family Engagement Outcomes: Research to Practice Series



Family Engagement and School Readiness



Measuring What Matters: Using Data to Support Family Progress - Overview



Fall 2 Fall Series: Advancing Family Engagement through Professional Development in Family Services



Best Practices in Family and Community Engagement Video Series



Using Data and Assessing Progress



Using Data and Assessing Progress



Building Partnerships: Guide to Developing Relationships with Families



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



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

Evaluating Training & Technical Assistance Initiatives

- T & TA not well operationalized in spite of being widely practiced. Few TA initiatives have an explicit model or organizing framework (Katz & Wanderman, 2016)
- TA & accompanying resources are often delivered without sufficient rigor (Katz & Wanderman, 2016)
- Standards for TA need to be set to assure science and practice support (Wanderman, 2016)
- T & TA for EHS needs to keep communication open with federal, T/TA network, and research partners in order to assure quality (Mann, 2002)

Implementing & Evaluating a National T& TA System on Parent, Family & Community Engagement

- What are the goals of the National Center on Parent, Family, and Community Engagement?
- What can we learn from past work?
- What are the dimensions of the evaluation design for T & TA?
- What are the tiers of inquiry?
- How do we measure success?
- What are our data sources?



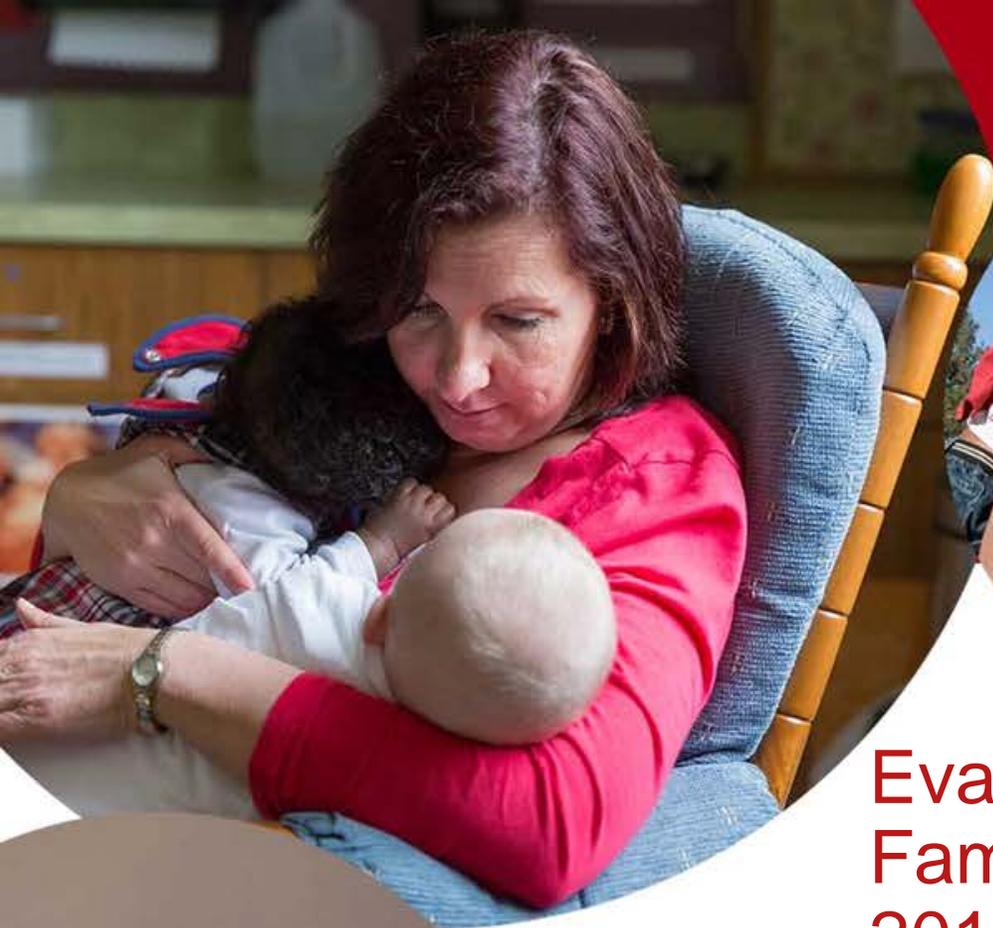
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<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families>

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Evaluation of the National Center on Parent, Family, and Community Engagement (2010-2015) - Findings and Lessons Learned

Presenter: Rucha Londhe, Ph.D.
Brazelton Touchpoints Center



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The Office of Head Start's NCPFCE

identified, developed, and disseminated evidence-based and exemplary practices associated with the strengthening of families and communities in order to support the positive growth and development of young children.

The purpose of the NCPFCE was to

- Develop resources, products, and practical tools
- Interact directly with OHS and HS/EHS professionals from all national venues and regions and provide workshops, consultations, and other technical and training assistance
- Engage with a select group of HS/EHS grantees through our Learning Communities
- Engage with a group of HS/EHS parents and PFCE professionals through our Advisory Board
- Participate and contribute to the Integrated Services Team
- Engage in ongoing evaluation activities to understand how HS/EHS professionals are reacting to our products and tools.

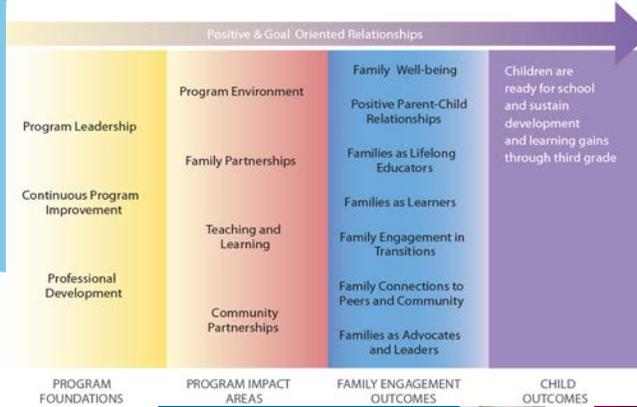
NCPFCE accomplishments

- We developed and disseminated the PFCE framework.
- We promoted the PFCE philosophy: PFCE is everybody's business
- We promoted systematic approaches to understanding and assessing PFCE
- We established Relationship-Based Competencies
- We constructed measurement tools and strategies around goals
- We used data to guide priorities in resource development.
- We helped T/TA specialists deepen their knowledge and comfort levels with NCPFCE materials, and in turn helped increase HS/EHS's capacity to support family engagement.

Examples of NCPFCE resources

The Family Partnership Process: Engaging and Goal-Setting With Families

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<http://nccpe.org>
<http://ed.gov/officeofeducation/oea/oea-2014-15>



Building Partnerships: Guide to Developing Relationships with Families

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Head Start Father Engagement Birth to Five Programming Guide

Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a PFCE Assessment

Version 1

MEASURING WHAT MATTERS: USING DATA TO SUPPORT FAMILY PROGRESS OVERVIEW

Family Engagement and School Readiness

Family Engagement in Transitions: Transition to Kindergarten

Putting the Head Start Parent, Family, and Community Engagement Framework to Work in Your Program: Integrating Strategies for Program Progress (ISPP) Part II

Understanding Family Engagement Outcomes: Research to Practice Series

Families as Lifelong Educators

Introduction

Parents and families are their children's most powerful educators with many opportunities to build the foundation for a lifetime of learning. Families evaluate their children every day, both in formal and informal ways. Through conversations with their children, parents promote their child's engagement and motivation to learn. In addition, their child's engagement and motivation to learn are influenced by the child's experiences, learning style, and environment. Parents and families are the best teachers their children can have.

CHIEF PFCE Framework

Strategic communication and dissemination efforts



ECLKC website

Evaluation methodology

Line of Inquiry	Sample Evaluation Questions
Communication	To what extent are NCPFCE resources reaching HS/EHS professionals? To what extent do HS/EHS professionals find NCPFCE resources easy to understand and relevant to their work?
Application	Are HS/EHS professionals using NCPFCE resources in their work? If yes, how? To what extent have HS/EHS professionals been successful in using NCPFCE resources in their work? To what extent are HS/EHS professionals applying knowledge and building skills (by their report)?
Effects	To what extent do HS/EHS professionals report learning/knowledge gains from NCPFCE resources? To what extent are HS/EHS professionals making changes to their PFCE work? To what extent do HS/EHS professionals report incorporating PFCE knowledge and skills into the changes in their PFCE work?

At the end of year five, we assessed the trends over time across all three lines of inquiry

Longitudinal trends were studied at three levels

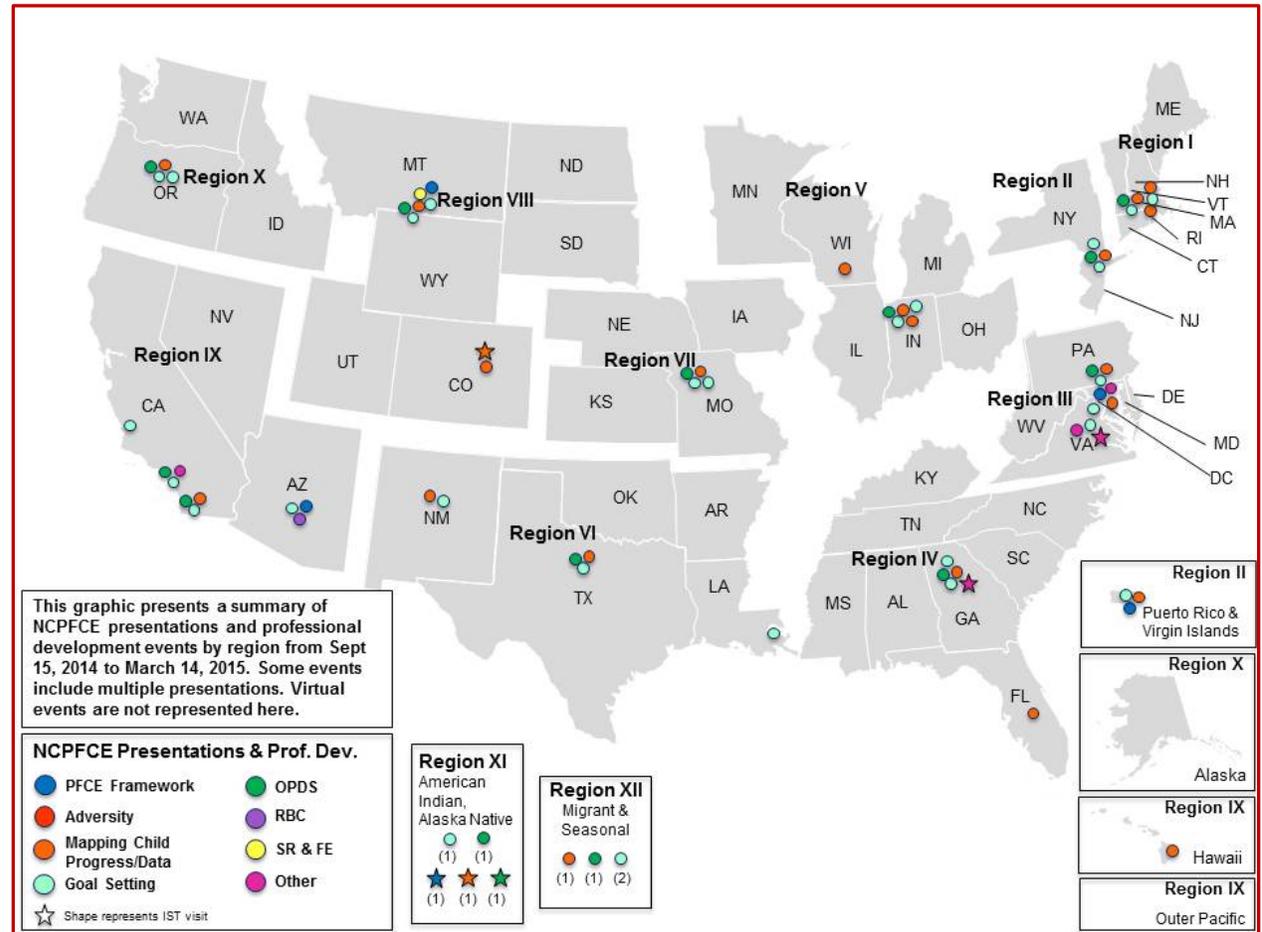
- *Individual-level* trends - refer to changes across time in how HS/EHS professionals use NCPFCE materials and to changes in their knowledge, skills, and practices.
- *Program-level* trends - refer to changes across time in how HS/EHS programs apply NCPFCE materials to their work and to changes in their organizational practices, procedures, and activities around Parent, Family, and Community Engagement (PFCE).
- *System-level* trends - refer to changes across time in how the OHS and others in the field of early childhood use NCPFCE materials and the changes in policies, guidelines, and general direction around PFCE at the regional and federal levels.

Evaluation data sources

Key Strategies	NCPFCE Activity	Evaluation Data Sources
Knowledge base development and Training and Technical Assistance	NCPFCE training events NCPFCE Learning Community (LC)	Surveys to participants in NCPFCE-led presentations Semi-structured in-depth qualitative interviews with the same group of individuals within each team to understand changes in the program
Dissemination	PFCE Web Presence Training Events	Web analytics for obtaining data such as number of visitors, total number of page views, and total time spent on each page
Learning and Continuous Improvement	Training events, webinars, or resources	Survey Data Retrospective survey including questions about PFCE practices at the respondents' organizations.

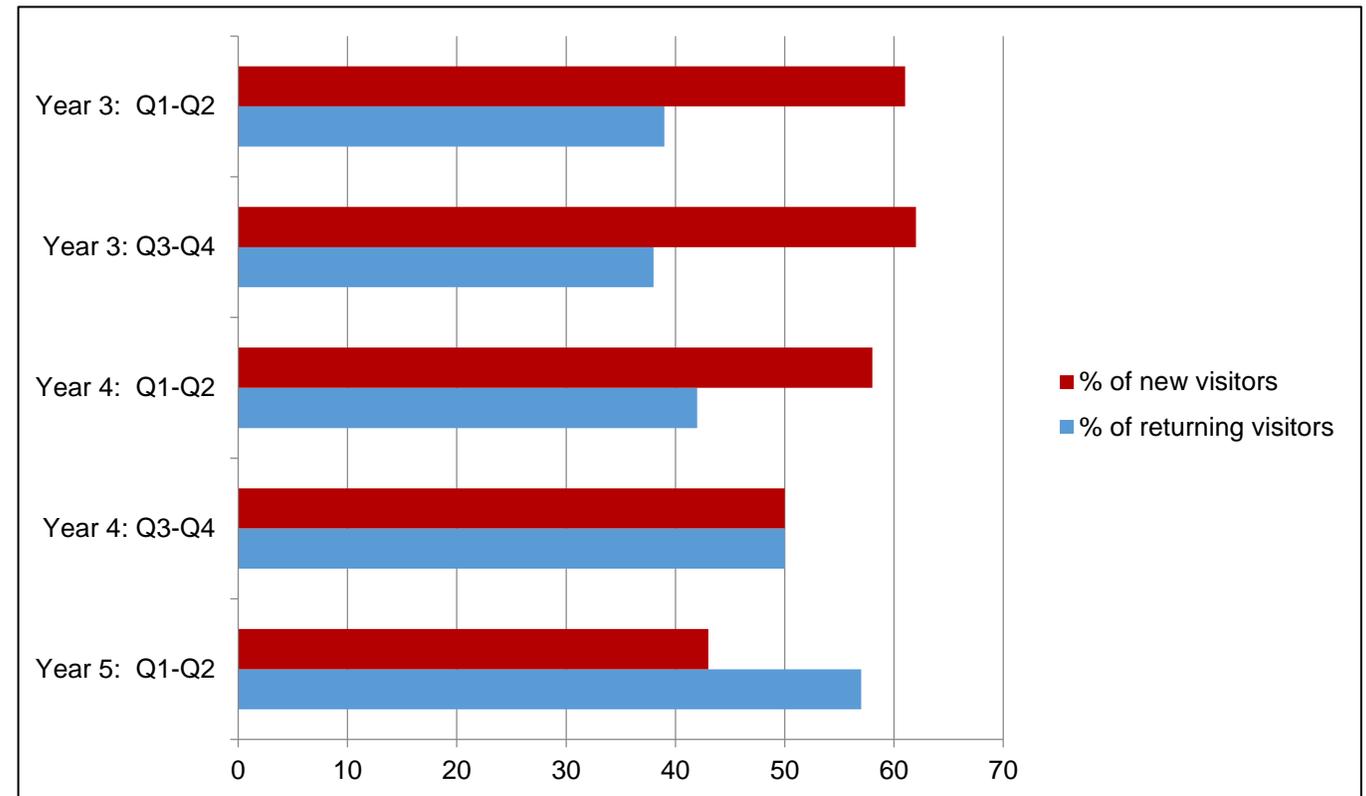
Longitudinal trends - Communication

- NCPFCE is filling a gap in the training of family service professionals.



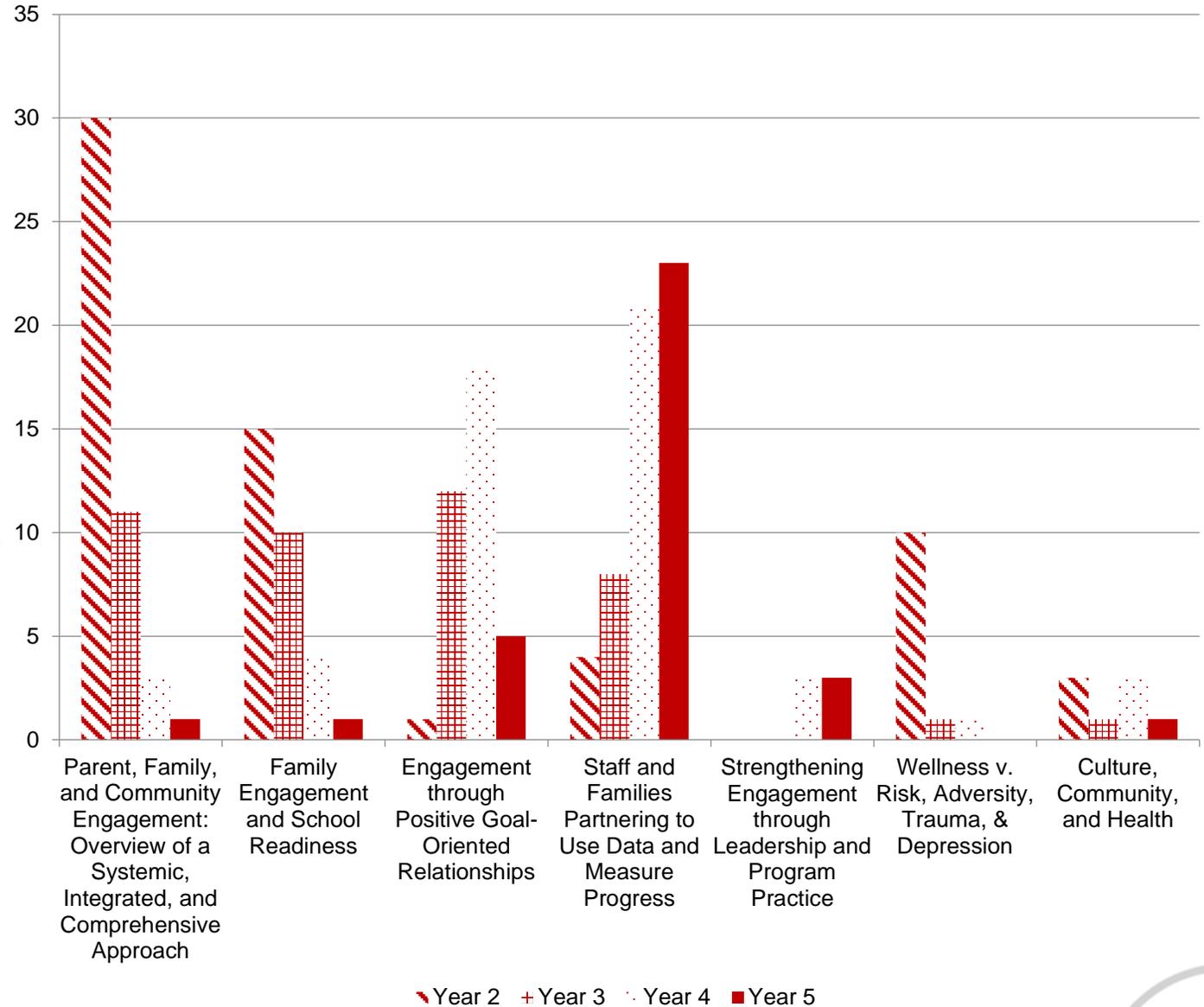
Communication (contd.)

- HS/EHS professionals are consistently accessing ECLKC materials and tools.



Communication (contd.)

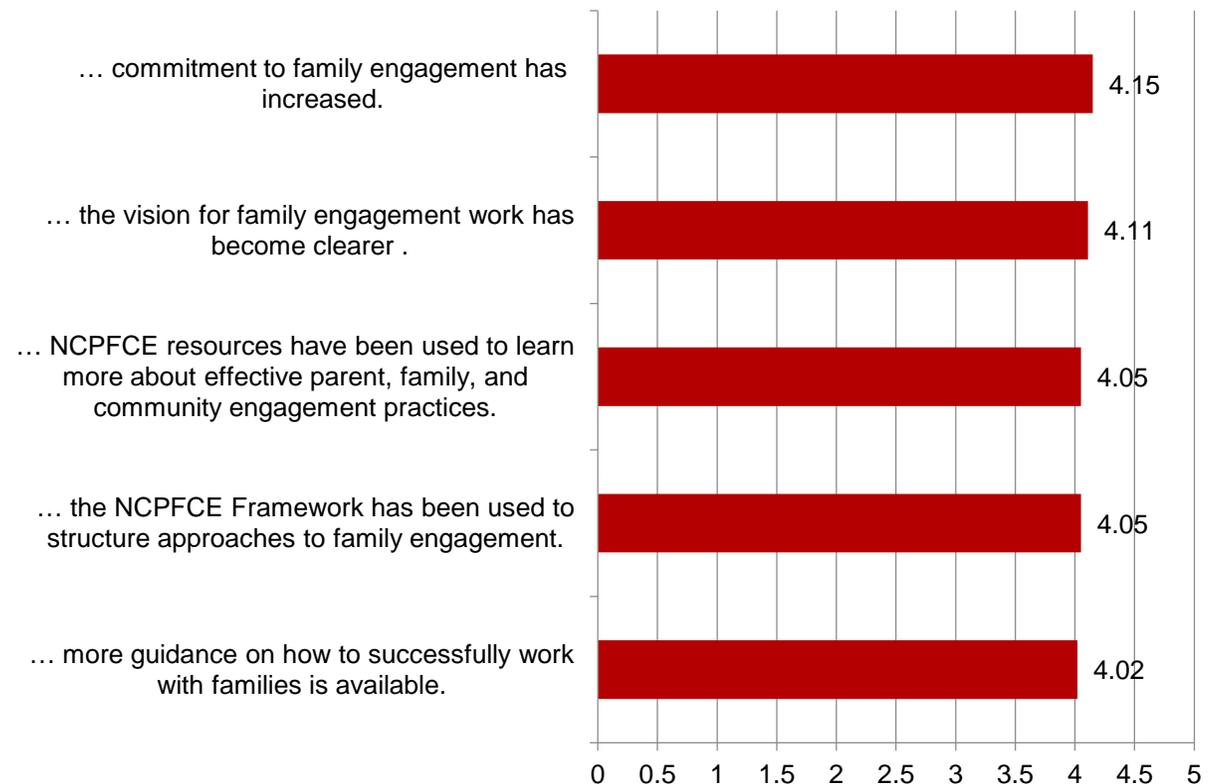
- Onsite and online training events have proven to be an effective means for disseminating NCPFCE resources and supporting HS/EHS professionals in gaining PFCE knowledge and skills.
- The content of training events has evolved from introductory to more advanced topics



Communication (contd.)

- Retrospective longitudinal data indicates that the programs' vision for family engagement has become clearer since the launch of NCPFE five years back.

Over the last three to five years, at the organization(s) that I am associated with,



Longitudinal trends Application

- Learning Community teams and other HS/EHS professionals have used NCPFCE resources to support a change process toward systemic, integrated and comprehensive family and community engagement.

Year 2	Year 3	Year 4	Year 5
Programs provided professional development about how to use the Framework.	Programs gained a deeper recognition of how the Program Foundations of the PFCE Framework help programs bring changes in their PFCE practice.	Framework guided efforts about what directions work with families should take and helps with goal-setting.	Programs report that the Family Engagement Outcomes component of the Framework has been their primary focus during Year 5.

Application (contd.)

- Early childhood agencies and organizations outside of HS/EHS are also applying the Framework to their work.
 - For example, a search for the Head Start Parent, Family, and Community, Engagement Framework yields over 726,000 results with links to community-based organizations, district and state-level early childhood agencies and national organizations.

Application (contd.)

- Retrospective longitudinal data indicates there is scope for further improvement in the amount of time that family service workers and their supervisors spend in work around family engagement.
 - Targeted survey data indicated that only about half of the 1,306 participants agreed that the family service workers and their supervisors at their organization spend more time on their work around family engagement in comparison to other responsibilities.

Effects (contd.)

- The Learning Community and the Organizational and Professional Development System (OPDS) series have inspired program growth and innovation.

Over the years, the LC participants have begun:

Using the PFCE Framework to adapt and transform a variety of program systems and procedures

Recognizing the need for systemic approaches to family engagement

Making tangible changes to integrate family engagement into the work of all staff

Moving toward getting the families more engaged with their programs

Effects (contd.)

- NCPFCE work aligns broader systems level policy changes that have occurred within HS/EHS the past four years in support of family engagement.
 - For example, monitoring protocols have begun to reflect changes in family engagement concepts. Programs are now accountable for thinking much more deeply about what positive goal-oriented partnerships with families looks like in relation to the PFCE Framework.

Continuous improvement efforts

Recommendations from Needs Assessment (8/17/2011)	Selected examples of NCPFCE Continuous Improvement Steps (2011-2014)
Bring clarity to what PFCE looks like along a continuum	PFCE Framework identifies Program Foundations, Impact Areas, and Outcomes PFCE Markers of Progress provide a continuum of PFCE advancement
Provide a framework and process for documenting family outcomes	Webinar Series on Program Foundations Measuring What Matters Series
Enhance family partnership agreements with guidance and tools	PFCE Simulation: Boosting School Readiness through Family Engagement series Building Partnerships: Guide to Developing Partnerships with Families
Enable programs to more effectively use data and share them with families	Measuring What Matters Series Family engagement and ongoing child assessment resource
Suggest ways in which HS/EHS can more effectively partner with public schools	Presentations at transition “summits” Research to practice brief on transition and related resources
Provide guidance and tools related to community engagement	Webinars on community engagement Presentations on community engagement
Design process for getting feedback from field	Learning Community Presentation feedback forms
Develop video and multi-media formats	Videos, Interactive Framework, and Simulation



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Technical Assistance to Promote Family Engagement in Early Childhood Programs: Using Evaluation to Find Out What Works

Presenter: Tamara G. Halle, Ph.D.

Child Trends



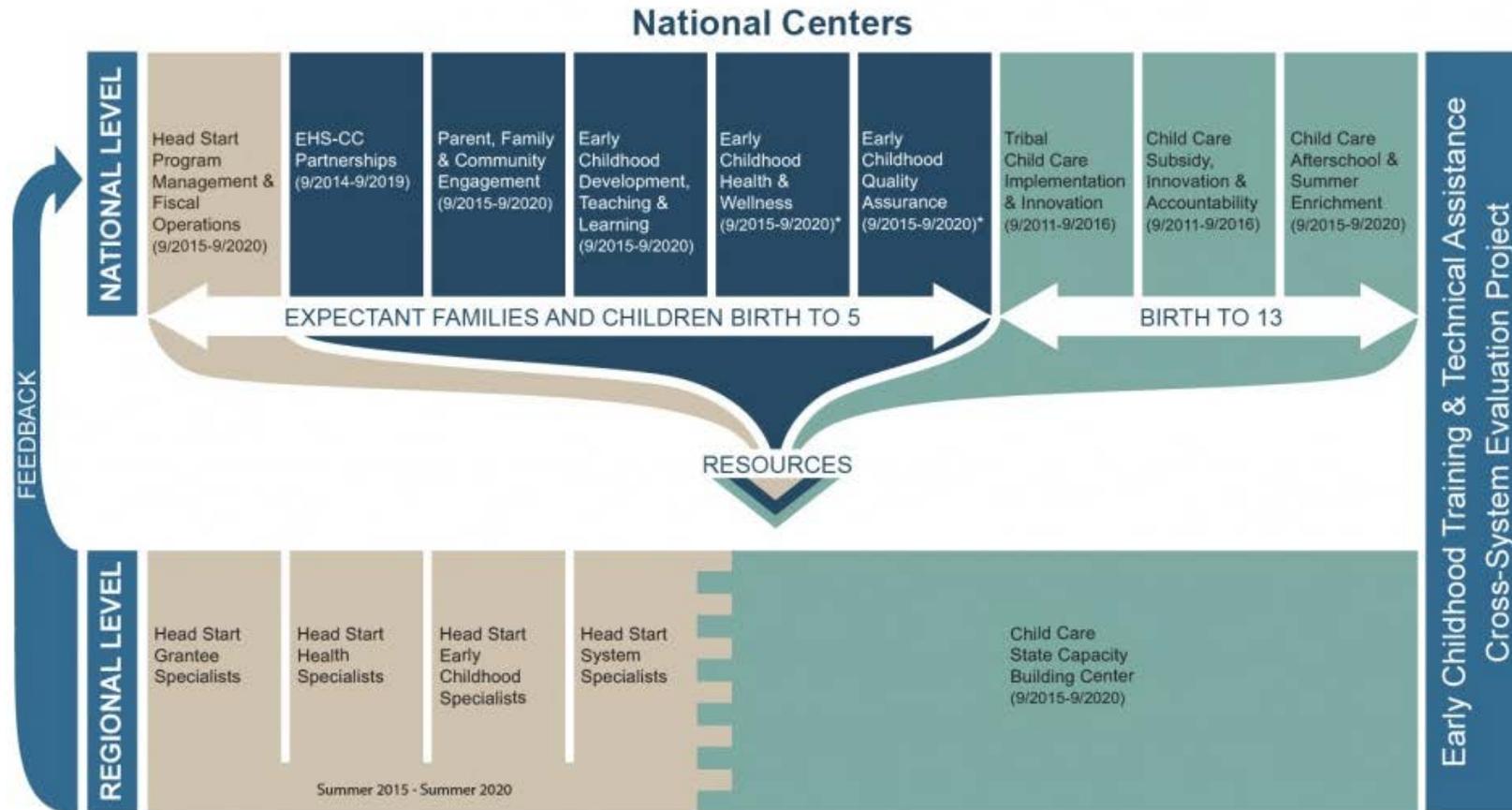
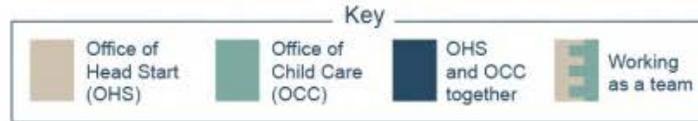
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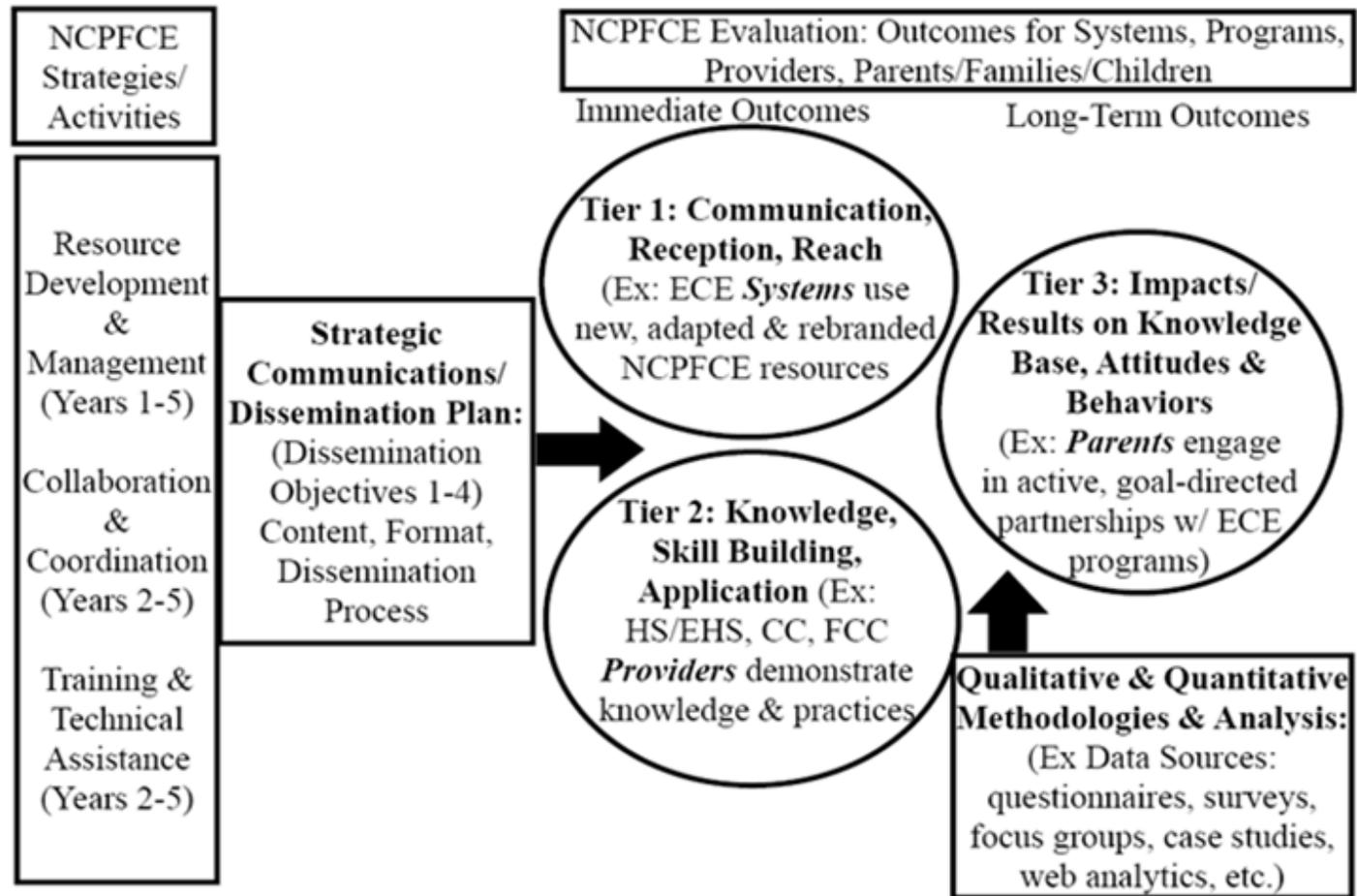
Goals of this Presentation

- Describe how the evaluation of the 2015 – 2020 NCPFCE builds upon and expands evaluation efforts from the 2010 – 2015 NCPFCE
- Highlight some innovative ideas for evaluating T/TA activities
- Raise questions for further discussion about best practices in evaluating T/TA

ADMINISTRATION FOR CHILDREN AND FAMILIES EARLY CHILDHOOD TRAINING & TECHNICAL ASSISTANCE SYSTEM



Logic Model for the 2015 - 2020 NCPFCE Evaluation





NCPFCE Evaluation Activities

- Participate in cross-systems evaluation
- Gather data to share with Center partnering organizations on an ongoing basis in order to:
 - Refine T/TA activities and products
 - Promote high-quality early learning and development programs for all children in HS and CC
 - Promote family support and engagement in children's development
 - *Promote continuous improvement*

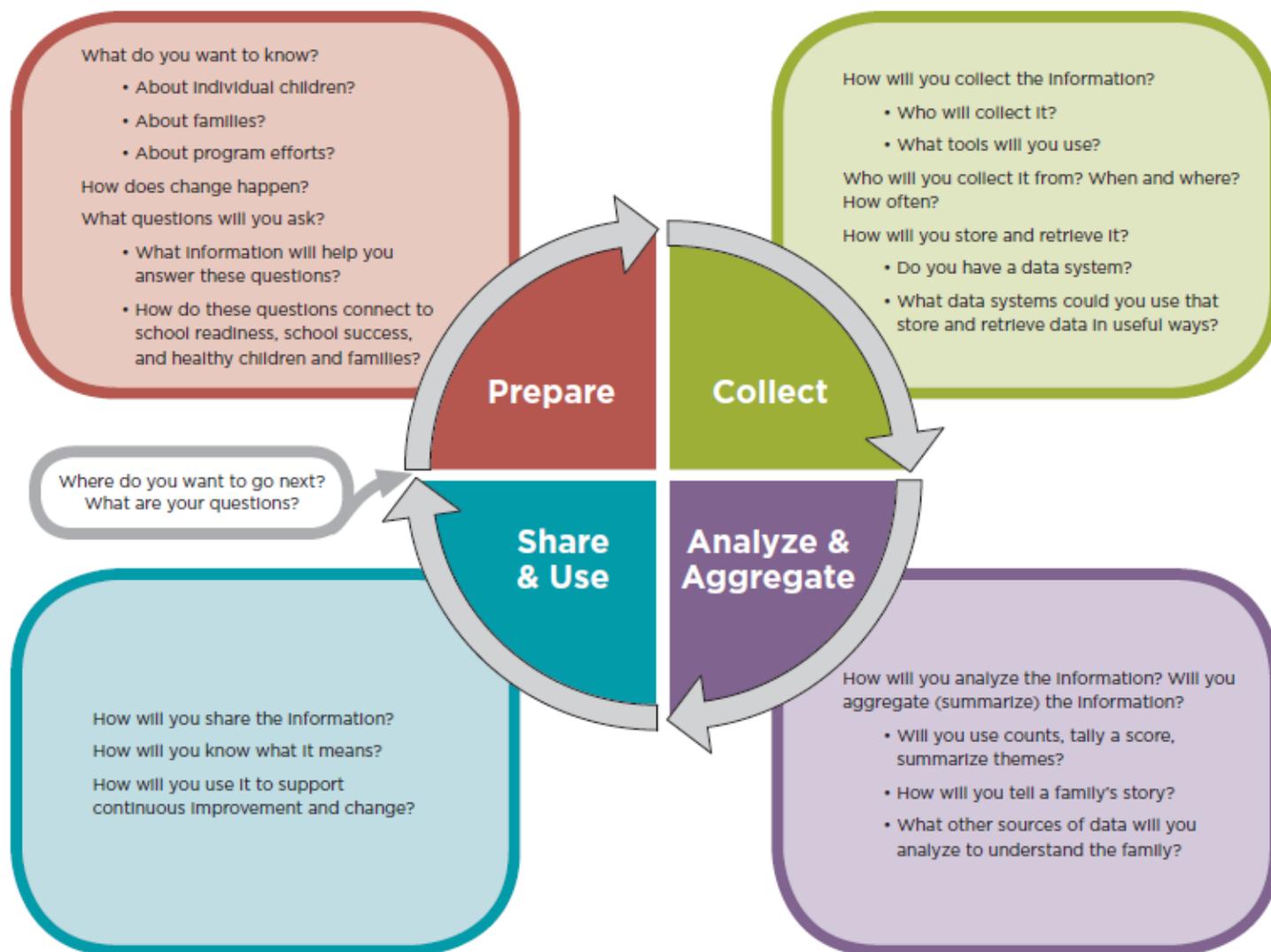


Innovative Elements of the 2015 – 2020 NCPFCE Evaluation

- Supporting real-time learning and continuous improvement of TA through the use of PDSA cycles and “feedforward” reflection
- Identification of Success Indicators for all high-priority Center Activities
- Setting the stage for re-conceptualizing evaluation of T/TA through conversations with Experts

Supporting Continuous Improvement: *Measuring What Matters* Framework

The Four Data Activities: Guiding Questions





“Feedforward” activities with NCPFCE T/TA Providers

- Series of conversations with T/TA Providers about current data collection mechanisms and reflection tools used
- Review of extant data collection mechanisms and reflection tools
- Support continuous improvement process by making modifications to tools, as needed, and encouraging use of PDSA cycles to *measure what matters* for TA



Year 1 High Priority Activities

- PFCE Framework Adaptation
- (Family Engagement) Teacher Competencies
- Evidence-based Indicators of Family Engagement for State QRIS
- NCPFCE Academies
- Strengthening Family Well-being
- Evaluation of the Center



Example: Success Indicators for PFCE Framework Adaptation

Evaluation Inquiry Tier	Success Indicator	Sample Evaluation Data Sources
Communication/ Reception	Stakeholders at the national and state administrator levels in both systems (Head Start and Child Care), and at the center level for Child Care, have been engaged in the process of “adapting/modifying” the PFCE framework	<ol style="list-style-type: none"> 1. Stakeholder survey 2. Sign-in sheets and/or list of attendees at Stakeholder meetings 3. Stakeholder meeting minutes and notes



Example: Success Indicators for PFCE Framework Adaptation, cont'd

Evaluation Inquiry Tier	Success Indicator(s)	Sample Evaluation Data Sources
Knowledge/ Application	Programs and settings across Head Start/Child Care are represented in the adapted framework and its associated supplementary materials	<ol style="list-style-type: none"> 1. Questionnaires at T/TA events/webinars 2. Targeted surveys of participants and end users 3. Focus groups/interviews with Learning Communities



Example: Success Indicators for PFCE Framework Adaptation, cont'd

Evaluation Inquiry Tier	Success Indicator(s)	Sample Evaluation Data Sources
Effects/ Results	The use of the framework is associated with changes in policies and practices of the HS and CC programs	Targeted surveys of stakeholders and end users (Year 2)

Discussions with Experts

- Should we aim for population-based indicators of success of T/TA Centers?
 - TA Centers are not beholden to population-based changes. Yet, such data can inform the work of the Center(s) and is important for the field.
 - ***Is there a possibility to put some population-based data collection into the Cross-System Evaluation?***
- How are activities and products successful in increasing knowledge and improving practice in key states/regions?
 - Who are we touching/reaching?
 - How is T/TA successful?
 - Where is there room for application/implementation?
 - ***How can we survey primary consumers of TA Center materials/resources/activities without creating burden and need for OMB Clearance?***

Discussion

- What should we expect the impacts of TA to be?
- At what levels of the system should we expect “impacts” of the activities of national T/TA Centers?
- Are there any activities *or* outcomes that need to be tailored to Head Start vs. Child Care?
- Are there any outcomes that should be universally examined *across* national T/TA Centers?
 - Implications for the Cross-Systems Evaluation (measurement tools development and use; OMB)
 - Implications for the individual T/TA Center Evaluations (resources allocated to evaluation)



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