Family Voices: Piloting a New Qualitative Measure of Family Engagement for Head Start and Early Head Start Staff and Families

Final Report and Instrument Package

OPRE Report 2014-28

April 2014

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ACKNOWLEDGMENTS:

The authors would like to express their appreciation to our Project Officers Mary Mueggenborg and Maria Woolverton, and other federal staff at OPRE and the Office of Head Start. We thank the Mathematica team, including Felicia Hurwitz, Elizabeth Cavadel, Veronica Barrios, Ali Saminsky, Rebecca Mason, Celina Kamler, Chris Pefaure, Elena Saenz, Kim Mook, Galina Lapadatova, Katharine Lindquist, David Eden, and Susan Sprachman. The report and instrument package also benefited from careful editing by Betty Teller and John Kennedy, respectively, and formatting by Karen Groesbeck. Most of all, we offer our gratitude to the staff and families of the Head Start and Early Head Start programs who opened their doors and shared their time with us.

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Mathematica Reference Number: 40150.402

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Suggested citation:
N. Aikens, E. Bandel, L. Akers, J. Lyskawa, and J. Jerald (2014). *Family Voices: Piloting a New Qualitative Measure of Family Engagement for Head Start and Early Head Start Families and Staff*. OPRE Report 2014-28. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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OVERVIEW

The Head Start Family Voices (HSFV) Pilot Study was launched to develop instruments to help the Administration for Children and Families (ACF) better understand family engagement in Head Start and Early Head Start. To meet this aim, the Office of Planning, Research, and Evaluation (OPRE) in ACF, U.S. Department of Health and Human Services, contracted with Mathematica to develop, pilot test, and review the performance of qualitative interviews with families and the home visiting and family services staff who serve them. We invited ten grantees (half providing Head Start services and the other half providing Early Head Start services) to participate in the pilot activities and conducted qualitative interviews with approximately 130 parents and 30 staff, in person and by telephone.

This report draws on HSFV pilot data collected during the 2012-2013 program year. It describes the purpose of the pilot study, details the research questions and methodology guiding the pilot activities, provides an overview of the performance of the piloted interview protocols, and offers suggestions on the best methods for gathering qualitative information about family engagement experiences from families and staff in future studies. Given the pilot study sought to develop, test, and review the performance of new interview protocols, we focus on summarizing our experiences related to the piloting of the instruments rather than discussing thematic findings. Future research efforts will be an avenue for exploring themes emanating from the instruments.

Key Lessons

- Interviews ranged in duration, and those conducted with staff elicited richer responses than those with parents.
- While the interview protocols generally addressed the study's research questions and elicited varied and rich responses, some revisions were necessary. These include wording changes to clarify or elicit more or different information, adding interview items to elicit more information, combining related items to streamline the interview and reduce redundancies, and separating items to ensure information is appropriately captured.
- Few subgroup differences emerged. Those that did emerge were most commonly found by language of administration. In some instances, parents who responded to the interview in Spanish were more likely to provide less detailed responses, to indicate that they were unaware of certain program activities, or misunderstand interview items. Language barriers that may limit parents' engagement in the program, cultural differences in the perceived role of the program, or differences in regional dialects may help to explain these differences.
- Recruitment and data collection approaches used during the pilot will likely be useful in future research studies. Some adaptations in approach, however, may be needed for program or practitioner use.

A companion document (Bandel et al. 2014; Appendix A) includes the revised set of interview protocols developed following the pilot, training materials for use with the interview protocols, and a coding scheme that can be used to analyze data obtained with the interview protocols.

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I. INTRODUCTION

The Head Start Family Voices (HSFV) Pilot Study was launched to develop instruments to help the Administration for Children and Families (ACF) better understand family engagement in Head Start and Early Head Start. To meet this aim, the Office of Planning, Research, and Evaluation (OPRE) in ACF, U.S. Department of Health and Human Services, contracted with Mathematica to develop, pilot test, and review the performance of qualitative interviews with families and the home visiting and family services staff who serve them. A central goal of the pilot study was to identify interview questions that can be used to provide rich and varied information on family engagement and service provision in Head Start and Early Head Start. With the exception of the 1997 cohort of the Head Start Family and Child Experiences Survey (FACES 1997), ACF has not collected in-depth qualitative data on the experiences of families participating in Head Start and Early Head Start programs or information from the staff who provide family support services to them. FACES and the Early Head Start Family and Child Experiences Survey (Baby FACES), ACF's two large-scale descriptive studies that focus on the experiences of Head Start and Early Head Start families, provide a broad range of quantitative descriptive data on the population being served. The qualitative measures developed by the HSFV study will complement future quantitative data collection efforts such as these, or other descriptive or experimental studies. They are intended to fill a gap in the knowledge base on family engagement efforts and service provision experiences in Head Start and Early Head Start, by providing in-depth qualitative information. The instruments may also be used in stand-alone, small-scale studies or by programs and practitioners.

This report draws on HSFV pilot data collected during the 2012–2013 program year. It provides information about the performance of the piloted interview protocols, revisions made to the instruments based on their performance, and the best methods for gathering qualitative information about family engagement experiences from families and staff in future studies. The report is organized into five chapters. Chapter II describes the research questions guiding the pilot activities and the data sources used during the pilot phase[1] of the study. Chapter III describes our experiences fielding the interviews and suggests strategies for similar data collection efforts in the future, and Chapter IV provides an overview of the performance of the qualitative interview protocols. We conclude the report with Chapter V, offering a summary of key lessons learned from the pilot and recommended next steps. Appendices include the interview protocols used in the pilot, along with the Office of Head Start's (OHS) Parent, Family, and Community Engagement Framework (PFCE). The study's instrument package (Bandel et al. 2014; Appendix A) includes the revised set of instruments developed following the pilot.[2]

[1] The HSFV study included two phases: design and pilot. The design phase included exploratory and qualitative interviews with a small sample of Head Start and Early Head Start parents and staff. Findings from these design activities informed the topical areas explored in the pilot interview protocols, as well as the item wording used.

[2] The instrument package also includes training materials for use of the interview protocols and a coding scheme for analysis of interview data.

II. METHODS

The HSFV pilot activities described in this report followed a set of design activities conducted in winter of the 2012–2013 program year. We begin this chapter by describing the research questions the pilot interviews were intended to address and the design activities and other materials that helped to inform them. The chapter also provides a brief overview of the pilot study design, including the data collection instruments used during the pilot, and our recruitment targets. We conclude this chapter by describing the analytic techniques used for our reporting.

A. Head Start Family Voices Research Questions

The qualitative instruments piloted by the study were designed to address five overarching research questions. Subsumed within each of these are several related questions, each of which is addressed by items in the parent and staff interview protocols (Table II.1).

1. What does family engagement look like in Head Start and Early Head Start?
2. How do home visitors and family services staff work with families, and what support do they receive from the program to do so?[3]
3. How are comprehensive services provided in Head Start and Early Head Start?
4. Do family engagement and/or service provision differ in high-risk families or by other family characteristics? Do they differ in Head Start versus Early Head Start?
5. What changes do families identify as resulting from their experiences with Head Start and Early Head Start?

Table II.1. Study Research Questions and Interview Sources

Research Questions	Parent Qualitative Interviews	Staff Qualitative Interviews
What does family engagement look like in Head Start and Early Head Start?		
What do families want from the program?	X	
What opportunities for family engagement do programs offer and encourage for getting families involved in the program and in their child's learning and development at home and in their neighborhood/community?	X	X
How are opportunities for involvement in program activities communicated to families? Do families offer suggestions for involvement opportunities?	X	X
In what ways are families involved in activities to support their children's learning and development? In the program? At home? In the neighborhood or community? In what ways are families engaged with the community?	X	X
How are families supported and what kinds of family engagement activities are encouraged during transitions?	X	X

[3] Center-based families provided some information on their interactions with teachers, via items in the parent instrument. However, teachers were not a selected respondent during the pilot activities. Expectant mothers also provided information about interactions with program staff that they meet and talk with, some of whom may not be home visitors or family services staff.

Research Questions	Parent Qualitative Interviews	Staff Qualitative Interviews
What are barriers to family involvement in program activities and with staff?	X	
What opportunities and activities are provided for connecting families in the program with each other?	X	X
How have families connected with other families in the program?	X	
What is the program environment like for families? Is it welcoming? How valued and respected do families feel?	X	
How satisfied are families with program experiences?	X	
How do home visitors and family services staff work with families, and what support do they receive from the program to do so?[4]		
How often do families and home visitors/family services staff/teachers/other staff communicate with each other? What topics do they discuss?	X	X
What goals do families have for themselves and their children? How do home visitors/family services staff/teachers work with families to help them meet these goals?	X	X
How do families and home visitors/family services staff/teachers/other staff work together to support the child's learning and development?	X	X
How do families view their relationships with home visitors/family services staff/teachers/other staff?	X	
What supports do staff receive from the program to engage families in the program and in their children's learning and development?		X
What staff in the program are involved in family engagement efforts, and how so?		X
How are comprehensive services provided in Head Start and Early Head Start?		
What staff in the program are involved in helping families get needed services, and how so?	X	X
What does the referral and follow-up process look like? Does it work well?		X
What supports do staff receive from the program related to the service provision and referral process?		X
Do family engagement and/or service provision differ in high-risk families or by other family characteristics?		
How do programs encourage involvement of families with different backgrounds in program activities and in their children's learning (i.e., families with different cultural or language backgrounds, those who have a child with a disability, fathers or father-figures, families with multiple risks, expectant families and pregnant women)?		X
To what extent are efforts to engage families with different backgrounds successful?		X

[4] Center-based families provided some information on their interactions with teachers, via items in the parent instrument. However, teachers were not a selected respondent during the pilot activities. Expectant mothers also provided information about interactions with program staff that they meet and talk with, some of whom may not be home visitors or family services staff.

Research Questions	Parent Qualitative Interviews	Staff Qualitative Interviews
What changes do families identify as resulting from their experiences with Head Start and Early Head Start?		
What changes do parents report in their beliefs about involvement in their child's learning and development?	X	
What changes do parents report in outcomes for themselves and their children?	X	

X = Items are included in the protocol to address the research question

Note: The questions subsumed under each of the five overarching research questions are addressed by the items included in the parent and staff instruments; they are not the actual items that compose the interview protocols.

The pilot qualitative instruments were informed by a number of sources, including the research literature on family engagement[5] and OHS' PFCE framework. For example, the instruments sought to address the degree to which programs implement engagement efforts encouraged in Head Start, via the PFCE framework.[6] Interview items also took into account input from staff at ACF and OHS, as well as preliminary findings from the exploratory and cognitive interviews that took place during the design phase of the study. For instance, discussions with ACF and OHS staff during the design phase highlighted the importance of better understanding the ways in which service provision in programs is comprehensive and integrated. The interview protocols also recognized the data already available to ACF and OHS, seeking to not duplicate information that can be obtained from other sources.

B. Study Design and Data Sources

We invited 10 grantees (half providing Head Start services and the other half providing Early Head Start services) to participate in the pilot activities.[7] To better represent the diversity of families served by Head Start and Early Head Start, we recruited programs in various locales. Seven of the 10 selected programs were located within proximity to each of Mathematica's five office locations (Princeton, New Jersey; Washington, DC; Cambridge, Massachusetts; Chicago, Illinois; and Oakland, California), two programs were located in the South, and one additional program was located on the West Coast (not near a Mathematica office). Among the 10 selected programs, we recruited 4 with sites located in rural areas.[8] Within each program, we aimed to select 15 parents and

[5] See the study's conceptual plan (Aikens et al. 2013) in Exhibit A for an overview of the research literature in this area.

[6] The PFCE framework, released in August 2011, describes strategies for making parent and family engagement activities systematic and integrated within programs in order to achieve seven parent and family engagement outcomes and support children's learning and development. (see Table A.1 in Exhibit A).

[7] Four of the 10 invited grantees provided both Head Start and Early Head Start services. In those instances, we conducted interviews with parents and staff in both their Head Start and Early Head Start programs, effectively treating them as two separate programs.

[8] The selected programs with rural sites included two in the South, one in the Northeast, and one on the West Coast. Only the two southern sites provided services exclusively in rural areas. The programs in the Northeast and on the West Coast provided services in both rural and nonrural locales. Interviews in these latter two areas, therefore, included families and staff in both rural and nonrural areas.

3 staff (including representation of home visitors and family services staff);[9] however, our resulting sample size was slightly smaller.[10] Table II.2 summarizes our data collection sources and the sample sizes for each. All pilot data collection activities occurred between late April and late June 2013.

Table II.2. Data Sources for Head Start Family Voices Pilot Study Activities

Data Source	Sample
Program Screeners	10 interviews with program directors or other designated staff
Parent Interviews	132 qualitative interviews
Staff Interviews	27 qualitative interviews
Parent Questionnaires [a]	129 brief questionnaires
Staff Questionnaires [a]	26 brief questionnaires

[a] One staff member and three parents did not complete the brief questionnaire, resulting in a smaller sample size for the questionnaires.

To examine the performance of the qualitative interview protocols with families and staff from varying backgrounds, our recruitment efforts sought to represent parents receiving different services and in different locations (Table II.3). Across Head Start and Early Head programs, we conducted about one-quarter of the parent interviews in Spanish, and included representation of families who receive home- and center-based services[11] and who experience different types of needs (including, for example, expectant mothers,[12] teen parents, and homeless families). Parents were split evenly across Head Start and Early Head Start, and one-quarter were from rural locations. Participants were spread relatively evenly across geographic regions. We completed half of the parent interviews in person and the other half by phone. We provide information about our data collection processes and our experience recruiting parents, staff, and programs with various characteristics in Chapter III.

Program screeners. Ahead of the qualitative interviews, we completed screeners with program directors or other staff member(s) designated by each program (see Exhibit B). This data source provided program-level information on the families served by the program and descriptive information about the programs participating in the pilot activities. These data also helped to guide the selection of families for the parent interviews. Each screener took about 15 minutes to complete.

[9] Based on the availability of staff, only family services staff were included in some programs. For example, we only recruited home visitors for participation from among programs that provide Early Head Start services.

[10] Our recruitment efforts were hampered by issues associated with the federal sequestration. Several of the selected programs closed early for the year or had difficulty recruiting staff and family participants due to resulting demands on the program.

[11] We only recruited Early Head Start families receiving home-based services; we did not recruit Head Start families in the home-based option.

[12] Throughout this report we typically refer to "expectant mothers" or "pregnant women" rather than "expectant parents," because this was the terminology used in the pilot instruments. Following the pilot, we revised the interview protocols to use more inclusive language (that is, "expectant parents") instead.

Table II.3. Targeted Characteristics of Recruited Sample

	Percentage of Parents	Percentage of Staff	Percentage of Programs
Program type [a]			
Head Start	49.2	44.4	50.0
Early Head Start	50.8	51.9	50.0
Service option			
Center-based	86.4	n.a	n.a.
Home-based	13.6	n.a.	n.a.
Geographic region			
Northeast	29.5	33.3	30.0
Midwest	18.9	18.5	20.0
South	33.3	33.3	30.0
West	18.2	14.8	20.0
Urbanicity			
Rural	25.0	33.3	40.0
Nonrural	75.0	66.7	60.0
Language of interview			
English	74.2	100.0	n.a.
Spanish	25.8	0.0	n.a.
Interview Modality			
In person	49.2	59.3	n.a.
By phone	50.8	40.7	n.a.

[a] An additional 4 percent of staff provided both Head Start and Early Head Start services.
n.a. = not applicable

Qualitative interviews. Qualitative interviews with parents and staff collected information on parent and staff experiences in the program as they relate to family engagement and service provision (see Exhibit C). We used separate interview protocols for parents and staff, and created two versions of each interview protocol (Form A and Form B). Each version included two overlapping modules and one distinct module such that each parent or staff member was asked to respond to questions in only three of the four available modules (see Table II.4). This approach allowed us to pilot test a larger number of questions without overly burdening individual parents or staff members. Each module focused on a specific topic (see Chapter III for a description).[13] Each interview concluded with a debriefing in which interviewers probed parents and staff for more information about any items that may have been unclear or difficult to respond to. Interviewers also asked about additional topics that parents and staff felt should be included and whether there were other comments about the interview in general. We conducted the qualitative interviews one-on-one and audio recorded each interview.

Table II.4. Modules Included in the Parent and Staff Qualitative Interviews

	Parent Qualitative Interview		Staff Qualitative Interview	
	Form A	Form B	Form A	Form B
Module 1	X	X	X	X
Module 2	X	X	X	X
Module 3	X		X	
Module 4		X		X
Sample size	64	68	13	14

X = Module is included in designated version of protocol

[13] The overlapping modules included topics considered most important to capture and test across all parents or staff. To ensure that both forms were of similar duration, we split the remaining modules (which were of similar length) across the forms.

Brief questionnaires. Finally, at the conclusion of the qualitative interviews, interviewers administered a brief, 10-minute questionnaire to parents and staff about their background (see Exhibit D). In the questionnaires, staff reported on their characteristics (such as years of experience, education level, language, gender, and race/ethnicity). Parents provided information about themselves and characteristics of their child and household (for example, age and number of children enrolled in Head Start and Early Head Start, primary language spoken in the household, housing stability and homelessness, household income, and parent race/ethnicity, gender,[14] and marital status). Information from these questionnaires was used to assess how well we met recruitment targets and to support analysis of the interviews by key family characteristics.

C. Analysis Approach

To ensure that field notes were complete and consistently prepared, we created a standard template for the parent and staff interview notes. Notes were only coded after a preliminary review for completeness. For coding of the notes, we developed an item-level coding scheme for the sorting and analysis of the data. The coding scheme also included flags to highlight problematic issues in the data (for example, misunderstanding of items or unclear wording).

Given the large number of interviews conducted during the pilot, we used Atlas.ti, a qualitative data analysis software program (Scientific Software Development 1997). Once the data were coded, we retrieved and sorted data linked to specific research questions and issue flags. Data were then retrieved on specific questions for all parents and staff, for parents and staff with specific characteristics (for example, families completing the interview in Spanish, or staff or families in rural programs), or for all parents and staff from a particular program type (such as Early Head Start). We used the information collected from staff and families on the questionnaires to create respondent-level codes or indicators that categorized staff and families by key characteristics of interest (for example, by race/ethnicity). We also calculated frequencies (percentages) and means (averages) of items in the questionnaires for descriptive purposes.

[14] While the vast majority of parent respondents were mothers, some fathers also participated in the interviews.

III. PROCESSES AND RECOMMENDATIONS FOR DATA COLLECTION

In this chapter we describe our experiences fielding the interviews and offer suggested strategies for future data collection efforts. We highlight strategies that might be necessary for gaining the cooperation of programs and for meeting recruitment targets for specific types of families or staff (for example, expectant or Spanish-speaking parents). We also provide some considerations for interview length and mode of administration. We conclude the chapter by offering recommendations that might be needed in order to adapt the instruments for future data collection efforts. The appropriateness of our recommendations for future studies will depend on the purpose and approaches of the study. Some recommendations may be more appropriate for large-scale data collection efforts, while others may be more appropriate for small-scale studies. We highlight these distinctions throughout.

A. Program Recruitment

As noted in Chapter II, the pilot study sample included 10 Head Start and Early Head Start grantees (5 of each) located across geographic regions. The diversity of regions, along with representation of urban and rural sites, allowed us to gather a broad range of parent and staff perspectives on their experiences in Head Start and Early Head Start. We selected our prospective program sample from among grantees who participated in the FACES 2009, Baby FACES, and Quality of Caregiver-Child Interaction for Infants and Toddlers (Q-CCIIT) studies, building on our experience and existing relationships with these programs. Among these grantees, we also drew upon information from the OHS Program Information Report (PIR) about their characteristics. We used this descriptive information to purposefully select a smaller pool of programs that collectively included a balanced representation of key groups of interest—program type (Head Start versus Early Head Start), service options offered (home- versus center-based), and families with various backgrounds and characteristics (such as primary home language, race/ethnicity, pregnant women). This information also allowed us to select a subset of programs from which we could draw a sample of parents that reflected the characteristics of families served by Head Start and Early Head Start nationally.

An advance letter served as the initial mode for establishing contact with program directors. The letter included a brief overview of the study goals and timeline of activities, and invited programs to take part in the study. We then placed a follow-up call with directors. During this call, we described the study purpose, provided an overview of the study goals and timeline of activities, confirmed the program's interest in participating, and completed the program screener (see Exhibit B). The screener included questions about the characteristics of families served by the program, including the percentages of families enrolled in home-based and center-based options, from Spanish-speaking households, and with different types of characteristics (including teen mothers, single-parent families, expectant mothers, families who live in transitional housing or may be homeless, and parents who may have mental health problems). We used this information to identify the range of families available to participate in interviews at each program. Screener information also provided descriptive information about the programs participating in the pilot and helped ensure recruitment targets were met. We recommend collection of similar data for stand-alone studies, where such information might not otherwise be readily available.

A number of strategies helped us to successfully engage and recruit programs into the pilot study. Clear communication with programs about the study activities in which they, their staff, and families were being asked to take part helped ensure an efficient recruitment process. Programs in the pilot varied in the amount of lead time they needed to confirm their ability to take part in the

study. Having a clear plan of the scope of their involvement (for example, the number of participants they would be asked to assist us in recruiting) and a timeline of study activities early on facilitated this process. We shared materials that described the study goals and data collection activities with program directors. These materials were a valuable resource for communicating information about the study to other program staff, including the on-site coordinator who was designated as the key contact and study liaison for coordinating the recruitment of participants.[15] These easy-to-read materials were also designed to be used in recruiting potential parents and staff participants, and were available in both English and Spanish.

As noted previously, our recruitment efforts were affected by issues related to the federal sequestration. Some programs that were invited to take part in the study were unable to participate due to resulting demands on the program, including early closures and difficulty recruiting parent and staff participants. In addition, some programs did not have sufficient staffing resources to assist in the recruitment of participants. For future studies in which the pool of eligible programs may be in flux, we thus recommend having a pool of back-up programs that are matched on key characteristics to programs identified for inclusion in the study. This can help maintain the balanced representation of programs and participants originally intended in the full study sample.

B. Parent and Staff Recruitment

The recruitment of parents and staff for the pilot study was a collaborative process between a member of the Mathematica recruitment team and the staff member at each program who was designated as the study's on-site coordinator. Based on information obtained from the Program Screener (described in section II.B), we provided on-site coordinators with information on recruitment targets and asked that they identify and recruit families and staff meeting specific characteristics for participation in the pilot study.[16] For example, Early Head Start programs that provided services via the home-based option were asked to recruit a mix of home-visitors and family services staff; if expectant mothers were enrolled in the program, we asked that they be represented within the group of parents recruited into the study. To capture the range of families served by Head Start and Early Head Start programs, we also asked programs to identify both parents who were challenging to engage and those who engaged more readily in the program. Each on-site coordinator provided information on parents and staff who agreed to participate in the pilot (including participant names, dates/times of scheduled interviews, and contact information for phone participants). In advance of the interviews, all participants completed an informed consent form, which included information about the pilot study activities. All programs were offered a gift card valued at $200 for their involvement in pilot activities, including assisting with recruitment of parent and staff respondents. Participants received a $20 gift card for taking part in the pilot qualitative interviews and for completing the brief questionnaire. These amounts were determined based on the estimated burden to participants and are consistent with those offered in prior studies using similar methodologies and data collection instruments.

[15] The program director, or someone appointed by the director, served as the study's on-site coordinator. Staff designated to serve in this role varied by program.

[16] Recruitment targets were based on the prevalence of program and family characteristics identified in the program screener.

As described previously, in each participating program, we sought to recruit 15 parents and 3 staff per program (including family services staff and home visitors). This approach aimed to provide multiple perspectives around family engagement and service provision within each program. We recruited family services staff and home visitors in Early Head Start programs and only family services staff in Head Start programs. Although we did not conduct a thematic analysis of the pilot data, our item-level analysis uncovered differences in some topics by staff type (also discussed in Chapter IV). In particular, when discussing staff-family interactions, there were differences in the types of topics that home visitors and family services staff discuss with families. Parents were more likely to discuss family needs with family services staff and more likely to discuss child needs with home visiting (and teaching) staff. We recommend that, where appropriate and practical, staff with varying roles in the program be included in future data collection efforts. On certain topics, this will help to provide a more comprehensive perspective on what may be happening in programs. Similarly, we recommend that study samples include more than one staff member and parent per program. Multiple staff/parent perspectives would help provide a consensus about activities and approaches within a given program.

Given that Head Start and Early Head Start programs vary in terms of the numbers and characteristics of families served, we recommend that similar, future studies integrate the use of a screener to complement the information available in the PIR. Collectively, this information helps to determine where to focus efforts when recruiting participants with particular characteristics, both across and within programs. For example, recruitment of expectant and Spanish-speaking families may be concentrated in the subset of programs serving these subgroups, while family services staff may be recruited from each of the participating programs. This information is critical to ensuring that the characteristics of families served by Head Start and Early Head Start are collectively represented across the programs included in the study. Information obtained from these sources can also be valuable in understanding the diversity of families served by individual programs. Notably, these efforts may be unnecessary in large-scale studies where information about programs and participants is already available. They may also be less appropriate for studies where the emphasis is on obtaining a representative sample (rather than a more purposeful one). Most of the programs included in our sample comprised multiple centers, and these often varied in terms of the specific needs and characteristics of the families they served. For example, one program served families at centers located in both urban and rural areas; however, Spanish-speaking families were disproportionately represented in their rural centers.

Based on our experiences in the pilot, certain subgroups of families may be especially difficult to recruit. For example, most Early Head Start programs (86 percent) reported that less than one-quarter of enrolled parents were teen mothers. Similarly, nearly all Early Head Start programs (86 percent) and more than half (57 percent) of Head Start programs indicated that less than 10 percent of the enrolled families experienced mental health issues. Early Head Start programs also served small numbers of expectant mothers relative to other types of parents. In such instances, we recommend recruiting programs that provide targeted services to these types of families to better understand the successes and challenges of engaging all families. This is especially relevant if subgroup analyses are planned and a purpose of the study is to adequately represent specific subgroups. Asking programs to over-recruit certain types of families can be overly burdensome and challenging.

The on-site coordinator designated by the program director at each site served as the gateway to prospective parent participants. As noted previously, the staff designated to serve in this role often varied by program. When program resources permit and selection of a random, representative sample is not the goal, we recommend engaging frontline staff to assist in recruitment efforts. These

staff know the characteristics, strengths, and challenges of the families they serve; therefore, they may be especially helpful in identifying a diverse sample of families served by the program. This practice may also be particularly helpful for small-scale studies in which resources for recruitment are limited.

In light of the challenges related to meeting recruitment targets, we recommend collecting information about the background characteristics of study participants using a brief questionnaire. This added component might not be necessary if the qualitative interview is incorporated as an add-on component to a large-scale descriptive study (where this information may likely be available via other sources), but in stand-alone studies, inclusion of a background questionnaire will allow for an accurate description of the study sample and will provide information that might otherwise not be collected. The questionnaire will also provide descriptive data that can be used for subgroup analysis of the interview data.

C. Interview Length

As noted previously (see Chapter II), we developed two versions of the parent and staff interview protocols (Form A and Form B), each comprising two overlapping modules and one distinct module.[17] Thus, each participant responded to questions in three of the four modules. This approach enabled us to examine a larger pool of items across topical areas without overly burdening individual participants. Table III.1 notes the contents of each of the modules included in the parent and staff interviews.

Table III.1. Contents of Parent and Staff Qualitative Interviews by Form

	Parent Qualitative Interview		Staff Qualitative Interview	
	Form A	Form B	Form A	Form B
Module 1	Reasons for choosing Head Start/Early Head Start	Reasons for choosing Head Start/Early Head Start	Opportunities for family engagement	Opportunities for family engagement
Module 2	Family's relationships with programs/staff	Family's relationships with programs/staff	Program supports for family engagement and service receipt	Program supports for family engagement and service receipt
Module 3	Family engagement in the program and in children's learning and development	n.a.	Staff approaches for working with families	n.a.
Module 4	n.a.	Components of community engagement	n.a.	Components of community engagement

n.a.= not applicable (topical module not in protocol)

Table III.2 presents descriptive information on the duration of parent and staff interviews by form. Interviews were designed to be no longer than one hour in duration, inclusive of the end-of-interview debriefing. Overall, interviews lasted approximately 30 minutes for parents and 45 minutes

[17] To represent the perspectives of families with varying backgrounds in each of the topical areas, we balanced the administration of interviews across key subgroups. We took the same approach for interviews completed with staff (family services staff and home visitors).

for staff. During interviews, staff pool their experiences with multiple parents and across several years of work within programs; therefore, it is not surprising that staff interviews were longer in duration than those conducted with parents. No differences in interview duration emerged relative to the form administered for parents or staff. Across both parents and staff, interviews ranged widely in duration, which is not uncommon in qualitative interviewing and reflects variation in the breadth and depth of experiences offered by respondents.

Table III.2. Duration of Parent and Staff Qualitative Interviews by Form

	Parent Qualitative Interview		Staff Qualitative Interview	
	Form A	Form B	Form A	Form B
Interview duration				
Mean	24 minutes	26 minutes	45 minutes	46 minutes
Range	14–43 minutes	12–75 minutes	22–75 minutes	22–73 minutes
Sample size	64	68	13	14

Respondent burden is a key consideration to keep in mind when determining the optimal number of items or modules to use. In large-scale studies or others in which the interview will be included as an add-on to other data collection activities (for example, an interviewer-administered questionnaire or self-administered survey), administration of a subset of the full set of available modules may be the more optimal approach. In local, small-scale studies, this approach may be less desirable, given possible restrictions around sample sizes for each module. Since staff interviews were longer in duration than parent interviews, respondent burden is perhaps more relevant for the staff than the parents.[18] Thus, future studies might elect to administer all available modules to parents and limit the number for staff. Based on the patterns in the pilot data (and assuming a one-hour interview), we recommend that all modules be administered to parents and no more than three modules be administered to staff. We also recommend including all items within a given module rather than including only a subset of items within the module. This is because items within each module touch upon different aspects of topical areas. In addition, items that have been retained in each module performed well in the pilot and provided rich information.

Finally, in an effort to understand family engagement from multiple perspectives, the piloted interview protocols included questions in specific areas that were asked of both parents and staff. For future studies that include both parent and staff interviews, researchers may opt to ask such overlapping questions solely of parents or staff, if a multiple-perspective approach is of lower priority. However, our review of the pilot data suggests the importance of asking similar items of both staff and parents. This approach would better support verification of the patterns found for each respondent type. Researchers might be more confident in the findings on a given topic if both parents and staff provide similar reports. As described in Chapter IV, on certain topics, similar themes emerged from the parent and staff interviews.

[18] Although some respondents indicated that some related questions seemed repetitive, neither parents nor staff reported fatigue or indicated that interviews were overly long in their duration.

D. Mode of Administration

In addition to examining the performance of the qualitative interview protocols across key subgroups of families and staff (see Chapter IV), we also sought to assess the instruments' performance based on mode of administration. To this end, we conducted interviews using a dual-mode approach, whereby half of the interviews at each program were conducted in-person and the other half by phone, with balanced representation of key subgroups by modality of administration.[19] This allowed us to assess the extent to which the mode of administration influences the amount and depth of the information elicited from parents and staff.

We present descriptive information on the duration of parent and staff interviews by modality in Table III.3. On average, no difference in duration emerged for parent interviews completed in-person versus by phone (24 minutes and 25 minutes, respectively). Among staff participants, interview duration averaged 54 minutes for those completed by phone and 41 minutes for those completed in-person. Compared to those interviewed in person, staff completing telephone interviews did not have more difficulty understanding items or require additional probes for clarification. Misunderstanding of interview items, therefore, does not seem to explain the modality differences in duration. It is possible that staff may have felt free to discuss certain topics in greater depth when completing the interview by phone during off-work hours (rather than in person at the program). We are cautious in our interpretation of this difference, given that it is based on small sample sizes and may thus reflect spurious rather than actual differences in the interview's performance.

Table III.3. Duration of Parent and Staff Qualitative Interviews by Mode of Administration

	Parent Qualitative Interview		Staff Qualitative Interview	
	In-Person	Phone	In-Person	Phone
Interview duration				
Mean	24 minutes	25 minutes	41 minutes	54 minutes
Range	12–50 minutes	15–75 minutes	22–75 minutes	30–73 minutes
Sample size	65	67	16	11

When primarily conducting interviews on-site at program centers, phone administration may be a valuable complement to in-person administration. This may be particularly true for parents who are more difficult to engage, are expectant parents, or receive home-based services and attend on-site program activities with less frequency. In addition, phone administration provides an opportunity to extend local data collection efforts to other areas that are not easily accessible by means of local transportation (for example, programs that are in more remote, rural areas). This may be a particularly valuable method for including families served by Head Start and Early Head Start programs across a broader range of geographic locations. In-person administration may require considerably more time and resources than phone administration, largely due to costs related to travel to and from the interview locale. However, when conducting interviews by phone, additional

[19] Due to demands resulting from the federal sequestration, one program located on the West Coast (not near a Mathematica office) was limited in its ability to recruit parent and staff respondents. Of the 4 interviews completed at this site, all were completed by phone.

resources may likewise be required (such as multiple call-backs before reaching a participant and completing the interview and needing to reach out to programs in instances where provided phone numbers for participants are incorrect or not in service).

Since our analyses focused on item performance rather than emerging themes, we did not directly address whether the mode of administration yielded differences in the depth and richness of data elicited from participants. Studies comparing the quantity and quality of responses by modality are relatively rare; among those that do exist (see Shuy 2003 for a summary), there is a lack of convincing evidence favoring one approach over the other. Researchers should thus weigh the advantages and disadvantages offered by each mode. For example, in face-to-face interactions, visual cues conveying a participant's difficulty in understanding are available to the interviewer; similarly, interviewers themselves may offer visual cues that naturally encourage participants to elaborate or clarify their responses. In some cases, these considerations might be outweighed by practical needs (such as when time and resources are limited).

E. Adapting the Instruments for Future Use

As described in Chapter II, the development of the qualitative instruments was guided by a set of overarching research questions aimed at better understanding family engagement in Head Start and Early Head Start. Although the interviews are comprehensive in their scope, they are not exhaustive in nature. For example, we did not heavily emphasize questions in the topical area of family–provider relationship quality, so as to not duplicate efforts of other studies and available instruments. As such, there may be additional areas of interest for programs and practitioners that are not addressed by the pilot instruments. In these cases, we recommend the use of other available measures to fill any existing gaps or areas not addressed by the pilot interviews. New items may require piloting or cognitive interviewing techniques prior to use.

The modular approach underlying our instrument design lends itself to the purposeful selection of topical areas that are of greatest interest to researchers and practitioners. Although interrelated, the modules were designed to be stand-alone; one or all can be administered depending on the study scope. Practitioners may wish to examine the experiences of families with emphasis on a specific topical area. For example, understanding families' community engagement experiences may be especially valuable to programs in conducting community assessments. Alternatively, programs and practitioners may choose to take a more comprehensive approach that covers all topical areas (thus administering all modules).

Because the goal of the pilot was to examine the performance of the instruments across the range of families served by Head Start and Early Head Start programs, we recruited parents from a range of backgrounds and characteristics. For programs and practitioners, the questions addressed by the instruments may be of greatest interest for key groups of families—for example, those served by a specific service option, who experience many risks or adverse circumstances, or who may be more difficult to engage in the program. In addition, practitioners may also seek to understand the experiences and perspectives of families from other language minority groups.[20] When doing so, they might elicit the help of program staff who speak the native languages of these families (for

[20] The study pilot examined the performance of the instruments in English and Spanish only. The qualitative interviews are thus not currently available in any other languages.

example, a member of the frontline staff who does not directly work with the child or family). We recommend against the use of a third-person, live interpreter, given the challenges associated with this approach. When use of a live translator is the only viable alternative, interpreters should ideally have some familiarity with qualitative research in general and the topics of interest in particular. They should also be proficient in the languages of both the interviewer and the participating parent or staff member.

By design, the interview protocols were developed to be administered to parents and staff one-on-one, particularly when used as an add-on qualitative component in large-scale research efforts. However, programs and practitioners may elect to adapt the instruments for group administration. During focus group discussions, for example, participants may talk about relevant experiences or interactions not directly addressed by a primary question. The synergy of group interactions can provide richer information for examining similarities and differences, as participants listen to and interpret the experiences of others. Through specific question probes, focus group leaders can explore a particular topic in more depth, adjusting in flexible ways to match the conversational flow of the respondents. This may also be a practical approach when program resources are limited, since information can be collected from several parents or staff members simultaneously.

IV. PERFORMANCE OF THE INSTRUMENTS

This chapter describes the performance of the piloted qualitative interviews. We highlight how well the collected information answered each of the study's research questions and the extent to which the instruments worked across key subgroups of families and staff. We also indicate whether factors such as sample size or sample characteristics affected our ability to address any of the questions. Throughout, we summarize the revisions that we made to the instruments following the pilot activities. Key thematic elements emerging from the interviews are included sparingly as support to discussion of interview performance.

A. How Well the Instruments Addressed Research Questions

In this section, we describe how well the piloted qualitative instruments address the study's five overarching research questions. For each of the research questions, we include tables and description that highlight the extent to which specific underlying questions in that area were addressed by the parent and/or staff interview items. As noted in Chapter II, the questions subsumed under each of the study's five overarching research questions are addressed by the items included in the parent and staff instruments; they are thus not the actual items that compose the interview protocols (see Exhibit C). We highlight whether items elicited (1) a range or variety of responses (versus more uniform responses); (2) rich, thorough responses (versus brief, limited responses); and (3) responses that answered the study research questions. We use the terms "adequately addressed" to denote that responses from parents and/or staff sufficiently answered the research questions and "some issues limiting responsiveness" to note when research questions were not fully addressed. We describe the nature of any such issues where applicable, including whether items were misunderstood or unclear to parents and staff. In some instances, we also note whether individual items underlying each research question require changes or revision.[21] We highlight these issues in Section A and include a more thorough discussion in Section C.

As noted previously, not every parent or staff member responded to the same set of interview items. As a consequence, the prevalence of responses related to specific items or research questions varies. In an effort to convey the prevalence of responses that statements are based on, we use the following terminology:

- "Most" and "many" indicate that the pattern of findings is linked to a large proportion of responses; "many" denotes about half or more of responses in a given area, while "most" denotes a substantial majority of responses.
- "Some" indicates that, although a pattern was not rare, it was linked to fewer than half of responses.
- "Few" and "several" refer to a minority of responses.

In the remainder of this section, we describe how well the instruments worked across all parents and staff, before turning to a discussion of any subgroup differences that emerged (Section B).

[21] The need for changes at the individual item level does not always imply that there were issues in adequately addressing research questions. Instead, changes may have been made to streamline the interview or to respond to a small number of participants who misunderstood or had difficulty with an item.

What does family engagement look like in Head Start and Early Head Start?

In Tables IV.1 and IV.2 we list the study research questions in this area and the extent to which each was addressed by the parent and staff qualitative interviews, respectively. All parents were asked about their reasons for choosing Head Start/Early Head Start, program climate, and their satisfaction with the program. Half were asked about their engagement (and barriers to engagement) in activities in the program and at home, while the other half were asked about activities in the community and with other parents. All staff responded to items about engagement activities suggested by the program for parents at the program and at home, how information is shared with parents about those activities, and the level of involvement by families. Half discussed community engagement activities and activities for engaging families in the program with one another.

Parent interviews. Interview responses addressed the research questions in this area to varying degrees (Table IV.1). Parents often included rich explanations and varied examples. We discuss the pattern of parent responses for each research question below.

What do parents want from the program? When asked about what they hoped to gain from enrolling their child in the program, parents provided rich discussions. Most parents shared that they hoped to gain something for their children—to improve their cognitive, social, and/or physical development. Parents also described the need for child care so they could maintain employment or attend school.

What opportunities for family engagement do programs offer and encourage? In what ways are families involved in activities to support their children's learning and development? The parent protocol included a series of questions about whether the program encourages parents to participate in various types of activities. Responses to items about the ways families are involved in various activities to support their children's learning and about barriers to family involvement were mostly brief and uniform. Most parents indicated that they had participated in activities, but they did not provide a great deal of detail about their participation, which suggests the need for additional probing among some parents. Parents often discussed activities and events they might engage in with their children, but it was not always clear that these were things the program encouraged (especially for activities outside of the home or in the neighborhood/community) or activities families participated in on their own. Some parents did not always distinguish between the activities they do in the various places we inquired about. Many of these questions were similar in nature, and it is possible that the slight variation between questions (for example, activities the program encourages parents to do at the program versus outside of the program) was not immediately clear to parents. In addition, parent responses related to activities the program encourages them to do in the neighborhood/community or around job training were sometimes vague or did not address the question asked. It is unclear if this is a function of programs not encouraging these types of activities or parents not understanding the question. To address this possible ambiguity, we modified the wording of the items in this area and included additional probes to clarify responses.

Do programs offer suggestions for involvement opportunities? We did not ask parents about whether the program encourages them to share their opinions about involvement opportunities specifically, but instead asked whether the program encourages parents to share their opinions about program policies and procedures. Parents provided mostly brief and uniform responses to the item. Responses mentioned parent meetings, surveys, and conversations with program staff as the primary ways for parents to share opinions. A few parents misunderstood this question and interpreted it as asking about the parent's political opinions. To address this issue, we clarified the wording of the item. We also added items about parents' opinions on involvement opportunities.

How are families supported during transitions? Although parents provided varied, brief responses that described the types of meetings and activities programs organize around transitions, items did not elicit information on how they are supported beyond these events or whether they get to know other families who have made these transitions. It is possible that more limited responses in this area are due to the fact that programs do not regularly offer transition activities beyond meetings or opportunities to interact with families who have already transitioned. Although we asked whether the program provided families with opportunities to get to know other families who have experienced transitions, many responses focused on whether the program offered activities or meetings around transitions and not necessarily on whether these events fostered connections between parents. In addition, some parents were unaware of transition activities organized by the program and did not know whether their program provided these types of opportunities. This is not surprising, given that transition activities are not applicable to all parents. For parents where transition activities and experiences are applicable, we revised the items in this area to better capture the nature of transition activities and how parents are connected with other families during program transitions.

Table IV.1. Parent Perspectives: What Does Family Engagement Look Like in Head Start and Early Head Start?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-Level Revisions Following Pilot
What do families want from the program?	Varied, rich responses	Adequately addressed	No changes
What opportunities for family engagement do programs offer and encourage for getting families involved in the program and in their child's learning and development at home and in their neighborhood or community?	Varied, sometimes rich responses	Some issues limiting responsiveness	Clarified wording, added probes
How are opportunities for involvement in program activities communicated to families?	n.a.	n.a.	n.a.
Do families offer suggestions for involvement opportunities?	Similar, brief responses	Adequately addressed	Clarified wording, added items
In what ways are families involved in activities to support their children's learning and development? In the program? At home? In the neighborhood or community? In what ways are families engaged with the community?	Similar, brief responses	Adequately addressed	Added probes
How are families supported and what kinds of family engagement activities are encouraged during transitions?	Varied, brief responses	Some issues limiting responsiveness	Clarified wording
What are barriers to family involvement in program activities and with staff?	Similar, brief responses	Adequately addressed	Clarified wording
What opportunities and activities are provided for connecting families in the program with each other?	Varied, rich responses	Adequately addressed	No changes
How have families connected with other families in the program?	Varied, sometimes rich responses	Adequately addressed	No changes
What is the program environment like for families? Is it welcoming? How valued and respected do families feel?	Similar, sometimes rich responses	Adequately addressed	Changed to open-ended items
How satisfied are families with program experiences?	Varied, rich responses	Adequately addressed	No changes

n.a. = not applicable (research question not addressed in protocol; addressed in staff protocol)

What are barriers to family involvement in program activities and with staff? When asked about barriers to their involvement in program activities, parents typically provided brief, uniform responses. Most parents indicated that there are activities that they want to get involved in but cannot. Barriers to their involvement were focused around other obligations, including work, school, and needing to care for other children. Most home-based parents also reported that they do not find it difficult to participate in home visits. Responses to items about barriers to involvement in leadership activities were varied. Of parents who wanted to get involved but could not do so, most listed barriers related to time, work, distance, and other children. A few parents were not familiar with the leadership activities offered by their program. When discussing barriers to involvement in leadership activities, some parents mistakenly referenced activities like volunteering or attending events. As a result, we provided more clarification in the parent protocol about what is meant by leadership activities.

What opportunities are provided for connecting families in the program with each other? How have families connected with other families? Parents provided varied, mostly rich responses to items about opportunities and activities for connecting with other families in the program. Parents provided many examples of the types of program activities offered to families to get to know one another (for example, parent meetings, potluck dinners, field trips, graduation). Almost all parents were able to provide examples of activities and events that the program hosts. When asked about their involvement in activities for connecting with other families, parents provided varied and sometimes rich responses, ranging from some parents indicating whether or not they attended particular events to other parents explaining what happened at the events or conflicts that prevented them from attending. Most parents had attended at least one program activity, with parent meetings being mentioned most frequently. When asked, only a few parents indicated that they did not think families in the program could turn to each other for support. For many parents, the items elicited responses that were brief and limited in detail (for example, "Yes, parents can turn to each other."), but some parents provided rich detail about their relationships with other parents. The content of responses to this item varied greatly, including discussion of program events, characteristics/culture of the program, what parents have in common, and opportunities to meet other parents around the center. A few parents noted a need for more to be done to encourage a sense of community.

What is the program environment like for families? Parents provided uniform responses when asked about the program environment; the responses were rich and indicated parents feel welcome and valued. We have retained only the open-ended items in this area.

How satisfied are families with program experiences? Finally, when asked about their satisfaction with the program, most parents indicated that they felt positive about the program, and provided rich, varying examples of the ways the program has helped their child and family. As we discuss in subsequent sections, parent responses focused more heavily on benefits and changes for the child than for their family. Some responses suggest that parents largely see the program as for the child and not for the family, with some having more difficulty identifying benefits for themselves.

Staff interviews. With one exception, the staff interview protocols adequately addressed each of the research questions in this area (Table IV.2). As in other areas, staff typically provided richer, more thorough responses than parents.

What opportunities for family engagement do programs offer and encourage? Staff supplied a range of information on the opportunities programs provide and encourage to engage families in their child's learning. They described program activities, leadership activities in the program, and activities parents are encouraged to do outside of the program with their child. When discussing program activities, some responses were less rich in nature and instead were more of a laundry list of activities

that are encouraged. Although responses about the activities that are encouraged outside of the program generally varied in nature, reading with the child and visiting the library were often cited. There were also some redundancies in responses to items in this area. For example, staff sometimes described the leadership activities that are encouraged (such as the Policy Council or committees) before being asked explicitly about them. Also, when asked about activities encouraged outside of the program, some staff described specific activities in the community that we inquired about in subsequent items. To reduce redundancies in this area, we combined related items. In addition, one interview item in this area was misunderstood or unclear to staff. Some staff incorrectly interpreted the item that asked about program encouragement of families volunteering in the community as efforts to encourage families to volunteer in the classroom or program. Although this item clearly asked about the community (and not the program), we revised the item wording to emphasize this focus.

Table IV.2. Staff Perspectives: What Does Family Engagement Look Like in Head Start and Early Head Start?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-level Revisions Following Pilot
What do families want from the program?	n.a.	n.a.	n.a.
What opportunities for family engagement do programs offer and encourage for getting families involved in the program and in their child's learning and development at home and in their neighborhood or community?	Varied, sometimes rich responses	Adequately addressed	Combined items, changed to open-ended items, clarified wording
How are opportunities for involvement in program activities communicated to families?	Similar, brief responses	Adequately addressed	Combined items
Do families offer suggestions for involvement opportunities?	Varied, rich responses	Adequately addressed	Changed to open-ended items
In what ways are families involved in activities to support their children's learning and development? In the program? At home? In the neighborhood or community? In what ways are families engaged with the community?	Brief responses	Some issues limiting responsiveness	Dropped/asking only of families
How are families supported and what kinds of family engagement activities are encouraged during transitions?	Varied, rich responses	Adequately addressed	Added items
What are barriers to family involvement in program activities and with staff?	n.a.	n.a.	n.a.
What opportunities and activities are provided for connecting families in the program with each other?	Varied, rich responses	Adequately addressed	No changes
How have families connected with other families in the program?	n.a.	n.a.	n.a.
What is the program environment like for families? Is it welcoming? How valued and respected do families feel?	n.a.	n.a.	n.a.
How satisfied are families with program experiences?	n.a.	n.a.	n.a.

n.a. = not applicable (research question not addressed in protocol; addressed in parent protocol)

How are opportunities for involvement in program activities communicated to families? Staff often provided brief and uniform responses to items on how information about activities is shared with families. For both types of activities (at and outside the program), staff always indicated that information is shared either verbally or in writing, with little variability in the specific types of approaches. These items can be combined to improve the flow of the interview and reduce redundancies in responses. Responses to items about the ways that parents provide feedback on program activities and involvement opportunities were varied and rich. Because staff overwhelmingly answered in the

affirmative that parents are given opportunities to provide feedback, before describing those opportunities, we changed the interview protocol to use only open-ended items in this area.

In what ways are families involved in activities to support their children's learning and development? Responses did not adequately address the research question focused on the ways families are involved in activities to support their child's development. Staff responses focused only on the extent of family involvement in program leadership and the Policy Council, with no discussion of family involvement in other program activities or at home. This was due to an omission in the interview protocol—staff were only asked about the level of family involvement in program leadership and not about involvement in other areas. In addition, responses to this item were quite brief, with staff affirming that families were involved in program leadership activities. The brevity of responses can be attributed to the fact that the item was closed-ended rather than open-ended. We dropped items in this area from the staff interviews, as we think it is more appropriate to ask only parents about their level of involvement in activities. Other items in the staff interview provide information on the involvement activities offered by the program.

How are families supported during transitions? Responses to items about transition activities offered, and about opportunities for connecting families with one another, were varied and rich. Responses to items in the latter area highlight key distinctions between programs. The pattern of responses indicates that some programs have activities designed explicitly to connect families; other responses indicate that socializing and connections between parents happens as part of activities and is not purposeful. We added items to identify the staff that families interact with during transitions and the duration of transition activities.

How do home visitors and family services staff work with families, and what support do they receive from the program to do so?

Interview items in this area focused on the ways that families and home visiting, teaching, and family services staff work together, from the perspective of both parents and staff. By design, all parents responded to items in this area, while only half of staff did so. We did not ask staff explicitly about the topics they discuss with families, though in some instances we captured that information indirectly through other questions in the staff interview protocol (such as questions related to how staff work with families to meet goals). All staff described supports they receive from the program to engage and serve families.

Parent interviews. With one exception, the parent interview protocols adequately addressed each of the study research questions in this area (Table IV.3). Parents rarely misunderstood or felt interview items in this area were unclear, and they provided a range of responses for most items.

How often do families and staff communicate with each other? What topics do they discuss? Parents varied in the frequency with which they reported communicating with staff in the program. Responses to these items were brief and not particularly rich (for example, "I talk to her every day"). Items focused on family-staff discussion topics elicited a range and variety of responses. The topics discussed with family services staff were more variable than those mentioned for home visitors and teachers. This was largely due to the fact that parents reported engaging with family services staff around family needs (which varied greatly), while the interactions they reported with teaching and home visiting staff generally focused on their child's developmental needs and issues (which were often more uniform in nature). The level of specificity in responses to the items on discussion topics varied across parents. For some parents, the items elicited somewhat vague responses (for example,

"We talk about how my daughter is doing"), suggesting the need for additional probing to elicit greater specificity.

Table IV.3. Parent Perspectives: How Do Staff Work with Families, and What Support Do They Receive from the Program to Do So?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-Level Revisions Following Pilot
How often do families and home visitors/family services staff/teachers/other staff communicate with each other?	Varied, brief responses	Adequately addressed	No changes
What topics do they discuss with home visitors/family services staff/teachers/other staff?	Varied, rich responses	Adequately addressed	Combined items, added probes
What goals do families have for themselves and their children? How do home visitors/family services staff/teachers work with families to help them meet these goals?	Varied, rich responses	Some issues limiting responsiveness	Clarified wording
How do families and home visitors/family services staff/teachers/other staff work together to support the child's learning and development?	Varied, rich responses	Adequately addressed	No changes
How do families view their relationships with home visitors/family services staff/teachers/other staff?	Similar, brief responses	Adequately addressed	No changes
What supports do staff receive from the program to engage families in the program and in their children's learning and development?	n.a.	n.a.	n.a.
What staff in the program are involved in family engagement efforts, and how so?	n.a.	n.a.	n.a.

n.a. = not applicable (research question not addressed in protocol; addressed in staff protocol)

What goals do families have for themselves and their children? How do staff work with families to help them meet these goals? When discussing goals, parents offered relatively rich responses. They discussed a rather uniform set of child goals, with items eliciting responses reflecting a primary focus on wanting their child "to succeed" or "have a good future." They did not typically discuss formal goals that they develop with staff. This may be due, in part, to the wording of the interview items in this area (for example, "What are your goals and dreams for your child?" "How are staff helping you to meet those goals?"). Given the informal nature of the child goals identified, some responses to items about how staff help parents meet goals were broad and nonspecific. That is, parents did not mention specific interactions or work with staff, but focused more globally on the program (for example, saying that the program is helping their child learn and get ready for school). To respond to this issue, we revised the wording to probe parents more specifically about formal goals and the goal-setting process.

When asked to identify goals that they have for themselves, parents provided varied and rich responses. Many were related to parents' economic self-sufficiency (for example, going back to school or getting a better job). Some parents, rather than noting goals for themselves, continued to describe goals that are directly or indirectly related to their child (for example, that they are able to make sure their child succeeds or that their child is happy).[22] Many parents did not focus on how staff specifically help them to reach their goals. Instead, they noted ways in which the program frees

[22] Although it appears that parents rarely misunderstood the items in this area, responses to related items suggest that parents view the program as primarily a support for their child and not for themselves ("…it's different for me to think about how my son's education helps me").

up their time so that they can meet their goals (for example, because the child is receiving care, the parent can go back to school). Some parents did describe receiving resources, advice, and follow-up directly from staff around their goals. Only a few parents indicated that they do not discuss their own goals with staff or that they are working on their goals on their own. Although identified goals for parents appeared to be more formal in nature than child goals, we think it will be helpful to probe parents more specifically about formal goals for themselves.

How do families and staff work together to support the child's learning and development? Although this research question was adequately addressed, some issues emerged. Many parents discussed what they do when meeting with staff or activities they do with their child, but responses did not typically emphasize how they make plans or work together with staff to make plans for their child. For example, some parents mentioned doing activities at home that are also taking place in the classroom, but items did not always elicit responses highlighting the extent to which collaborative or parent-initiated planning is taking place (for example, "…the teacher gives me worksheets with things she suggests I should do at home with my child"). Parents who discussed their child's special needs were more likely to articulate how they have worked together with program staff to develop plans for supporting their child's development. The behavior of making plans or working together to make plans may be happening rarely or happening only in certain contexts—or parents may not know how to best articulate when or how it does occur. We revised the interview items to better understand the nature of practices in this area.

How do families view relationships with staff? Finally, responses to items about parent–staff relationships did not vary greatly across parents. Almost all parents felt positively about their relationships with staff and cited similar staff characteristics and behaviors that supported their relationship (for example, friendliness, respect, and discretion around sensitive topics). For a sizable minority of parents, responses indicated that they were unfamiliar with family services staff, did not know who they are, and/or had not engaged or interacted with them. Some of these parents noted that they interacted with certain staff but were unsure of their title. This pattern was not exclusive to home-based (or expectant) parents, but also evident for center-based families. This lack of familiarity limited the number of responses to items focused on interactions with family services staff. In addition, very few parents discussed working with family services staff to support their child's needs. Parents overwhelmingly interact with home visitors and teachers when it comes to their child's development. As a result, we reduced the number of items asked of parents about interactions with family services staff in particular, and re-worked the items in this area to better understand family-staff interactions beyond those that are specific to family services staff.

Staff interviews. With one exception, the staff interview protocols adequately addressed each of the research questions in this area (Table IV.4). As in other areas, staff typically provided richer, more thorough responses than parents. Staff described a variety of approaches used to work with families, providing a range of responses for most items. Interview items in this area were rarely misunderstood or unclear to staff. Examples related to each research question are discussed below.

How often do families and staff communicate with each other? What topics do they discuss? Items related to the frequency with which staff communicate with families elicited varied responses, although many staff indicated that the frequency varied by family depending on each family's particular need. Some staff reported frequencies for informal interactions (such as during drop-off and pick-up), while others indicated frequencies for formal, scheduled interactions (regular monthly check-ins, home visits three times per year). Although information about the frequency of formal versus informal interactions may be useful, we instead added items that capture information on the topics discussed during these varied interactions.

Table IV.4. Staff Perspectives: How Do Staff Work with Families, and What Support Do They Receive from the Program to Do So?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-level Revisions Following Pilot
How often do families and home visitors/family services staff/teachers/other staff communicate with each other?	Varied, rich responses	Adequately addressed	No changes
What topics do families discuss with home visitors/family services staff/teachers/other staff?	n.a.	n.a.	Added items
What goals do families have for themselves and their children? How do home visitors/family services staff/teachers work with families to help them meet these goals?	Varied, rich responses	Adequately addressed	Separated into multiple items
How do families and home visitors/family services staff/teachers/other staff work together to support the child's learning and development?	Varied, rich responses	Adequately addressed	Added probes
How do families view their relationships with home visitors/family services staff/teachers/other staff?	n.a.	n.a.	n.a.
What supports do staff receive from the program to engage families in the program and in their children's learning and development?	Varied, rich responses	Some issues limiting responsiveness	Clarified wording
What staff in the program are involved in family engagement efforts, and how so?	Varied, rich responses	Adequately addressed	Separated into multiple items, added probes

n.a. = not applicable (research question not addressed in protocol; addressed in parent protocol)

What goals do families have for themselves and their children? How do staff work with families to help them meet these goals? Items related to family goals and how staff work with families to pursue those goals also elicited a variety of responses. Staff named a variety of goals that parents have for themselves; most staff reported parent goals related to jobs, training, or completing a degree or certification, but some cited housing-related or financial goals. The child goals that staff reported were less varied and rich in description, with most staff citing general academic goals for children (such as kindergarten readiness). In a few cases, responsiveness was limited by staff focusing on either parental or child goals, rather than addressing both. With regard to how they work with families to meet their goals, many staff provided limited detail. Most staff described a general process of encouraging families to name attainable goals and empowering families to pursue those goals, and a few cited the importance of relationship-building to this process. The limited detail provided by staff may indicate that the theory of empowering families to identify and work toward goals may not yet be fully implemented in practice, or staff may not know how to best articulate when or how it does occur.

How do families and staff work together to support the child's learning and development? Items related to how staff work with families to support children's learning and development elicited varied and adequately rich descriptions. However, when asked how they work with families to meet their needs for resources or services, most staff provided somewhat vague responses about conversing with families and then providing resources and referrals as needed. The lack of detail elicited by this item indicates the need for additional probing with particular emphasis on the family's role.

What supports do staff receive from the program to engage families? Items related to supports staff receive from the program to engage families in the program and in their children's learning and development elicited varied responses naming both internal and external supports (typically trainings on various topics). However, responsiveness was limited in several ways. First, many staff discussed the general support that they receive from the program rather than supports specific to engaging

families. Second, when asked separately about supports they receive to engage families in (1) program activities and their child's learning and development versus (2) their neighborhood or community, some staff did not make or understand the distinction. This may be because staff do not understand their supports to be focused in that way or because the interview items did not make the distinction clear. Third, a few staff misinterpreted the items to ask about supports that staff provide to families rather than supports the program provides to staff. We revised the wording of these items to improve clarity.

What staff in the program are involved in family engagement efforts, and how so? Staff provided fairly uniform responses when asked about the program staff who are involved in family engagement efforts, with most indicating that all staff are responsible. Some staff reported that specific staff members play the primary role, and a few staff reported that certain staff were solely responsible. Staff provided varied responses to the interview item asking how those staff work together to engage families. Some staff described the specific role of each staff person involved or outlined the mechanics of their internal staff communication, while others gave only a general description.

How are comprehensive services provided in Head Start and Early Head Start?

Interview items focused on comprehensive service provision from the perspective of both parents and staff. By design, all parents and staff responded to items in this area. All parents and staff were asked items related to identifying which program staff help families get needed services, and how they do so. All staff responded to items asking about (1) the referral and follow-up process and their perceptions of its effectiveness and (2) the supports they receive from the program related to service provision and referrals. Neither the parent nor staff interview protocols included items related to the question, "Do families follow through with referrals? Why or why not?" We included items in the revised staff instrument to address this gap.

Parent interviews. *What staff in the program are involved in helping families get needed services, and how so?* The parent interview protocols adequately addressed the study research question, "What staff in the program are involved in helping families get needed services, and how so?" (Table IV.5). Interview items in this area were rarely misunderstood or unclear to parents, and parents provided a range of responses for each item. For example, parents described talking to staff about a range of topics unrelated to their child's learning and development, with many topics related to economic self-sufficiency (for example, going back to school or getting a better job); other topics included housing, health, and familial relationships. Parents also named a range of staff to whom they had spoken about these issues; many named their family services worker or home visitor and some named teaching and other staff (for example, the director or administrative staff). Nearly all parents who had spoken with staff about one of these topics felt the staff were able to help them.

Table IV.5. Parent Perspectives: How Are Comprehensive Services Provided in Head Start and Early Head Start?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-Level Revisions Following Pilot
What staff in the program are involved in helping families get needed services, and how so?	Varied, rich responses	Adequately addressed	Separated into multiple items
What does the referral and follow-up process look like? Does it work well?	n.a.	n.a.	n.a.
What supports do staff receive from the program related to the service provision and referral process?	n.a.	n.a.	n.a.

n.a. = not applicable (research question not addressed in protocol; addressed in parent protocol)

Staff interviews. Although staff described a variety of approaches to comprehensive service provision, some issues limited responsiveness to research questions in this area (Table IV.6). Interview items elicited varied responses that, although not brief, sometimes lacked detail and may suggest the need for additional probing to adequately address the research questions. In addition, certain items were misunderstood or unclear to some staff, indicating a need for clarifying revisions. We provide examples related to each research question below.

What staff in the program are involved in helping families get needed services, and how so? Items related to staff roles in helping families get needed services generally elicited varied, though somewhat vague responses. When asked about which staff were involved in helping families get needed services, many staff emphasized the primary role of family services staff. When asked how these staff work together to help families get needed services, most staff referred to formal staff meetings or informal conversations where staff share ideas and/or coordinate efforts, but some answers were somewhat vague. Likewise, when asked to describe how staff work with families to meet their needs for resources and services, most staff provided somewhat vague responses about conversing with families and then providing resources and referrals as needed. Some staff only discussed the staff role in helping meet a family's need for resources or services rather than discussing the role of the family in working with staff to meet those needs. This may be because staff view themselves as playing a leading role in identifying and connecting families with needed resources or services, or because staff do not know how to best articulate when or how it does occur. Alternatively, the item may not be worded in a way that focuses staff attention on the family role. We revised the wording of this item to elicit more detail.

Table IV.6. Staff Perspectives: How Are Comprehensive Services Provided in Head Start and Early Head Start?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-level Revisions Following Pilot
What staff in the program are involved in helping families get needed services, and how so?	Varied, limited responses	Some issues limiting responsiveness	Separated into multiple items, clarified wording
What does the referral and follow-up process look like? Does it work well?	Varied, rich responses	Some issues limiting responsiveness	Clarified wording, added probes
What supports do staff receive from the program related to the service provision and referral process?	Varied, rich responses	Some issues limiting responsiveness	Clarified wording

What does the referral and follow-up process look like? Does it work well? Items regarding the referral and follow-up process also faced some issues that limited responsiveness to the research question. In response to an item meant to capture information on (1) what staff themselves do to follow up with families and (2) program processes surrounding service referrals and follow-up, staff gave responses limited to the former. Specifically, most staff described their follow-up procedures, but few staff described the latter—that is, how their follow-up activities were encouraged or supported by others in the program, such as through staff meetings or supervision from a manager. Other items asking how staff determine whether referrals and/or resources were helpful to families elicited responses that were fairly uniform in content and limited in detail, with many staff simply saying, "We follow up with the family," or "The family lets us know." For most staff, items asking if they have a formal system for tracking the referrals and/or resources that families receive elicited references to an online- or computer-based tracking system, with little detail about the system or how it is used ("We use ChildPlus, an online database"). Among some staff, when asked if they have a system for tracking families' outcomes or progress after receiving referrals and/or resources, the items elicited

references to the same online- or computer-based system ("We use ChildPlus for that, too"), although some staff provided additional detail about the system and/or described an additional system ("ChildPlus allows us to track the progress and outcomes but not in a statistical manner, and PIR shows us what kinds of services they received during the year, their goals, and results"). The lack of detail elicited by these items indicates the need for additional probing. An item asking staff how the program connects with the community to help families access services or receive referrals elicited responses that varied in content and level of detail. However, a few staff misunderstood the question as asking about how the program connects parents to one another, indicating a need to reword the item for clarity.

What supports do staff receive from the program related to the service provision and referral process? An item asking staff about the types of support they receive from the program to connect families to needed resources and services elicited responses that varied in content and level of detail. While some staff gave short lists naming different supports, others provided more detail about the nature of the trainings or supports. Some staff misunderstood the question. For example, a few staff talked about supports that they provide to parents. During the debriefing, a few staff said that they found the question confusing because of its length, apparent redundancy with earlier questions, or assumption that staff do in fact receive supports. We revised some of these items to improve clarity.

Do family engagement and/or service provision differ in high-risk families or by other family characteristics?

Items in this area sought to understand the activities and policies used by programs to engage and serve various types of families and, in turn, the success of those activities. Staff were asked separately about efforts with families with different cultural or language backgrounds, those who have a child with a disability, fathers or father-figures, families with multiple risks, and expectant families and pregnant women. Staff receiving both forms of the interview protocol responded to these items.

How do programs encourage involvement of families with different backgrounds? To what extent are efforts to engage families with different backgrounds successful? Interview items elicited rich and varied responses, and staff described a variety of approaches used to encourage the engagement of different families (Table IV.7). Notably, the majority of staff responses focused on how they engage different types of families in program activities and not on how they engage them in their children's development more broadly. This may be because staff do not perceive differences in how families with varying characteristics are encouraged to support their child's learning globally, whereas differences in how they get different types of families involved in program activities is more evident. It may also be due to the wording of the interview items, with staff inclined to focus on only the first part of the item.[23] We revised the items in this area to improve clarity. Although not directly asked, some staff described how the program recruits different types of families. This occurred primarily when discussing families with special needs, although a few staff discussed other groups as well. If differences in recruitment efforts are an area of interest, additional items explicitly asking about this topic would be necessary. Our revisions do not include this addition.

[23] For each group, staff were asked, "What are some ways that your program tries to get [GROUP] involved in program activities and in their child's learning and development?"

Table IV.7. Staff Perspectives: Do Family Engagement and/or Service Provision Differ in High-Risk Families or by Other Family Characteristics?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-Level Revisions Following Pilot
How do programs encourage involvement of families with different backgrounds in program activities and in their children's learning?	Varied, rich responses	Some issues limiting responsiveness	Clarified wording
To what extent are efforts to engage families with different backgrounds successful?	Varied, rich responses	Adequately addressed	No changes

Although interview items in this area were rarely misunderstood or unclear, some issues affected how well a few staff responded to the items. For example, a few staff indicated that their program does not engage differently with different types of families. When discussing families with different cultural and language backgrounds, a few reported that their program exclusively or primarily serves families with certain racial/ethnic backgrounds (for example, all African American families). Both of these issues limited staff ability to respond to some of the items. A few staff did not know what was meant by "risk factors" or felt that all of the families they served had risks of some sort. In a few instances, staff misunderstood the item and did not address how successful they felt engagement efforts were, but instead discussed how involvement is helpful to families.

What changes do families identify as resulting from their experiences with Head Start and Early Head Start?

The parent interview protocol adequately addressed two out of the three research questions (Table IV.8). See below for a discussion.

What changes do parents report in outcomes for themselves and their children? Items about changes in family and child outcomes elicited rich and varied responses, with most parents discussing the positive impact Early Head Start or Head Start has had on their child. However, when asked to discuss the ways the program has helped the parent and their family, some parents provided responses reiterating how the program has helped their child. A few parents indicated that they did not know how to respond to this item, as they saw the program as only benefitting their child, not themselves or their families. We revised the wording of these items to improve understanding.

Table IV.8. Parent Perspectives: What Changes Do Families Identify As Resulting from Their Experiences with Head Start and Early Head Start?

Research Questions	Types of Responses Elicited	Research Question Addressed?	Item-Level Revisions Following Pilot
What changes do parents report in their beliefs about involvement in their child's learning and development?	Varied, rich responses	Some issues limiting responsiveness	Clarified wording
What changes do parents report in outcomes for themselves and their children?	Varied, rich responses	Adequately addressed	No changes

What changes do parents report in their beliefs about involvement in their child's learning and development? When asked to describe their personal beliefs about parental involvement prior to and after enrolling in Early Head Start or Head Start, most parents reported that—prior to enrollment—they believed family involvement was important, citing a variety of reasons. For example, when asked whether they believed that families should get involved in classrooms or work with teachers to help their child learn, many parents said "yes" and gave a reason. Likewise, when asked whether they believed

families should do activities at home with their child to support their learning and development, many parents said "yes" and gave varying reasons. Most parents also reported that their beliefs had not changed significantly since enrollment. Responsiveness to this research question was limited, because some parents did not clearly differentiate between how they felt about family involvement before versus after enrollment, and instead spoke of their beliefs more generally. A few parents misunderstood the question or had difficulty responding; they felt that they could not have had particular thoughts about this topic before their child was enrolled. For items that asked about parents' beliefs prior to or since enrolling in the program, we placed additional emphasis on the time periods of interest.

What changes do parents report in their involvement in their child's learning and development? The parent interview protocol did not explicitly ask parents about changes in their actual involvement in their child's learning and development, although a few parents provided that information in response to items asking about changes in their beliefs about involvement. Many parents discussed their general opinions about parent involvement in children's learning, rather than how they are currently involved or whether their involvement has changed since enrolling in Early Head Start or Head Start. We added items to the protocol that explicitly address this area.

B. How Well the Instruments Worked Across Subgroups of Interest

As described in Chapter II, we examined the performance of the interview protocols across a selected set of subgroups (Table IV.9). These analyses were limited to subgroups with sufficient sample sizes, and generally excluded groups with small sample sizes. The one exception is for expectant parents. We examined interview responses among these parents, but are cautious about drawing conclusions about this group, considering the small sample. For a few subgroups, we targeted our analysis to a subset of items for which potential differences would be most salient. This includes examining whether differences emerged by staff type (family services staff versus home visitors), service option (home-based versus center-based), and urbanicity (among parents).[24] We focused the race/ethnicity subgroup analysis only on data issue flags that reflected understanding and interpretation of items. In the remainder of this section, we highlight whether differences emerged in the interview by these subgroups.

Table IV.9. Analysis Subgroups for Parent and Staff Interviews

Parent Interview Subgroups	Staff Interview Subgroups
Program type (Head Start, Early Head Start)	Program type (Head Start, Early Head Start)
Urbanicity (rural, nonrural)[a]	Urbanicity (rural, nonrural)
Language of interview (Spanish, English)	Staff title (family services staff, home visitors)[a]
Race/ethnicity (white, African American, Latino, other)[a]	
Service option (home-based, center-based)[a]	
Expectant parents	

[a] Analysis for these subgroups was targeted to a subset of key items

Parent interviews. Subgroup differences in the parent interview responses were rare; however, they most commonly emerged for language of interview and by program type (Head Start versus

[24] The subgroup analysis of items by rural/nonrural status included all items in the staff interview protocol and a more targeted set of items in the parent interview protocol.

Early Head Start). In some instances, parents who responded to the interview in Spanish[25] were more likely to provide less detailed responses or to indicate that they were unaware of certain program activities. It is possible that some of these differences are due to language barriers that may limit parents' engagement in the program. For example, they generally provided less detailed responses to items on activities the program encourages them to do with their child at home or in the community. They similarly were not aware of job training opportunities that their program might encourage. A few parents completing the interview in Spanish noted that, due to language barriers, they have not turned to other families for support or friendship. One parent said that they would need a translator to be able to talk to and receive help from family services staff. Parents who completed the interview in Spanish were less likely to indicate that there were leadership activities in the program in which they wanted to get involved, but could not.

Parents completing the interview in Spanish were also more likely to misunderstand or have difficulty responding to a handful of interview items. Almost half of these parents misunderstood or were unable to answer the item on whether the program encourages them to share their opinions about program policies or procedures. There may be differences in how this question should be asked to facilitate understanding across participants from varying Spanish dialects. However, Early Head Start parents were also more likely than Head Start parents to be unsure, to not know, or to not offer a response to this item. Cultural differences in the perceived role of the program may also be at play. Parents completing the interview in Spanish were more likely to report that they have not had a question or needed help for an issue unrelated to their child. When discussing goals for themselves, parents who completed the interview in Spanish were more likely to have difficulty identifying ways the program has helped their family (and not just their child), emphasizing instead that the program was for their child. About half of these parents indicated that, when they first enrolled in the program, they did not expect to gain anything for their family. They only expected benefits for their child. Note that findings are based on small sample sizes of parents completing the interview in Spanish (n = 33), and about one-third of these parents were located in rural sites, which may also contribute to differences. Additional cognitive testing of the interview protocols with parents in Spanish may be warranted to examine how parents interpret and understand the items. For future studies, additional assessment of the literacy-level of items in the Spanish interview may be needed. It may also be helpful to collect background information from parents that may be linked to acculturation and helpful for interpreting findings (for example, immigrant status and years in U.S.).

Finally, a few more Early Head Start parents were unsure of activities the program encourages parents to do at the program, as compared to Head Start parents. Head Start parents were also more likely to refer to formal goals (when describing what they discuss with staff) than were Early Head Start parents.

Staff interviews. Among the staff interviews, very few subgroup differences emerged. Those that did appear may be due to the small sample sizes rather than to actual differences in the interviews' performance (due to skip patterns in the interviews, some items were asked of only a small number of staff). Subgroup differences emerged between Head Start and Early Head Start

[25] Not all parents who spoke Spanish at home completed the interview in Spanish. While about half of parents in the pilot study indicated that Spanish was spoken in the home, only about one-quarter completed the interview in Spanish.

staff for a small subset of items. For example, when asked about child and family goals, Early Head Start staff members were more likely than Head Start staff to discuss goals other than general academic ones, such as behavioral or health goals. Given developmental differences in the populations served across Head Start and Early Head Start programs, this difference is not surprising. Head Start staff members were also more likely to note family services staff as being solely responsible (rather than sharing responsibility) for helping families to get needed services. Related to the service referral process and tracking system, Head Start participants were more likely to provide greater detail in their responses. They also were less likely to misunderstand the item about community partnerships, and they provided more detailed responses to this item.

C. Summary of Revisions Made to the Instruments Based on the Pilot

As discussed in the preceding sections of this chapter, our analyses shed light on a number of key ways in which the parent and staff instruments could be improved. In this section, we summarize the changes made to the instruments based on the pilot analyses. These include wording changes to clarify or elicit the information of interest, adding probes or new interview items to elicit more information, combining related items to streamline the interviews and reduce redundancies, and separating items to ensure information is appropriately captured. We also offer several recommended revisions that cut across various items and research questions.

1. Consolidating Related Items

One of our approaches to streamlining the interview protocols involves consolidating similar or like items that provided redundant responses. For example, staff sometimes described the leadership activities that are encouraged before being asked explicitly about them. Similarly, when asked about activities encouraged outside of the program, some staff described specific activities in the community that were asked about in later items. To reduce redundancies such as these, we combined related items.

Based on our analyses of the pilot data, there are no items that we dropped altogether from the protocols. However, rather than asking staff about the ways families are involved in activities to support their child's development, we ask this information only of parents in the revised instruments. We believe this topic is more appropriately addressed by parents, particularly when it comes to activities outside of the program (at home or in the neighborhood/community).

2. Clarifying Wording

We made a number of wording changes throughout the parent and staff interview protocols in an effort to clarify the question or elicit the type of information of interest. For example, when asking about barriers to involvement in leadership activities, some parents mistakenly referenced activities like volunteering or attending events; we thus provided more clarification in the protocol about what is meant by leadership activities. Because some parents emphasized informal goals for their child, we revised the wording of items to probe parents more specifically about formal goals and the goal-setting process. There was also some confusion on the part of staff about the use of the term "community." Some staff incorrectly interpreted the item that asked about the ways their program encouraged families' volunteering in the community as efforts to encourage families to volunteer in the classroom or program. Because staff had difficulty with questions asking about the support they receive for helping parents get needed services (that is, they see themselves as the support), we revised the questions in this area.

Changes in wording also extended to interviews administered in Spanish. Parents who completed the interview in Spanish were more likely to misunderstand or have difficulty responding to a handful of interview items (such as whether programs encouraged them to share their opinions about program policies or procedures). We revisited the translation of these items, as it is possible that some of the parents were interpreting these questions in ways other than intended due to differences in dialects.

We also made some changes based on the information provided by parents as part of the end-of-interview debrief (during which respondents were asked to offer suggestions for additional topics that might be important to ask about in the interviews). A number of parents recommended asking questions related to nutrition and health needs (and available services and supports in this area). Across topical modules, we ask about practices and experiences that support children's "learning and development." The expressed need for additional questions related to health may suggest that parents are focusing on aspects of children's learning and behavior when asked about their development. Rather than adding separate items in this area, we addressed this recommendation by including introductory statements that define children's development as encompassing multiple developmental domains, including health and well-being.

3. Using Open-Ended Questions

Several questions included in the protocol were phrased using a closed-ended question format (sometimes as a segue to a related, open-ended question that probed for additional information about the "yes" or "no" response provided to the original question). For example, we asked staff whether the program encourages parents' involvement in leadership activities such as the Policy Council; in a follow-up question, we asked them to describe how this involvement was encouraged. The closed-ended items in such question sets tended to elicit overwhelmingly affirmative responses. We thus retained only the open-ended items in these instances and limited the use of closed-ended questions overall.

4. Adding New Items or Content

Overall, our analyses suggest that the parent and staff interviews elicited responses that adequately addressed the overarching research questions of interest. However, there were a few areas in which we included new items (Table IV.10). First, when asking staff about the frequency with which they communicate with families, they provided responses related to both informal (conversations by phone) and formal (scheduled monthly check-ins) interactions. We moved beyond items that ask about the frequency of family–staff exchanges to those that capture information about the content of discussions during these varying interactions. Second, in the area of service provision, questions about the extent to which families follow through with referrals were omitted in both the parent and staff interviews. Given the importance of this topic and other items in the staff protocol focused on service provision and referrals, we included items in the revised staff instruments to address this gap. Third, the parent interview did not explicitly ask parents about changes in their involvement in activities that support their child's development. Many parents discussed their general opinions about parent involvement in children's learning, rather than how they were currently involved or whether their involvement had changed since enrolling in Early Head Start or Head Start. We added items to the parent protocol that explicitly address this area. Given the importance of the parent–program relationship during transitions, we also added items to identify the staff with whom families interact during transitions, and the duration of transition activities. Finally, we added an item that asks whether parents provide input on involvement opportunities in the program.

Table IV.10. Content Areas Added to Parent and Staff Interviews

Research Questions	Parent Interviews	Staff Interviews
What topics do families discuss with home visitors/family services staff/teachers/other staff?		X
Do families follow through with referrals? Why or why not?		X
What changes do parents report in their involvement in their child's learning and development?	X	
How are families supported and what kinds of family engagement activities are encouraged during transitions?		X
Do families offer suggestions for involvement opportunities?	X	

5. Including Additional Probes

Among the most prevalent changes we made is to include probes to elicit more information about particular questions. As one example, when we asked staff about the ways in which they work together with families to meet their needs for resources or services, they tended to focus on their role in helping meet a family's need for resources or services rather than on the role of the family in working with them to meet those needs. Similarly, many parents discussed activities they do with their child due to staff suggestion, but responses did not typically emphasize how they work together with staff to make plans for their child. We added probes that place particular emphasis on the family's role in these activities, in an effort to capture the collaborative nature of these interactions. We made such additions throughout the parent and staff protocols as needed.

6. Avoiding Double-Barreled Questions

In a few instances, individual items touched upon more than one aspect of engagement, resulting in responses that focused heavily or solely on one of the aspects about which we were asking. For example, when staff were asked to describe some of the ways that their program tries to get different types of parents involved in program activities and in their child's learning and development, the majority of staff described how they engaged families in program activities (the first of two areas mentioned). Less attention was given to how they engaged families in their child's development more broadly. Use of double-barreled questions may lead to misunderstanding about the specific area being addressed (and require additional probing) or to missing information in that area (if the interviewer is not vigilant about following up). We thus separated such items into multiple questions.

7. Re-Working Items Related to Family-Staff Interactions

A sizable number of parents indicated a lack of familiarity and interaction with their program's family services staff (this was true of parents served by both center- and home-based options). Given that the vast majority of parents' interactions in matters related to their child's development are with home visitors and teachers, we limited the number of items asking parents about interactions with family services staff in particular. Collectively, we re-worked these items to capture who families turn to in order to receive needed resources and services, how they interact with these staff, and whether the staff member(s) were helpful. We made these changes in an effort to better understand family-staff interactions beyond those that are specific to family services staff.

8. Additional Notes for Interviewers

Finally, there are a number of areas throughout the protocols where additional interviewer notes would be helpful in ensuring specific subquestions or probes are asked appropriately. For example, in a series of related yet separate questions, we ask parents about the types of activities they do at the program, in their home, and in their neighborhood/community to support their child's learning and development. In sets of interrelated questions such as these, participants often provided answers to later questions when responding to earlier ones. We now include additional notes to the interviewer as a reminder to appropriately skip questions that were addressed by earlier items in the protocol.

V. KEY LESSONS AND SUMMARY

This final chapter offers a summary of the key lessons learned from the pilot. We describe those related to data collection approaches and to instrument revisions.

- Purposeful selection of programs, staff, and families is key to ensuring that samples represent a broad range of perspectives on family engagement in Head Start and Early Head Start.
- When collaborating with programs to assist in recruitment efforts, provide them with a clear plan of the scope and timeline of their involvement (and that of their staff and enrolled parents). Provide programs with recruitment materials they can share with key program staff and prospective participants.
- Collect information about the characteristics of prospective programs and the families they serve (see Program Recruitment Screener in Exhibit B and Parent Questionnaire in Exhibit E). This information will be a valuable resource for assessing the extent to which recruitment targets are met, describing the study sample, and supporting analysis of the interviews by key family characteristics.
- To help meet recruitment targets for families that may be less prevalent in the Head Start population (for example, expectant parents, homeless families, and teen parents), consider selecting programs that provide targeted services or serve targeted populations.
- When program resources permit, engage frontline staff in efforts to recruit parents. This could be especially helpful in small-scale studies where resources may be limited.
- Data collection efforts should include staff with varying roles in the program (for example, family services and home-based staff) and more than one staff person per program. This will provide a more comprehensive perspective about activities and approaches within a given program. While the pilot and revised instruments do not focus on teachers as a respondent group, they may be of interest in future studies. Some piloting of the revised instruments may be needed if adapted for use with teachers.
- Researchers, programs, and practitioners alike need to have some knowledge of the characteristics of participants ahead of the interview (as this information may drive the specific questions in the protocol that are to be asked). In large-scale studies, this information may be readily available from other data sources. In stand-alone studies, where this information may not otherwise be available, we recommend inclusion of a background questionnaire (see Exhibit D) that highlights information such as the service option in which participating parents are enrolled.
- For large-scale research efforts, we recommend that all modules be administered to parents and no more than three modules be administered to staff (assuming a one-hour interview).
- In an effort to understand family engagement from multiple perspectives, we recommend asking similar items of both staff and parents in specific areas.
- When using data collection approaches that rely primarily on conducting interviews on-site at programs, phone administration may be a valuable complement to in-person administration. This can allow researchers to include representation of families who may

otherwise be difficult to engage in the research, and to extend data collection efforts to areas that are not easily accessible due to constraints on resources.

- When conducting interviews in Spanish, researchers and practitioners need to be sensitive to differences in respondents' understanding of specific terminology used, resulting from regional dialects and/or literacy levels. Additional cognitive interviews may be warranted to examine how parents interpret and understand interview items. In addition, studies should consider collecting key background characteristics on families that may be linked to acculturation and help explain findings (for example, immigrant status and years in the U.S.).

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EXHIBIT A

OFFICE OF HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK AND HEAD START FAMILY VOICES CONCEPTUAL PLAN

Table A.1. Office of Head Start's Parent, Family, and Community Engagement (PFCE) Framework

Program Foundations	Program Impact Areas	Family Engagement Outcomes	Child Outcomes
Program Leadership: *Ambitious goals and high expectations*[a] *Collaborative decision-making* *Parent, family and community engagement is a shared priority for all staff*[a]	**Program Environment:** *Welcoming and inviting setting* *Cultural and linguistic responsiveness*[b] *System of regular communication with families*	**Family Well- Being:** *Parents and families are safe, healthy, and have increased financial security*[a]	Children are ready for school and sustain development and learning gains through third grade.
Continuous Program Improvement: *Data about parent, family and community engagement efforts and outcomes drive decision-making*[c]	**Family Partnerships:** *Families are partners in developing and achieving the goals in their family plan* *Respectful, trusting relationships between staff and parents*	**Positive Parent- Child Relationships:** Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.	
Professional Development: *High quality training for all staff* *Cross-service area teams*[c] *Career pathways and recognition*	**Teaching and Learning:** *Supporting families as lifelong educators* *Parents partner to support children's learning and development* *Supporting positive parent-child relationships* *Support for transitions* **Community Partnerships:** *Commitment to social support systems within programs and with larger community* *Collaborative relationships for comprehensive services*	**Families as Lifelong Educators:** *Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.* **Families as Learners:** *Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.*	

Program Foundations	Program Impact Areas	Family Engagement Outcomes	Child Outcomes
		Family Engagement in Transitions:	
		Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including Early Head Start to Head Start, Early Head Start/Head Start to other early learning environments, and Head Start to kindergarten through elementary school.	
		Family Connections to Peers and Community:	
		Parents and families form connections with peers and mentors in their formal or informal social networks that are supportive and/or educational and enhance social well-being and community life.	
		Families as Advocates and Leaders:	
		Families participate in leadership development, decision making, program policy development, or community and state organizing activities to improve children's development and learning experiences.	

Note: Italicized PFCE elements are addressed by the piloted qualitative interviews.

[a] Indicates that although we did not explicitly inquire about the area, some interview responses addressed it. Interview items should be more explicit to address this area for all respondents.

[b] Interviews addressed some areas specifically highlighted in the framework, but not all. Interview items related to the specific areas in the framework may be needed.

[c] Interviews discussed this area as it relates to the referral process. Otherwise, interviews did not explicitly address this area.

Conceptual Plan for the Head Start Family Voices Pilot

Final Plan

February 2013

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I. INTRODUCTION

The purpose of the Head Start Family Voices Pilot is to help the Administration for Children and Families (ACF) better understand the experiences and engagement of Head Start and Early Head Start families. The focus of the study is to develop and pilot test qualitative instruments with families and the home visiting and family services staff who serve them. With the exception of a case study component in the 1997 cohort of the Head Start Family and Child Experiences Survey (FACES 1997), ACF does not have in-depth qualitative data on the experiences of families participating in Head Start and Early Head Start programs or the staff who provide family support services to them. FACES and Baby FACES, ACF's two large-scale descriptive studies focused on the experiences of Head Start and Early Head Start families, instead provide a broader range of quantitative descriptive data on the population being served. The qualitative measures developed during the pilot study can be used in large-scale future studies like FACES and Baby FACES, complementing the descriptive information from these studies and helping ACF better understand the experiences and perspectives of families and staff participating in Head Start and Early Head Start.

In this document, we describe our recommended approach to the pilot, providing an overview of the proposed research questions to be addressed by the pilot instruments and an outline of our data collection plan for the pilot. We conclude by both describing our proposed data collection methods and highlighting next steps for the project.

II. RESEARCH QUESTIONS TO BE ADDRESSED

The first step in the process of developing the instruments is to identify the key elements to be measured. To that end, we present an initial recommendation for the research questions to be answered in the pilot. These recommendations are informed by our knowledge of the research literature on family engagement and the Office of Head Start's (OHS) Parent, Family, and Community Engagement (PFCE) Framework. In addition, our recommendations take into account input from staff at ACF and OHS, as well as preliminary findings from the exploratory and cognitive interviews that took place this fall and winter. The recommended research questions also recognize the data already available to ACF and OHS, seeking not to duplicate information that can be obtained from other sources. Before identifying the proposed list of research questions, we begin by highlighting some of the factors that guide our recommendations.

A. Evidence from the Research Literature

Converging evidence indicates that parents' engagement in programs and schools and at home is positively associated with child outcomes in multiple domains (for reviews, see Barbarin and Aikens 2009; Ferguson et al. 2008; Halgunseth 2009; Henderson and Mapp 2002; Weiss et al. 2006). There is less evidence on the role of community engagement, although both receipt of needed services and social support have been found to be beneficial for children and families (Andresen and Telleen 1992; Burchinal and Follmer 1996; Guralnick 1997; Izzo et al. 2000). The timing of families' engagement with programs and services – for example, enrollment and service receipt during pregnancy – may be important for influencing child and family outcomes (ACF 2006). In addition, there is a growing recognition of the importance of family-provider relationships, particularly among families participating in Head Start and Early Head Start programs, as family involvement and family-caregiver relationships are a protective factor for economically disadvantaged children (Miedel and Reynolds 1999; Shonkoff and Phillips 2000).[1] Finally, research suggests that families of different cultural backgrounds may interpret family engagement in various ways and hold different expectations of programs. Parenting goals and child-rearing beliefs or practices may also differ widely both within and among cultural groups. These differences are important to understand when thinking about how to build relationships with parents and engage them in their child's learning and development. Our selection of research questions for the pilot has been informed by these key areas and seeks to describe how these dimensions are enacted in practice in Head Start and Early Head Start.

B. PFCE Framework and OHS Priorities

The PFCE Framework, released in August 2011, describes strategies for making parent and family engagement activities systematic and integrated within programs in order to achieve seven parent and family engagement outcomes (Table 1). In turn, the framework assumes that positive parent and family outcomes will lead to positive child outcomes and improved school readiness. Many Head Start program-performance standards relate to the strategies and indicators described in the PFCE Framework, and the National Center for Parent, Family, and Community Engagement provides resources for evidence-based practices, guidelines, and technical assistance to help

[1] We do not heavily emphasize research questions in this topical area so as not to duplicate the efforts of ACF's Family-Provider Relationship Quality study.

programs support and encourage family involvement. Our recommendations are intended to reflect the goals and strategies underscored in the PFCE Framework. For example, the research questions should address the degree to which programs implement engagement efforts encouraged in Head Start, via the PCFE Framework. In addition, our discussions with ACF and OHS staff have highlighted the importance of obtaining information to better understand the ways in which service provision in programs is comprehensive and integrated.

Table II.1. OHS' Parent, Family, and Community Engagement Framework[2]

Program Foundations	Program Impact Areas	Family Engagement Outcomes	Child Outcomes
Program Leadership: The director, the governing board, policy council, parent committees and management teams determine the way Head Start and Early Head Start programs engage parents, families, and the community.	**Program Environment:** Families feel welcomed, valued, and respected by program staff.	**Family Well- Being:** Parents and families are safe, healthy, and have increased financial security.	Children are ready for school and sustain development and learning gains through third grade.
Continuous Program Improvement: Leadership is committed to continuously improving systems and activities to engage and support parents and families.	**Family Partnerships:** Families work with staff to identify and achieve their goals and aspirations.	**Positive Parent- Child Relationships:** Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.	
Professional Development: PFCE training is important to all staff, but their professional development will focus uniquely around their roles in the program.	**Teaching and Learning:** Families are engaged as equal partners in their children's learning and development.	**Families as Lifelong Educators:** Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.	
	Community Partnerships: Communities support families' interests and needs and encourage parent and family engagement in children's learning.	**Families as Learners:** Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.	

[2] Adapted from the Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8.

Program Foundations	Program Impact Areas	Family Engagement Outcomes	Child Outcomes
		Family Engagement in Transitions: Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including Early Head Start to Head Start, Early Head Start/Head Start to other early learning environments, and Head Start to kindergarten through elementary school.	
		Family Connections to Peers and Community: Parents and families form connections with peers and mentors in their formal or informal social networks that are supportive and/or educational and enhance social well-being and community life.	
		Families as Advocates and Leaders: Families participate in leadership development, decision making, program policy development, or community and state organizing activities to improve children's development and learning experiences.	

C. Research Questions

Considering each of these factors, we recommend that the pilot instruments be designed to answer several types of questions, as noted below. In Table 2, we include the full listing of recommended questions and identify the respondents who will inform each one. Note that this listing of questions is intended to provide an overview of the types of information that will be important for the pilot to capture. The exact wording of interview items selected to address these questions is identified in the instruments themselves. In addition, given the extensive number of questions identified in the following section, we recommend that a modular approach be taken with the pilot instruments. With such an approach, we will use two forms of both the parent and staff interviews. Parents and staff will receive a single form. Each form will include two overlapping modules and one distinct module, with each module focused on a specific topic. This will allow us to pilot test a larger number of questions without overly burdening individual respondents. Modules for parents will focus on the following topics: (1) choosing Head Start/Early Head Start, (2)

relationships with programs and staff, (3) family engagement in the program, and (4) components of community engagement. Modules for staff will focus on: (1) family engagement in programs, (2) program supports for family engagement and service provision, (3) working with families, and (4) components of community engagement. Together, the interviews will address the following overarching research questions.

1. What does family engagement look like in Head Start and Early Head Start?
2. How do home visitors and family services staff work with families, and what support do they receive from the program to do so?
3. How are comprehensive services provided in Head Start and Early Head Start?
4. Do family engagement and/or service provision differ in high-risk families or by other family characteristics? Do they differ in Head Start versus Early Head Start?[3]
5. What changes do families identify as resulting from their experiences with Head Start and Early Head Start?

Table II.2. Recommended Research Questions to Be Addressed by the Pilot Instruments

Research Questions	Families	Family Services Staff	Home Visitors
What does family engagement look like in Head Start and Early Head Start?			
What do families want from the program?	X		
What opportunities for family engagement do programs offer and encourage for getting families involved in the program and in their child's learning and development at home and in their neighborhood or community?	X	X	X
How are opportunities for involvement in program activities communicated to families? Do families offer suggestions for involvement opportunities?		X	X
In what ways are families involved in activities to support their children's learning and development? In the program? At home? In the neighborhood or community? In what ways are families engaged with the community?	X		
How are families supported and what kinds of family engagement activities are encouraged during transitions?		X	X
What are barriers to family involvement in program activities and with staff?	X		
What opportunities and activities are provided for connecting families in the program with each other?		X	X
How have families connected with other families in the program?	X		
What is the program environment like for families? Is it welcoming? How valued and respected do families feel?	X		
How satisfied are families with program experiences?	X		

[3] Because information will be obtained from staff and families in both Head Start and Early Head Start, the pilot data can also highlight whether aspects of engagement and service provision differ across these settings. Given small sample sizes, however, caution should be exercised in interpreting or generalizing findings.

Research Questions	Families	Family Services Staff	Home Visitors
How do home visitors and family services staff work with families, and what support do they receive from the program to do so?			
How often do families and home visitors/family services staff/teachers communicate with each other? What topics do they discuss?	X	X	X
What goals do families have for themselves and their children? How do staff work with families to help them meet these goals?	X	X	X
How do families and home visitors/family services staff/teachers work together to support the child's learning and development?	X	X	X
How do families view their relationships with staff?	X		
What support does home visitors/family services staff receive from the program to engage families in the program and in their children's learning and development?		X	X
What staff in the program are involved in family engagement efforts, and how so?		X	X
How are comprehensive services provided in Head Start and Early Head Start?			
What staff in the program are involved in helping families get needed services, and how so?		X	X
Do families follow through with referrals? Why or why not?	X		
What does the referral and follow-up process look like? Does it work well?		X	X
What support does staff receive from the program related to the service provision and referral process?		X	X
Do family engagement and/or service provision differ in high-risk families or by other family characteristics?			
How do programs encourage involvement of families with different backgrounds in program activities and in their children's learning (i.e., families with different cultural or language backgrounds, those who have a child with a disability, fathers or father-figures, families with multiple risks, expectant families and pregnant women)?		X	X
To what extent are efforts to engage families with different backgrounds successful?		X	X
What changes do families identify as resulting from their experiences with Head Start and Early Head Start?			
What changes do parents report in their involvement in their child's learning and development?	X		

III. DATA COLLECTION PLAN

To recruit programs, we will reach out to Head Start and Early Head Start programs with which we have existing relationships from work on FACES, Baby FACES, and Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCITT) studies. We will aim to recruit programs that are both easy and challenging to engage to better represent the range of programs. We will conduct the pilot with five Head Start and five Early Head Start grantees. Shortly after obtaining OMB approval, we will identify eight programs located within close proximity to each of Mathematica's five office locations: Princeton, NJ; Washington, DC; Cambridge, MA; Chicago, IL; and Oakland, CA. We will also identify two additional programs, located in the south (for a total of 10 programs).[4] Of the ten selected programs, we will recruit two in rural locations, one in the NJ area and the other in a location to be determined. Two-person teams from each office will conduct the interviews at each program. Across locations, we will attempt to include at least one bilingual team member who can lead interviews in Spanish.

With OMB approval, we will offer programs a gift card of $200 to thank them for assisting us in recruiting families and staff. We will interview 15 parents per location (totaling 150 parents) and 3 staff per location (totaling 30 staff), including a combination of home visitors and family services staff. With OMB approval, we will offer all participants a $20 gift card for taking part in the pilot interviews.

We will work with selected programs to identify and recruit families that include both those who are challenging to engage and those who engage more readily. As part of initial conversations with selected programs, we will query about aspects of the families served (for example, proportion of homeless, single-parent, high risk, and/or expectant families served) and service options provided. This information will be helpful for identifying the range of families available to participate in interviews at each program and will be used for guiding program-specific recruitment efforts. It will also be used for analysis purposes, to describe the sample of participating programs.

To allow for analysis of findings from the interviews by key family characteristics, interviewers will complete a brief questionnaire with parents and staff at the conclusion of the interview. The questionnaire will capture information about families' characteristics. For example, it will include questions about the age of the mother when she had her first child, age and number of children enrolled in Head Start and Early Head Start, a short measure of depressive symptoms (such as the Center for Epidemiologic Studies Depression Scale [CES-D]; Radloff 1977), primary language spoken in the household, housing stability and homelessness, household income, and parent race/ethnicity and marital status. Staff will complete similar questionnaires, including items on their educational background, race/ethnicity, languages spoken, experience working in Head Start or Early Head Start, and experience in their current position. The parent and staff questionnaires, which will be included in the OMB package, will not include any personal identifiers.

[4] We will use this approach to better represent the diversity of families served by Head Start and Early Head Start. With this approach our program sample will include two programs each in Princeton, NJ; Oakland, CA, Chicago, IL; and in the South; one program in Washington, DC and in Cambridge, MA. Interviews across programs will be conducted using a dual-mode approach, which is discussed in the next section.

All interviewers will attend a half-day training during which they will be expected to demonstrate proficiency in understanding of the interview protocols. Training will also focus on procedures and best practices for conducting qualitative interviews and appropriate use of probes. During the training, we will also seek input from the data collection team on needed refinements to the training materials. During the course of the pilot, interviewers will audio record all interviews, a sample of which we can then use to explore any nuances in responses that could influence the data so that the questions can be modified for the final draft qualitative guides. The information from the audio recordings will also allow us to identify areas in which additional interviewer training may be necessary for future use of the instruments.

IV. PROPOSED DATA COLLECTION METHODS

We recommend that the pilot be conducted across sites using a dual-mode approach whereby half of the interviews are conducted in-person and the other half by phone. Both the phone and in-person interviews will allow the interviewer to gauge when the respondent is unsure of how to respond to a question but in different ways. For example, with the in-person mode, the interviewer is able to take into account body language in evaluating how questions are perceived, while the phone mode requires the interviewer to take note of pauses that signal uncertainty on the part of the respondent. The phone interviews will also provide the opportunity to see how well the protocol can fit multiple modes of administration. If phone interviews are successful, they would provide another option for a method of future data collection, in addition to in-person interviews. While the pilot is not designed to fully use cognitive interviewing techniques, the interviewers will, at the conclusion of the interview, probe respondents for more information about why a question may have been unclear.

Finally, to ensure the instruments have the potential to inform ACF's interests and priorities, we will consider a number of additional factors. For example, the instruments will include items likely to show some level of variation in participant responses. To achieve that variation, interview items must ask questions beyond program policies and address behavior on the part of both families and staff. In addition, steps will be taken to address issues associated with culture and language. To the greatest extent possible, items will be worded using simple language and free of idioms that are difficult to translate into Spanish (or other languages). Items will also be selected to reflect the diversity of possible experiences for families in particular; and items in both the staff and parent versions of the instruments will have been tested and revised based on cognitive interviews with diverse samples during the design phase.

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EXHIBIT B

PROGRAM RECRUITMENT SCREENER

OMB No:
Expiration Date:

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Head Start Family Voices Pilot Study

Program Recruitment Screener

Spring 2013

Program ID: |__|__|__|__|__|__|

Interviewer ID: |__|__|__|__|__|

Date Completed: |__|__| / |__|__| / |_2_|_0_|_1_|_3_|
Month Day Year

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is [redacted]. The time required to complete this collection of information is estimated to average 10 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the collection of information. This information collection is voluntary. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Attention: Nikki Aikens.

A. PROGRAM CHARACTERISTICS AND ENROLLMENT

INT1. ARE RESPONDENTS BEING RECRUITED FROM EARLY HEAD START OR HEAD START?

1 ☐ EARLY HEAD START →**GO TO A1**

2 ☐ HEAD START →**GO TO A6**

A1. How many <u>pregnant</u> women are currently enrolled in your <u>Early Head Start</u> program?

|__|__|__| NUMBER OF PREGNANT WOMEN

0 ☐ None

A2. As of January 1, 2013, what is the actual enrollment of children, not including pregnant women, in your <u>Early Head Start</u> program?

PROBE: **All we need is an approximation. Your best estimate is fine.**

|__|__|__|__| NUMBER OF ENROLLED CHILDREN

A3. We would like to understand the way your Early Head Start program plans services to best meet the needs of enrolled families. What proportion of families in your <u>Early Head Start</u> program is currently served through each the following program options?

	PERCENTAGE OF FAMILIES
a. Home-based services, in which Early Head Start services are provided primarily in the child's home	|__|__|__| PERCENT
b. Center-based services, in which services are provided primarily at a child care center	|__|__|__| PERCENT
c. Some other program option ..... *Specify*: _____	|__|__|__| PERCENT

<u>INTERVIEWER CHECK</u>:
CONFIRM PERCENTAGES PROVIDED SUM TO 100. IF NOT, ASK FOR CLARIFICATION FROM RESPONDENT. |__|__|__| PERCENT

A4a. How many family services staff does your <u>Early Head Start</u> program employ?

PROBE: **Family services staff may include family service workers, family services managers, family services coordinators, and family services assistants. Please include staff that work part-time as well as full-time.**

|__|__| NUMBER OF FAMILY SERVICES STAFF

A4b. How many home visitors does your <u>Early Head Start</u> program employ?

PROBE: **Home visitors, also referred to as home educators or home-based teachers, are staff whose primary function is to make regular home visits to families and children. Please include staff that work part-time as well as full-time.**

|__|__| NUMBER OF HOME VISITORS

A5. In addition to providing Early Head Start services to families, does your program also provide Head Start services?

1 ☐ Yes → **GO TO SECTION B**

0 ☐ No

A6. As of January 1, 2013, what is the actual enrollment of children in your Head Start program?

PROBE: **All we need is an approximation. Your best estimate is fine.**

|__|__|__|__| NUMBER OF ENROLLED CHILDREN

A7. We would like to understand the way your Head Start program plans services to best meet the needs of enrolled families. What proportion of families in your Head Start program is currently served through each the following program options?

	PERCENTAGE OF FAMILIES
a. Home-based services, in which Head Start services are provided primarily in the child's home.....	|__|__|__| PERCENT
b. Center-based services, in which services are provided primarily at a child care center	|__|__|__| PERCENT
c. Some other program option ..... *Specify*: _____	|__|__|__| PERCENT

INTERVIEWER CHECK:
CONFIRM PERCENTAGES PROVIDED SUM TO 100. IF NOT, ASK FOR CLARIFICATION FROM RESPONDENT. |__|__|__| PERCENT

A8a. How many family services staff does your Head Start program employ?

PROBE: **Family services staff may include family service workers, family services managers, family services coordinators, and family services assistants. Please include staff that work part-time as well as full-time.**

|__|__| NUMBER OF FAMILY SERVICES STAFF

A8b. How many home visitors does your Head Start program employ?

PROBE: **Home visitors, also referred to as home educators or home-based teachers, are staff whose primary function is to make regular home visits to families and children. Please include staff that work part-time as well as full-time.**

|__|__| NUMBER OF HOME VISITORS

A9. In addition to providing Head Start services to families, does your program also provide Early Head Start services?

1 ☐ Yes

0 ☐ No

B. FAMILY CHARACTERISTICS

B1. Programs face many challenges in serving high need or high risk families. We would like to know more about the needs of the enrolled families you serve and how many of them have high needs or are at high risk. Rather than collecting specific information to provide exact figures, please provide your *best estimate* of the percentage of families who fit each of the following categories. IF RESPONDENT IS HAVING DIFFICULTY RESPONDING, OFFER TO FAX THIS PAGE AND CALL BACK TO COLLECT THEIR RESPONSES.

IF INT1 = 1, FILL WITH EARLY HEAD START; IF INT1 = 2, FILL WITH HEAD START

Thinking about the [Early Head Start/Head Start] families served by your program, what percentage are…	PERCENTAGE OF FAMILIES
a. Teen mothers (under age 20)	0 ☐ NONE 1 ☐ ≤10 percent 2 ☐ 11 to 25 percent 3 ☐ 26 to 50 percent 4 ☐ 51 to 75 percent 5 ☐ 76 percent or more
b. Single-parent families (primary caregiver of the child is not married to or living with a partner)	0 ☐ NONE 1 ☐ ≤10 percent 2 ☐ 11 to 25 percent 3 ☐ 26 to 50 percent 4 ☐ 51 to 75 percent 5 ☐ 76 percent or more
c. Families in which the primary caregiver is not employed or in school.....	0 ☐ NONE 1 ☐ ≤10 percent 2 ☐ 11 to 25 percent 3 ☐ 26 to 50 percent 4 ☐ 51 to 75 percent 5 ☐ 76 percent or more
d. Families who reside with one or more families, live in transitional housing or a homeless shelter	0 ☐ NONE 1 ☐ ≤10 percent 2 ☐ 11 to 25 percent 3 ☐ 26 to 50 percent 4 ☐ 51 to 75 percent 5 ☐ 76 percent or more
e. Families with mental health problems.....	0 ☐ NONE 1 ☐ ≤10 percent 2 ☐ 11 to 25 percent 3 ☐ 26 to 50 percent 4 ☐ 51 to 75 percent 5 ☐ 76 percent or more
f. Considering each of these five areas, what percentage of families enrolled in your **[Early Head Start/Head Start]** program have more than three of these characteristics? PROBE: Characteristics include teen mother, single-parent family, unemployed or not in school, transitional housing/homelessness, and mental health problems.	0 ☐ NONE 1 ☐ ≤10 percent 2 ☐ 11 to 25 percent 3 ☐ 26 to 50 percent 4 ☐ 51 to 75 percent 5 ☐ 76 percent or more

B2. Thinking about the families enrolled in your program, what percentage of families speak…

	PERCENTAGE OF FAMILIES
a. English?	|__|__|__| PERCENT
b. Spanish?	|__|__|__| PERCENT
c. Other language(s)?	|__|__|__| PERCENT
Please tell me which languages these families speak	
Specify Lang 1: _____	
Specify Lang 2: _____	
Specify Lang 3: _____	

INTERVIEWER CHECK:
CONFIRM PERCENTAGES PROVIDED SUM TO 100. IF NOT, ASK FOR CLARIFICATION FROM RESPONDENT. |__|__|__| PERCENT

C. SCHEDULING INTERVIEWS

I have just a few more questions.

C1. What are your program's hours and days of operation?

|__|__| : |__|__| AM/PM TO |__|__| : |__|__| AM/PM

1 ☐ **Monday** 2 ☐ **Tuesday** 3 ☐ **Wednesday** 4 ☐ **Thursday** 5 ☐ **Friday**

C2. On-Site Coordinator Contact Information

To make it easier for you to coordinate with us, we recommend you designate a point person from your program. If you would like, this person can be you. If your program agrees to take part in the study, the on-site coordinator will help us identify staff and parents from your program who might be interested in participating, and schedule the dates and times when the interviews will take place.

ASK ONLY IF APPLICABLE: Who would you like this person to be?

IF OTHER STAFF IDENTIFIED AS ON-SITE COORDINATOR, ASK RESPONDENT TO PROVIDE YOU WITH HIS/HER CONTACT INFORMATION BELOW.

IF RESPONDENT IS ON-SITE COORDINATOR, CONFIRM THEIR CONTACT INFORMATION BELOW.

_____
PROGRAM NAME

_____ _____
NAME OF ON-SITE COORDINATOR POSITION/TITLE OF ON-SITE COORDINATOR

_____
EMAIL ADDRESS OF ON-SITE COORDINATOR

_____
STREET ADDRESS

_____ _____ _____
CITY STATE ZIP CODE

|__|__|__| - |__|__|__| - |__|__|__|__|
PHONE NUMBER

EXHIBIT C

PARENT QUALITATIVE INTERVIEW, FORMS A AND B

Head Start Family Voices Pilot Study
Qualitative Interview Guide
PARENT FORM A

Introduction

Thank you for agreeing to participate in the Head Start Family Voices Pilot Study, and for taking the time to meet with me today. My name is **[NAME]** and I work for Mathematica Policy Research, a nationally-recognized research organization that conducts studies in early childhood education and other areas. Mathematica is conducting this study for the Administration for Children and Families to help them better understand the experiences of families participating in Head Start and Early Head Start.

This interview will last approximately one hour. As a token of our appreciation for your participation, you will receive a gift card valued at $20. As a reminder, all of the information that you share with me today will remain private; no one from your child's program will see or hear your responses.

Today, I will be asking you some questions about your experiences in your **[Early Head Start/Head Start]** program. In addition to your answers to these questions, I will be asking for some additional information—how clear or unclear or difficult to understand the questions are. This will help us learn how we can re-word certain questions to make them easier to understand.

During the interview, I will be taking some notes about our discussion. To help me keep track of your responses to the questions, I will audio record our conversation. Again, this information will not be shared with anyone from the program; it is just meant to serve as a record of what you and I discussed. Is that okay?

Do you have any questions before we begin the interview?

BEGIN AUDIO RECORDING. STATE THE FOLLOWING BEFORE YOU BEGIN THE INTERVIEW:

- ☑ INTERVIEWER NAME
- ☑ TODAY'S DATE
- ☑ PARTICIPANT MPRID: |__|__|__|__|__|__|__|
- ☑ PROGRAM TYPE: □ EHS □ HS
- ☑ PROGRAM OPTION: □ CENTER-BASED □ HOME-BASED
- ☑ INTERVIEW FORM: □ FORM A □ FORM B

FOR REFERENCE ONLY: ARE YOU INTERVIEWING AN EXPECTANT MOTHER? □ YES □ NO

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0355. The time required to complete this collection of information is estimated to average 1 hour, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the collection of information. This information collection is voluntary. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Attention: Nikki Aikens.

Module 1: Choosing Head Start/Early Head Start (5-10 minutes)

I would like to begin by asking you about your experiences related to enrolling in **[Early Head Start/Head Start]**.

1. How did you learn about **[Early Head Start/Head Start]**? Did someone suggest **[Early Head Start/Head Start]** to you, or did you decide to enroll on your own?
    - When you enrolled in **[Early Head Start/Head Start],** what did you hope to get from the program? Did you hope to gain something for your child? Did you hope to gain something for yourself or for your family? If so, what?
2. Before you enrolled in **[Early Head Start/Head Start]**, did you think that families should do activities at home with their child to support their learning and development? Why or why not?
    - Now that you are in the program, do you feel the same way? [IF NO, ASK: Why not?]
3. FOR CENTER-BASED FAMILIES ONLY: Before you enrolled in **[Early Head Start/Head Start]**, did you think that families should get involved in classrooms or work with teachers to help their child learn? Why or why not?
    - Do you feel the same way now? [IF NO, ASK: Why not?]
4. FOR PREGNANT WOMEN ONLY; ALL OTHER RESPONDENTS, ASK ITEM 5: Are you satisfied with your experiences in the program so far?
    - IF YES, PROBE: Please tell me some of the ways that the program has helped you and your family.
    - IF NO, PROBE: What could the program do differently to better help you and your family?
5. Are you satisfied with your child's and family's experiences in the program so far?
    - IF YES, PROBE: Please tell me some of the ways that the program has helped your child. Have you seen changes in your child's learning and development since you first enrolled in **[Early Head Start/Head Start]**?
    - IF YES, PROBE: Please tell me some of the ways that the program has helped you and your family.
    - IF NO, PROBE: What could the program do differently to better help your child and family?

Module 2: Relationships with Staff and Programs (20-25 minutes)

Now, I would like to talk about your experiences with staff at your **[Early Head Start/Head Start]** program, including the staff that you usually talk to and the types of things you talk about.

FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

6. How often do you meet with or talk to your home visitor?
    - What kinds of things do you talk about with your home visitor?
    - What types of things does the home visitor do with you and your child when you meet?

- Do you ever work with your home visitor to make plans about ways to support your child's learning and development? [IF YES, ASK: Please tell me about some of the ways that you have worked together.]

7. When you meet with your home visitor, do you feel comfortable talking about topics related to you and your family?

    - PROBE: What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

8. Family services staff provide families with needed resources, and may include family service workers, family services managers, family services coordinators, family services assistants, and social workers. Have you ever met with or talked to the family services staff from your **[Early Head Start/Head Start]** program? [IF YES, ASK: How often have you talked to them?]

    - IF YES, ASK: What kinds of things did you talk with them about?

    - PROBE: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]

    - IF YES, ASK: Do you feel comfortable talking with them about topics related to you and your family? What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR PREGNANT WOMEN ONLY:

9. What types of staff at your **[Early Head Start/Head Start]** program do you talk to most often?

10. How often do you meet with or talk to **[STAFF MEMBER(S)]**?

    - What kinds of things do you talk about with **[STAFF MEMBER(S)]**?

    - What types of things do you do with **[STAFF MEMBER(S)]** when you meet?

11. When you meet with **[STAFF MEMBER(S)]**, do you feel comfortable talking about topics related to you and your family?

    - PROBE: What are some examples of ways **[STAFF MEMBER(S)]** has made you feel **[comfortable/uncomfortable]**?

12. IF FAMILY SERVICES STAFF ALREADY MENTIONED: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]

13. IF FAMILY SERVICES STAFF NOT ALREADY MENTIONED: Family services staff provide families with needed resources, and may include family service workers, family services managers, family services coordinators, family services assistants, and social workers. Have you ever met with or talked to the family services staff from your **[Early Head Start/Head Start]** program? [IF YES, ASK: How often have you talked to them?]

    - IF YES, ASK: What kinds of things did you talk with them about?

- PROBE: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]

- IF YES, ASK: Do you feel comfortable talking with them about topics related to you and your family? What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR CENTER-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

14. How often do you meet with or talk to your child's teacher?

    - What kinds of things do you talk about with your child's teacher?

    - PROBE: Do you ever work with your child's teacher to make plans about ways to support your child's learning and development? [IF YES, ASK: Please tell me about some of the ways that you have worked together.]

15. When you talk to your child's teacher, do you feel comfortable talking about topics related to you and your family?

    - PROBE: What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

16. Family services staff provide families with needed resources, and may include family service workers, family services managers, family services coordinators, family services assistants, and social workers. Have you ever met with or talked to the family services staff from your **[Early Head Start/Head Start]** program? IF YES, ASK: How often have you talked to them?]

    - IF YES, ASK: What kinds of things did you talk with them about?

    - PROBE: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]

    - IF YES, ASK: Do you feel comfortable talking with them about topics related to you and your family? What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR ALL FAMILIES:

17. When you're at your **[Early Head Start/Head Start]** program, do you feel welcomed by staff?

    - PROBE: What are some examples of ways staff have made you feel **[welcome/unwelcome]**?

18. Have you ever had a question or needed help with something that was not related to your child's learning and development (for example, help with your own goals)?

    - IF YES, ASK: Who from the program did you talk to? [IF NO, ASK: Who from the program do you think you would you ask for help? Why?]

    - IF SPOKE TO PROGRAM STAFF, ASK: What kinds of things did you talk about with them? Was this staff person able to help you? [IF YES, ASK: How so? IF NO, ASK: Why not?]

19. IF PARENT HAS NOT MENTIONED GOALS FOR THEIR CHILD, ASK: Many parents have hopes for their child's future. What are your goals and dreams for your child?

    - How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

    - Do you feel that staff from your **[Early Head Start/Head Start]** program understand what's important to you when it comes to the goals that you have for your child?

20. IF PARENT HAS ALREADY MENTIONED GOALS FOR THEIR CHILD, ASK: You mentioned some goals and dreams for your child. How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

    - Do you feel that staff from your **[Early Head Start/Head Start]** program understand what's important to you when it comes to the goals that you have for your child?

21. IF PARENT HAS NOT MENTIONED GOALS FOR SELF, ASK: What are your goals and hopes for yourself?

    - How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

22. IF PARENT HAS ALREADY MENTIONED GOALS FOR SELF, ASK: You mentioned some goals and hopes for yourself. How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

Module 3: Family Engagement in the Program and in Children's Learning and Development (10 minutes)

Next, I would like talk about the types of activities that you do to help support your child's learning and development. This includes activities you do at your **[Early Head Start/Head Start]** program, at home, or in your neighborhood or community.

23. What kinds of things does your **[Early Head Start/Head Start]** program encourage you to do <u>at the program</u>? Some examples may include attending parenting meetings, socializations, or volunteering at the program. There may be other activities in your program that you have heard of.

    - PROBE: Which of these activities have you or your family gotten involved in?

    - IF FAMILY HAS NOT PARTICIPATED: Are there any activities at the program that you wanted to get involved in but could not? [IF YES, ASK: What made it hard for you to get involved?]

24. FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN: Have you ever found it hard to participate in home visits? [IF YES, ASK: What has made it hard for you to participate?]

25. FOR PREGNANT WOMEN ONLY: Have you ever found it hard to meet with staff from your Early Head Start program? [IF YES, ASK: What has made it difficult for you?]

26. Has the program encouraged you to get involved in program leadership activities like the Policy Council or to become a member of a Committee?

    - IF YES, PROBE: Which of these leadership activities have you or your family gotten involved in?
    - IF FAMILY HAS NOT PARTICIPATED: Are there any leadership activities you wanted to get involved in but could not? [IF YES, ASK: What made it hard for you to get involved?]
    - Does the program encourage you to share your opinions about program policies and procedures in other ways? [IF YES, ASK: What are some examples?]

27. What kinds of activities does the program encourage you to do outside of the program to support your child's learning and development? This can include activities you do at home or in your neighborhood or community.

    - Have you or anyone in your family done any of these activities? [IF YES, ASK: Which ones?]
    - PROBE: FOR HOME-BASED FAMILIES, IF PARENT TALKS ABOUT ACTIVITIES THAT OCCUR DURING HOME VISITS, CLARIFY THAT WE ARE INTERESTED IN ACTIVITIES THEY ARE ENCOURAGED TO DO AT HOME BEYOND THOSE THAT OCCUR WITH THEIR HOME VISITOR.

ITEMS 28-32 NOT IN THIS VERSION.

End-of-Interview Debrief (10-15 minutes)

I just have a few more questions.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: I noticed that you paused when responding to one of the questions I asked you. The question reads as follows [REPEAT QUESTION]. Was this question difficult to understand? If so, why?
- Are there any additional topics that we have not discussed today that you think we need to consider in developing the interviews? As a reminder, these interviews are designed to help us better understand how programs engage and provide services to families enrolled in **[Early Head Start/Head Start]**.

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me, and for your time and contributions to this important study.

STOP RECORDING.

□ ADMINISTER THE PARENT QUESTIONNAIRE.

□ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.

□ IF COMPLETING THE INTERVIEW BY PHONE, OBTAIN THE RESPONDENT'S MAILING ADDRESS SO THAT WE CAN MAIL THE $20 GIFT CARD. THEY SHOULD RECEIVE THE GIFT CARD WITHIN TWO WEEKS OF THE INTERVIEW DATE.

Head Start Family Voices Pilot Study
Qualitative Interview Guide
PARENT FORM B

Introduction

Thank you for agreeing to participate in the Head Start Family Voices Pilot Study, and for taking the time to meet with me today. My name is **[NAME]** and I work for Mathematica Policy Research, a nationally-recognized research organization that conducts studies in early childhood education and other areas. Mathematica is conducting this study for the Administration for Children and Families to help them better understand the experiences of families participating in Head Start and Early Head Start.

This interview will last approximately one hour. As a token of our appreciation for your participation, you will receive a gift card valued at $20. As a reminder, all of the information that you share with me today will remain private; no one from your child's program will see or hear your responses.

Today, I will be asking you some questions about your experiences in your **[Early Head Start/Head Start]** program. In addition to your answers to these questions, I will be asking for some additional information—how clear or unclear or difficult to understand the questions are. This will help us learn how we can re-word certain questions to make them easier to understand.

During the interview, I will be taking some notes about our discussion. To help me keep track of your responses to the questions, I will audio record our conversation. Again, this information will not be shared with anyone from the program; it is just meant to serve as a record of what you and I discussed. Is that okay?

Do you have any questions before we begin the interview?

BEGIN AUDIO RECORDING. STATE THE FOLLOWING BEFORE YOU BEGIN THE INTERVIEW:

- ☑ INTERVIEWER NAME
- ☑ TODAY'S DATE
- ☑ PARTICIPANT MPRID: |__|__|__|__|__|__|__|
- ☑ PROGRAM TYPE: □ EHS □ HS
- ☑ PROGRAM OPTION: □ CENTER-BASED □ HOME-BASED
- ☑ INTERVIEW FORM: □ FORM A □ FORM B

FOR REFERENCE ONLY: ARE YOU INTERVIEWING AN EXPECTANT MOTHER? □ YES □ NO

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0355. The time required to complete this collection of information is estimated to average 1 hour, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the collection of information. This information collection is voluntary. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Attention: Nikki Aikens.

Module 1: Choosing Head Start/Early Head Start (5-10 minutes)

I would like to begin by asking you about your experiences related to enrolling in **[Early Head Start/Head Start]**.

1. How did you learn about **[Early Head Start/Head Start]**? Did someone suggest **[Early Head Start/Head Start]** to you, or did you decide to enroll on your own?
    - When you enrolled in **[Early Head Start/Head Start],** what did you hope to get from the program? Did you hope to gain something for your child? Did you hope to gain something for yourself or for your family? If so, what?
2. Before you enrolled in **[Early Head Start/Head Start]**, did you think that families should do activities at home with their child to support their learning and development? Why or why not?
    - Now that you are in the program, do you feel the same way? [IF NO, ASK: Why not?]
3. FOR CENTER-BASED FAMILIES ONLY: Before you enrolled in **[Early Head Start/Head Start]**, did you think that families should get involved in classrooms or work with teachers to help their child learn? Why or why not?
    - Do you feel the same way now? [IF NO, ASK: Why not?]
4. FOR PREGNANT WOMEN ONLY; ALL OTHER RESPONDENTS, ASK ITEM 5: Are you satisfied with your experiences in the program so far?
    - IF YES, PROBE: Please tell me some of the ways that the program has helped you and your family.
    - IF NO, PROBE: What could the program do differently to better help you and your family?
5. Are you satisfied with your child's and family's experiences in the program so far?
    - IF YES, PROBE: Please tell me some of the ways that the program has helped your child. Have you seen changes in your child's learning and development since you first enrolled in **[Early Head Start/Head Start]**?
    - IF YES, PROBE: Please tell me some of the ways that the program has helped you and your family.
    - IF NO, PROBE: What could the program do differently to better help your child and family?

Module 2: Relationships with Staff and Programs (20-25 minutes)

Now, I would like to talk about your experiences with staff at your **[Early Head Start/Head Start]** program, including the staff that you usually talk to and the types of things you talk about.

FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

6. How often do you meet with or talk to your home visitor?
    - What kinds of things do you talk about with your home visitor?

- What types of things does the home visitor do with you and your child when you meet?

- Do you ever work with your home visitor to make plans about ways to support your child's learning and development? [IF YES, ASK: Please tell me about some of the ways that you have worked together.]

7. When you meet with your home visitor, do you feel comfortable talking about topics related to you and your family?

    - PROBE: What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

8. Family services staff provide families with needed resources, and may include family service workers, family services managers, family services coordinators, family services assistants, and social workers. Have you ever met with or talked to the family services staff from your **[Early Head Start/Head Start]** program? [IF YES, ASK: How often have you talked to them?]

    - IF YES, ASK: What kinds of things did you talk with them about?

    - PROBE: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]

    - IF YES, ASK: Do you feel comfortable talking with them about topics related to you and your family? What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR PREGNANT WOMEN ONLY:

9. What types of staff at your **[Early Head Start/Head Start]** program do you talk to most often?

10. How often do you meet with or talk to **[STAFF MEMBER(S)]**?

    - What kinds of things do you talk about with **[STAFF MEMBER(S)]**?

    - What types of things do you do with **[STAFF MEMBER(S)]** when you meet?

11. When you meet with **[STAFF MEMBER(S)]**, do you feel comfortable talking about topics related to you and your family?

    - PROBE: What are some examples of ways **[STAFF MEMBER(S)]** has made you feel **[comfortable/uncomfortable]**?

12. IF FAMILY SERVICES STAFF ALREADY MENTIONED: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]

13. IF FAMILY SERVICES STAFF NOT ALREADY MENTIONED: Family services staff provide families with needed resources, and may include family service workers, family services managers, family services coordinators, family services assistants, and social workers. Have you ever met with or talked to the family services staff from your **[Early Head Start/Head Start]** program? [IF YES, ASK: How often have you talked to them?]

- IF YES, ASK: What kinds of things did you talk with them about?
- PROBE: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]
- IF YES, ASK: Do you feel comfortable talking with them about topics related to you and your family? What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR CENTER-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

14. How often do you meet with or talk to your child's teacher?
    - What kinds of things do you talk about with your child's teacher?
    - PROBE: Do you ever work with your child's teacher to make plans about ways to support your child's learning and development? [IF YES, ASK: Please tell me about some of the ways that you have worked together.]
15. When you talk to your child's teacher, do you feel comfortable talking about topics related to you and your family?
    - PROBE: What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?
16. Family services staff provide families with needed resources, and may include family service workers, family services managers, family services coordinators, family services assistants, and social workers. Have you ever met with or talked to the family services staff from your **[Early Head Start/Head Start]** program? IF YES, ASK: How often have you talked to them?]
    - IF YES, ASK: What kinds of things did you talk with them about?
    - PROBE: Do you ever work with the family services staff from your program to make plans about ways to support your child's learning and development? [IF YES, ASK: Tell me about some of the ways that you have worked together.]
    - IF YES, ASK: Do you feel comfortable talking with them about topics related to you and your family? What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR ALL FAMILIES:

17. When you're at your **[Early Head Start/Head Start]** program, do you feel welcomed by staff?
    - PROBE: What are some examples of ways staff have made you feel **[welcome/unwelcome]**?
18. Have you ever had a question or needed help with something that was not related to your child's learning and development (for example, help with your own goals)?
    - IF YES, ASK: Who from the program did you talk to? [IF NO, ASK: Who from the program do you think you would you ask for help? Why?]

- IF SPOKE TO PROGRAM STAFF, ASK: What kinds of things did you talk about with them? Was this staff person able to help you? [IF YES, ASK: How so? IF NO, ASK: Why not?]

19. IF PARENT HAS NOT MENTIONED GOALS FOR THEIR CHILD, ASK: Many parents have hopes for their child's future. What are your goals and dreams for your child?

    - How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

    - Do you feel that staff from your **[Early Head Start/Head Start]** program understand what's important to you when it comes to the goals that you have for your child?

20. IF PARENT HAS ALREADY MENTIONED GOALS FOR THEIR CHILD, ASK: You mentioned some goals and dreams for your child. How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

    - Do you feel that staff from your **[Early Head Start/Head Start]** program understand what's important to you when it comes to the goals that you have for your child?

21. IF PARENT HAS NOT MENTIONED GOALS FOR SELF, ASK: What are your goals and hopes for yourself?

    - How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

22. IF PARENT HAS ALREADY MENTIONED GOALS FOR SELF, ASK: You mentioned some goals and hopes for yourself. How are staff from your **[Early Head Start/Head Start]** program helping you reach those goals?

ITEMS 23-27 NOT IN THIS VERSION.

Module 4: Components of Community Engagement (5-10 minutes)

These next questions are about activities that your **[Early Head Start/Head Start]** program provides to parents for getting to know one another, and ways that the program encourages parents to get involved in their neighborhood or community.

28. What kind of activities or events does the program provide for getting to know other parents and families?

    - IF NEEDED, ASK: Does the program plan parent meetings or some other activity or event for parents to get to know each other?

    - Does your **[Early Head Start/Head Start]** program provide families with opportunities to get to know other families who have transitioned from **[Early Head Start to Head Start/Head Start to kindergarten]**?

    - Have you or anyone in your family done any of these activities? [IF YES, ASK: Which ones?]

29. Do you feel that families in the program can turn to each other for friendship or if they need support?

- In what ways does the program encourage this sense of community among parents?

30. Does the program encourage you to get involved in local events or volunteer in your neighborhood or community? [IF YES, ASK: Can you give me some examples?]

    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?

31. Does the program encourage you to get involved in job training opportunities in your neighborhood or community? [IF YES, ASK: Can you give me some examples?]

    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?

32. Does the program encourage you to express your opinions or speak out in your neighborhood or community about decisions that are made to change or make something better in your community? [IF YES, ASK: How so?]

    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?

End-of-Interview Debrief (10-15 minutes)

I just have a few more questions.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: I noticed that you paused when responding to one of the questions I asked you. The question reads as follows [REPEAT QUESTION]. Was this question difficult to understand? If so, why?
- Are there any additional topics that we have not discussed today that you think we need to consider in developing the interviews? As a reminder, these interviews are designed to help us better understand how programs engage and provide services to families enrolled in **[Early Head Start/Head Start]**.

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me, and for your time and contributions to this important study.

STOP RECORDING.

□ ADMINISTER THE PARENT QUESTIONNAIRE.

□ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.

□ IF COMPLETING THE INTERVIEW BY PHONE, OBTAIN THE RESPONDENT'S MAILING ADDRESS SO THAT WE CAN MAIL THE $20 GIFT CARD. THEY SHOULD RECEIVE THE GIFT CARD WITHIN TWO WEEKS OF THE INTERVIEW DATE.

30. Does the program encourage you to get involved in local events or volunteer in your neighborhood or community? [IF YES, ASK: Can you give me some examples?]

    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?

31. Does the program encourage you to get involved in job training opportunities in your neighborhood or community? [IF YES, ASK: Can you give me some examples?]

    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?

32. Does the program encourage you to express your opinions or speak out in your neighborhood or community about decisions that are made to change or make something better in your community? [IF YES, ASK: How so?]

    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?

End-of-Interview Debrief (10-15 minutes)

I just have a few more questions.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: I noticed that you paused when responding to one of the questions I asked you. The question reads as follows [REPEAT QUESTION]. Was this question difficult to understand? If so, why?
- Are there any additional topics that we have not discussed today that you think we need to consider in developing the interviews? As a reminder, these interviews are designed to help us better understand how programs engage and provide services to families enrolled in **[Early Head Start/Head Start]**.

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me, and for your time and contributions to this important study.

STOP RECORDING.

□ ADMINISTER THE PARENT QUESTIONNAIRE.

□ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.

□ IF COMPLETING THE INTERVIEW BY PHONE, OBTAIN THE RESPONDENT'S MAILING ADDRESS SO THAT WE CAN MAIL THE $20 GIFT CARD. THEY SHOULD RECEIVE THE GIFT CARD WITHIN TWO WEEKS OF THE INTERVIEW DATE.

Head Start Family Voices Pilot Study
Qualitative Interview Guide
PARENT FORM A – SPANISH

Introduction

Gracias por estar de acuerdo en participar del Estudio Piloto Head Start Family Voices y por tomarse el tiempo de reunirse conmigo hoy. Me llamo **[NAME]** y trabajo en Mathematica Policy Research, una organización dedicada a las investigaciones, reconocida a nivel nacional, que realiza estudios sobre la educación en la primera infancia y otras áreas. Mathematica lleva a cabo este estudio destinado a la Administración de Niños y Familias (ACF, por sus siglas en inglés) para ayudarlos a comprender mejor las experiencias de las familias que participan en los programas Head Start y Early Head Start.

Esta entrevista durará aproximadamente una hora. Como símbolo de nuestro agradecimiento por su participación, usted recibirá una tarjeta de regalo por un valor de $20 (veinte dólares). Toda la información que comparta conmigo hoy tendrá carácter confidencial; ninguna persona del programa de su hijo podrá ver o escuchar sus respuestas.

Hoy le formularé algunas preguntas acerca de sus experiencias en su programa **[Early Head Start/Head Start]**. Además de sus respuestas a estas preguntas, haré otras preguntas para obtener información adicional: qué tan claras, confusas o difíciles de comprender son las preguntas. Esta información nos servirá para saber cómo podemos reformular ciertas preguntas de modo que sean más fáciles de comprender.

Durante la entrevista, tomaré algunas notas sobre nuestra conversación. Para ayudarme a seguir sus respuestas a las preguntas, grabaré nuestra conversación en audio. Cabe reiterar que esta información no se compartirá con otras personas del programa; simplemente está destinada a servir como registro de lo que conversamos. ¿Está de acuerdo?

¿Tiene alguna pregunta antes de que comencemos la entrevista?

BEGIN AUDIO RECORDING. STATE THE FOLLOWING BEFORE YOU BEGIN THE INTERVIEW:

- ☑ INTERVIEWER NAME
- ☑ TODAY'S DATE
- ☑ PARTICIPANT MPRID: |__|__|__|__|__|__|__|
- ☑ PROGRAM TYPE: □ EHS □ HS
- ☑ PROGRAM OPTION: □ CENTER-BASED □ HOME-BASED
- ☑ INTERVIEW FORM: □ FORM A □ FORM B

FOR REFERENCE ONLY: ARE YOU INTERVIEWING AN EXPECTANT MOTHER? □ YES □ NO

Según la Ley de Simplificación de Trámites (Paperwork Reduction Act) de 1995, ninguna persona está requerida a responder a una recopilación de información si ésta no despliega un número de control de OMB válido. El número de control de OMB válido para esta recopilación de información es 0970-0355. El tiempo necesario para completar esta recopilación de información se estima en un promedio de una hora, incluyendo el tiempo para revisar las instrucciones, buscar fuentes de datos existentes, recopilar los datos necesarios, y completar y revisar la recopilación de información. Esta recolección de información es voluntaria. Si tiene comentarios sobre la precisión de la estimación de la carga o sugerencias para mejorar este formulario, por favor escriba a: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Atención: Nikki Aikens.

Module 1: Choosing Head Start/Early Head Start (5-10 minutes)

Me gustaría comenzar preguntando acerca de sus experiencias relacionadas con la inscripción en **[Early Head Start/Head Start]**.

1. ¿Cómo se enteró de **[Early Head Start/Head Start]**? ¿Alguna persona le sugirió **[Early Head Start/Head Start]** o decidió inscribirse por su cuenta?
    - Cuando se inscribió en **[Early Head Start/Head Start],** ¿qué esperaba recibir del programa? ¿Esperaba obtener algún beneficio para su hijo? ¿Esperaba obtener algún beneficio para usted o su familia? En ese caso, ¿cuál?
2. Antes de inscribirse en **[Early Head Start/Head Start]**, ¿creía que las familias deberían realizar actividades en el hogar con su hijo para apoyar su aprendizaje y desarrollo? ¿Por qué o por qué no?
    - Ahora que participa en el programa, ¿piensa de la misma forma? [IF NO, ASK: ¿Por qué no?]
3. FOR CENTER-BASED FAMILIES ONLY: Antes de inscribirse en **[Early Head Start/Head Start]**, ¿creía que las familias deberían involucrarse en el aprendizaje de su hijo participando en las clases o trabajando con los maestros? ¿Por qué o por qué no?
    - ¿Piensa de la misma forma ahora? [IF NO, ASK: ¿Por qué no?]
4. FOR PREGNANT WOMEN ONLY; ALL OTHER RESPONDENTS, ASK ITEM 5: ¿Está conforme con sus experiencias en el programa hasta el momento?
    - IF YES, PROBE: Mencione algunas de las formas en que el programa lo ha ayudado a usted y a su familia.
    - IF NO, PROBE: ¿Qué podría cambiar el programa para ayudarlo mejor a usted y a su familia?
5. ¿Está conforme con las experiencias de su hijo y de su familia en el programa hasta el momento?
    - IF YES, PROBE: Mencione algunas de las formas en que el programa ha ayudado a su hijo. ¿Ha observado cambios en el aprendizaje y desarrollo de su hijo desde que usted se inscribió en **[Early Head Start/Head Start]**?
    - IF YES, PROBE: Mencione algunas de las formas en que el programa lo ha ayudado a usted y a su familia.
    - IF NO, PROBE: ¿Qué podría cambiar el programa para ayudar mejor a su hijo y a su familia?

Module 2: Relationships with Staff and Programs (20-25 minutes)

Ahora me gustaría hablar de sus experiencias con el personal de su programa **[Early Head Start/Head Start]**, incluido el personal con el que habitualmente conversa y los temas que tocan.

FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

6. ¿Con qué frecuencia se reúne o conversa con el representante del programa que visita su hogar?

- ¿Qué temas toca con el representante del programa que visita su hogar?
- ¿Qué tipo de cosas hace el representante del programa que visita su hogar con usted y su hijo cuando se reúnen?
- ¿Alguna vez trabaja con el representante del programa que visita su hogar para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]

7. Cuando se reúne con el representante del programa que visita su hogar, ¿se siente cómodo conversando acerca de temas relacionados con usted y su familia?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?
8. El personal de servicios familiares proporciona a las familias los recursos necesarios y puede incluir a trabajadores de servicios familiares, administradores de servicios familiares, coordinadores de servicios familiares, asistentes de servicios familiares y trabajadores sociales. ¿Alguna vez se reunió o conversó con el personal de servicios familiares de su programa **[Early Head Start/Head Start]**? [IF YES, ASK: ¿Con qué frecuencia ha conversado con ellos?]
    - IF YES, ASK: ¿Qué temas ha tocado con ellos?
    - PROBE: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
    - IF YES, ASK: ¿Se siente cómodo conversando con ellos acerca de temas relacionados con usted y su familia? ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?

FOR PREGNANT WOMEN ONLY:

9. ¿Con qué tipo de personal del programa **[Early Head Start/Head Start]** conversa con mayor frecuencia?
10. ¿Con qué frecuencia se reúne o conversa con **[MIEMBRO(S) DEL PERSONAL]**?
    - ¿Qué temas toca con **[MIEMBRO(S) DEL PERSONAL]**?
    - ¿Qué hace con **[MIEMBRO(S) DEL PERSONAL]** cuando se reúnen?
11. Cuando se reúne con **[MIEMBRO(S) DEL PERSONAL]**, ¿se siente cómodo conversando acerca de temas relacionados con usted y su familia?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que **[MIEMBRO(S) DEL PERSONAL]** lo ha(n) hecho sentir **[cómodo/incómodo]**?
12. IF FAMILY SERVICES STAFF ALREADY MENTIONED: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.
13. IF FAMILY SERVICES STAFF NOT ALREADY MENTIONED: El personal de servicios familiares proporciona a las familias los recursos necesarios y puede incluir a trabajadores de servicios familiares, administradores de servicios familiares,

coordinadores de servicios familiares, asistentes de servicios familiares y trabajadores sociales. ¿Alguna vez se reunió o conversó con el personal de servicios familiares de su programa **[Early Head Start/Head Start]**? [IF YES, ASK: ¿Con qué frecuencia ha conversado con ellos?]

- IF YES, ASK: ¿Qué temas ha tocado con ellos?
- PROBE: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
- IF YES, ASK: ¿Se siente cómodo conversando con ellos acerca de temas relacionados con usted y su familia? ¿Puede mencionar algunos ejemplos de formas en que lo han hecho sentir **[cómodo/incómodo]**?

FOR CENTER-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

14. ¿Con qué frecuencia se reúne o conversa con el maestro de su hijo?
    - ¿Qué temas toca con el maestro de su hijo?
    - PROBE: ¿Alguna vez trabaja con el maestro de su hijo para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
15. Cuando habla con el maestro de su hijo, ¿se siente cómodo conversando acerca de temas relacionados con usted y su familia?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?
16. El personal de servicios familiares proporciona a las familias los recursos necesarios y puede incluir a trabajadores de servicios familiares, administradores de servicios familiares, coordinadores de servicios familiares, asistentes de servicios familiares y trabajadores sociales. ¿Alguna vez se reunió o conversó con el personal de servicios familiares de su programa **[Early Head Start/Head Start]**? IF YES, ASK: ¿Con qué frecuencia ha conversado con ellos?]
    - IF YES, ASK: ¿Qué temas ha tocado con ellos?
    - PROBE: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
    - IF YES, ASK: ¿Se siente cómodo conversando con ellos acerca de temas relacionados con usted y su familia? ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?

FOR ALL FAMILIES:

17. Cuando se encuentra en su programa **[Early Head Start/Head Start]**, ¿se siente bien recibido por el personal?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que el personal lo ha hecho sentir **[bien recibido/mal recibido]**?

18. ¿Alguna vez ha tenido una duda o ha necesitado ayuda con algo externo al aprendizaje y desarrollo de su hijo (por ejemplo, ayuda con sus propios objetivos)?

    - IF YES, ASK: ¿Con qué persona del programa habló? [IF NO, ASK: ¿A qué persona del programa piensa que podría solicitar ayuda? ¿Por qué?]

    - IF SPOKE TO PROGRAM STAFF, ASK: ¿Qué temas ha tocado con ellos? ¿Este integrante del personal pudo ayudarlo? [IF YES, ASK: ¿De qué forma? IF NO, ASK: ¿Por qué no?]

19. IF PARENT HAS NOT MENTIONED GOALS FOR THEIR CHILD, ASK: Muchos padres tienen esperanzas sobre el futuro de su hijo. ¿Qué metas y sueños tiene para su hijo?

    - ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

    - ¿Siente que el personal de su programa **[Early Head Start/Head Start]** comprende qué es importante para usted en lo referido a las metas que tiene para su hijo?

20. IF PARENT HAS ALREADY MENTIONED GOALS FOR THEIR CHILD, ASK: Usted mencionó algunas metas y sueños para su hijo. ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

    - ¿Siente que el personal de su programa **[Early Head Start/Head Start]** comprende qué es importante para usted en lo referido a las metas que tiene para su hijo?

21. IF PARENT HAS NOT MENTIONED GOALS FOR SELF, ASK: ¿Qué metas y esperanzas tiene para usted?

    - ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

22. IF PARENT HAS ALREADY MENTIONED GOALS FOR SELF, ASK: Usted mencionó algunas metas y esperanzas para usted. ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

Module 3: Family Engagement in the Program and in Children's Learning and Development (10 minutes)

Ahora deseo hablarle acerca de los tipos de actividades que usted realiza para apoyar el aprendizaje y desarrollo de su hijo. Esto incluye las actividades que usted realiza en su programa **[Early Head Start/Head Start]**, en su casa o en su barrio o comunidad.

23. ¿Qué tipo de cosas lo alienta a hacer su programa **[Early Head Start/Head Start]** <u>en el programa</u>? Entre los posibles ejemplos se cuentan concurrir a reuniones de padres, socializar o trabajar como voluntario en el programa. Tal vez haya otras actividades de su programa sobre las que haya escuchado.

    - PROBE: ¿En cuáles de estas actividades han participado usted o su familia?

    - IF FAMILY HAS NOT PARTICIPATED: ¿Existe alguna actividad del programa en que usted deseaba participar, pero no pudo hacerlo? [IF YES, ASK: ¿Qué le dificultó participar?]

24. FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN: ¿Alguna vez le resultó difícil participar en las visitas al hogar? [IF YES, ASK: ¿Qué le dificultó participar?]

25. FOR PREGNANT WOMEN ONLY: ¿Alguna vez le resultó difícil reunirse con el personal de su programa Early Head Start? [IF YES, ASK: ¿Qué le dificultó reunirse?]

26. ¿El programa lo ha alentado a participar en actividades de liderazgo del programa, como el Consejo de Política, o a convertirse en miembro de un Comité?

    - IF YES, PROBE: ¿En cuáles de estas actividades de liderazgo han participado usted o su familia?

    - IF FAMILY HAS NOT PARTICIPATED: ¿Existe alguna actividad de liderazgo en que usted deseaba participar, pero no pudo hacerlo? [IF YES, ASK: ¿Qué le dificultó participar?]

    - ¿El programa lo alienta a compartir sus opiniones acerca de las políticas y procedimientos del programa de otras formas? [IF YES, ASK: ¿Puede mencionar algunos ejemplos?]

27. ¿Qué tipos de actividades lo alienta el programa a realizar <u>fuera del programa</u> para apoyar el aprendizaje y desarrollo de su hijo? Esto puede incluir actividades que realiza <u>en su casa</u> o en su <u>barrio o comunidad</u>.

    - ¿Usted o algún miembro de su familia han realizado alguna de estas actividades? [IF YES, ASK: ¿Cuáles?]

    - PROBE: FOR HOME-BASED FAMILIES, IF PARENT TALKS ABOUT ACTIVITIES THAT OCCUR DURING HOME VISITS, CLARIFY THAT WE ARE INTERESTED IN ACTIVITIES THEY ARE ENCOURAGED TO DO AT HOME BEYOND THOSE THAT OCCUR WITH THEIR HOME VISITOR.

ITEMS 28-32 NOT IN THIS VERSION.

End-of-Interview Debrief (10-15 minutes)

Tengo algunas preguntas finales.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: He observado que usted se detuvo cuando respondió a una de las preguntas que formulé. La pregunta es la siguiente [REPEAT QUESTION]. ¿Le resultó difícil comprender esta pregunta? En ese caso, ¿por qué?
- ¿Hay algún otro tema que no hayamos cubierto hoy y que, en su opinión, debemos considerar en el desarrollo de las entrevistas? Cabe recordar que estas entrevistas están destinadas a ayudarnos a comprender mejor cómo los programas participan y proporcionan servicios a las familias inscriptas en **[Early Head Start/Head Start]**.

Closing

Hemos llegado al final de la entrevista. Gracias nuevamente por compartir sus experiencias conmigo y por su tiempo y aportes a este importante estudio.

STOP RECORDING.

□ ADMINISTER THE SPANISH PARENT QUESTIONNAIRE.

□ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.

□ IF COMPLETING THE INTERVIEW BY PHONE, OBTAIN THE RESPONDENT'S MAILING ADDRESS SO THAT WE CAN MAIL THE $20 GIFT CARD. THEY SHOULD RECEIVE THE GIFT CARD WITHIN TWO WEEKS OF THE INTERVIEW DATE.

Head Start Family Voices Pilot Study
Qualitative Interview Guide
PARENT FORM B – SPANISH

Introduction

Gracias por estar de acuerdo en participar del Estudio Piloto Head Start Family Voices y por tomarse el tiempo de reunirse conmigo hoy. Me llamo **[NAME]** y trabajo en Mathematica Policy Research, una organización dedicada a las investigaciones, reconocida a nivel nacional, que realiza estudios sobre la educación en la primera infancia y otras áreas. Mathematica lleva a cabo este estudio destinado a la Administración de Niños y Familias (ACF, por sus siglas en inglés) para ayudarlos a comprender mejor las experiencias de las familias que participan en los programas Head Start y Early Head Start.

Esta entrevista durará aproximadamente una hora. Como símbolo de nuestro agradecimiento por su participación, usted recibirá una tarjeta de regalo por un valor de $20 (veinte dólares). Toda la información que comparta conmigo hoy tendrá carácter confidencial; ninguna persona del programa de su hijo podrá ver o escuchar sus respuestas.

Hoy le formularé algunas preguntas acerca de sus experiencias en su programa **[Early Head Start/Head Start]**. Además de sus respuestas a estas preguntas, haré otras preguntas para obtener información adicional: qué tan claras, confusas o difíciles de comprender son las preguntas. Esta información nos servirá para saber cómo podemos reformular ciertas preguntas de modo que sean más fáciles de comprender.

Durante la entrevista, tomaré algunas notas sobre nuestra conversación. Para ayudarme a seguir sus respuestas a las preguntas, grabaré nuestra conversación en audio. Cabe reiterar que esta información no se compartirá con otras personas del programa; simplemente está destinada a servir como registro de lo que conversamos. ¿Está de acuerdo?

¿Tiene alguna pregunta antes de que comencemos la entrevista?

BEGIN AUDIO RECORDING. STATE THE FOLLOWING BEFORE YOU BEGIN THE INTERVIEW:

- ☑ INTERVIEWER NAME
- ☑ TODAY'S DATE
- ☑ PARTICIPANT MPRID: |__|__|__|__|__|__|__|
- ☑ PROGRAM TYPE: ☐ EHS ☐ HS
- ☑ PROGRAM OPTION: ☐ CENTER-BASED ☐ HOME-BASED
- ☑ INTERVIEW FORM: ☐ FORM A ☐ FORM B

FOR REFERENCE ONLY: ARE YOU INTERVIEWING AN EXPECTANT MOTHER? ☐ YES ☐ NO

Según la Ley de Simplificación de Trámites (Paperwork Reduction Act) de 1995, ninguna persona está requerida a responder a una recopilación de información si ésta no despliega un número de control de OMB válido. El número de control de OMB válido para esta recopilación de información es 0970-0355. El tiempo necesario para completar esta recopilación de información se estima en un promedio de una hora, incluyendo el tiempo para revisar las instrucciones, buscar fuentes de datos existentes, recopilar los datos necesarios, y completar y revisar la recopilación de información. Esta recolección de información es voluntaria. Si tiene comentarios sobre la precisión de la estimación de la carga o sugerencias para mejorar este formulario, por favor escriba a: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Atención: Nikki Aikens.

Module 1: Choosing Head Start/Early Head Start (5-10 minutes)

Me gustaría comenzar preguntando acerca de sus experiencias relacionadas con la inscripción en **[Early Head Start/Head Start]**.

1. ¿Cómo se enteró de **[Early Head Start/Head Start]**? ¿Alguna persona le sugirió **[Early Head Start/Head Start]** o decidió inscribirse por su cuenta?
    - Cuando se inscribió en **[Early Head Start/Head Start],** ¿qué esperaba recibir del programa? ¿Esperaba obtener algún beneficio para su hijo? ¿Esperaba obtener algún beneficio para usted o su familia? En ese caso, ¿cuál?
2. Antes de inscribirse en **[Early Head Start/Head Start]**, ¿creía que las familias deberían realizar actividades en el hogar con su hijo para apoyar su aprendizaje y desarrollo? ¿Por qué o por qué no?
    - Ahora que participa en el programa, ¿piensa de la misma forma? [IF NO, ASK: ¿Por qué no?]
3. FOR CENTER-BASED FAMILIES ONLY: Antes de inscribirse en **[Early Head Start/Head Start]**, ¿creía que las familias deberían involucrarse en el aprendizaje de su hijo participando en las clases o trabajando con los maestros? ¿Por qué o por qué no?
    - ¿Piensa de la misma forma ahora? [IF NO, ASK: ¿Por qué no?]
4. FOR PREGNANT WOMEN ONLY; ALL OTHER RESPONDENTS, ASK ITEM 5: ¿Está conforme con sus experiencias en el programa hasta el momento?
    - IF YES, PROBE: Mencione algunas de las formas en que el programa lo ha ayudado a usted y a su familia.
    - IF NO, PROBE: ¿Qué podría cambiar el programa para ayudarlo mejor a usted y a su familia?
5. ¿Está conforme con las experiencias de su hijo y de su familia en el programa hasta el momento?
    - IF YES, PROBE: Mencione algunas de las formas en que el programa ha ayudado a su hijo. ¿Ha observado cambios en el aprendizaje y desarrollo de su hijo desde que usted se inscribió en **[Early Head Start/Head Start]**?
    - IF YES, PROBE: Mencione algunas de las formas en que el programa lo ha ayudado a usted y a su familia.
    - IF NO, PROBE: ¿Qué podría cambiar el programa para ayudar mejor a su hijo y a su familia?

Module 2: Relationships with Staff and Programs (20-25 minutes)

Ahora me gustaría hablar de sus experiencias con el personal de su programa **[Early Head Start/Head Start]**, incluido el personal con el que habitualmente conversa y los temas que tocan.

FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

6. ¿Con qué frecuencia se reúne o conversa con el representante del programa que visita su hogar?

- ¿Qué temas toca con el representante del programa que visita su hogar?
- ¿Qué tipo de cosas hace el representante del programa que visita su hogar con usted y su hijo cuando se reúnen?
- ¿Alguna vez trabaja con el representante del programa que visita su hogar para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]

7. Cuando se reúne con el representante del programa que visita su hogar, ¿se siente cómodo conversando acerca de temas relacionados con usted y su familia?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?
8. El personal de servicios familiares proporciona a las familias los recursos necesarios y puede incluir a trabajadores de servicios familiares, administradores de servicios familiares, coordinadores de servicios familiares, asistentes de servicios familiares y trabajadores sociales. ¿Alguna vez se reunió o conversó con el personal de servicios familiares de su programa **[Early Head Start/Head Start]**? [IF YES, ASK: ¿Con qué frecuencia ha conversado con ellos?]
    - IF YES, ASK: ¿Qué temas ha tocado con ellos?
    - PROBE: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
    - IF YES, ASK: ¿Se siente cómodo conversando con ellos acerca de temas relacionados con usted y su familia? ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?

FOR PREGNANT WOMEN ONLY:

9. ¿Con qué tipo de personal del programa **[Early Head Start/Head Start]** conversa con mayor frecuencia?
10. ¿Con qué frecuencia se reúne o conversa con **[MIEMBRO(S) DEL PERSONAL]**?
    - ¿Qué temas toca con **[MIEMBRO(S) DEL PERSONAL]**?
    - ¿Qué hace con **[MIEMBRO(S) DEL PERSONAL]** cuando se reúnen?
11. Cuando se reúne con **[MIEMBRO(S) DEL PERSONAL]**, ¿se siente cómodo conversando acerca de temas relacionados con usted y su familia?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que **[MIEMBRO(S) DEL PERSONAL]** lo ha(n) hecho sentir **[cómodo/incómodo]**?
12. IF FAMILY SERVICES STAFF ALREADY MENTIONED: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.
13. IF FAMILY SERVICES STAFF NOT ALREADY MENTIONED: El personal de servicios familiares proporciona a las familias los recursos necesarios y puede incluir a

trabajadores de servicios familiares, administradores de servicios familiares, coordinadores de servicios familiares, asistentes de servicios familiares y trabajadores sociales. ¿Alguna vez se reunió o conversó con el personal de servicios familiares de su programa **[Early Head Start/Head Start]**? [IF YES, ASK: ¿Con qué frecuencia ha conversado con ellos?]

- IF YES, ASK: ¿Qué temas ha tocado con ellos?
- PROBE: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
- IF YES, ASK: ¿Se siente cómodo conversando con ellos acerca de temas relacionados con usted y su familia? ¿Puede mencionar algunos ejemplos de formas en que lo han hecho sentir **[cómodo/incómodo]**?

FOR CENTER-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN:

14. ¿Con qué frecuencia se reúne o conversa con el maestro de su hijo?
    - ¿Qué temas toca con el maestro de su hijo?
    - PROBE: ¿Alguna vez trabaja con el maestro de su hijo para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
15. Cuando habla con el maestro de su hijo, ¿se siente cómodo conversando acerca de temas relacionados con usted y su familia?
    - PROBE: ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?
16. El personal de servicios familiares proporciona a las familias los recursos necesarios y puede incluir a trabajadores de servicios familiares, administradores de servicios familiares, coordinadores de servicios familiares, asistentes de servicios familiares y trabajadores sociales. ¿Alguna vez se reunió o conversó con el personal de servicios familiares de su programa **[Early Head Start/Head Start]**? IF YES, ASK: ¿Con qué frecuencia ha conversado con ellos?]
    - IF YES, ASK: ¿Qué temas ha tocado con ellos?
    - PROBE: ¿Alguna vez trabaja con el personal de servicios familiares de su programa para proyectar formas de apoyar el aprendizaje y desarrollo de su hijo? [IF YES, ASK: Mencione algunas de las formas en que han trabajado juntos.]
    - IF YES, ASK: ¿Se siente cómodo conversando con ellos acerca de temas relacionados con usted y su familia? ¿Puede mencionar algunos ejemplos de formas en que lo ha hecho sentir **[cómodo/incómodo]**?

FOR ALL FAMILIES:

17. Cuando se encuentra en su programa **[Early Head Start/Head Start]**, ¿se siente bien recibido por el personal?

- PROBE: ¿Puede mencionar algunos ejemplos de formas en que el personal lo ha hecho sentir **[bien recibido/mal recibido]**?

18. ¿Alguna vez ha tenido una duda o ha necesitado ayuda con algo externo al aprendizaje y desarrollo de su hijo (por ejemplo, ayuda con sus propios objetivos)?

    - IF YES, ASK: ¿Con qué persona del programa habló? [IF NO, ASK: ¿A qué persona del programa piensa que podría solicitar ayuda? ¿Por qué?]

    - IF SPOKE TO PROGRAM STAFF, ASK: ¿Qué temas ha tocado con ellos? ¿Este integrante del personal pudo ayudarlo? [IF YES, ASK: ¿De qué forma? IF NO, ASK: ¿Por qué no?]

19. IF PARENT HAS NOT MENTIONED GOALS FOR THEIR CHILD, ASK: Muchos padres tienen esperanzas sobre el futuro de su hijo. ¿Qué metas y sueños tiene para su hijo?

    - ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

    - ¿Siente que el personal de su programa **[Early Head Start/Head Start]** comprende qué es importante para usted en lo referido a las metas que tiene para su hijo?

20. IF PARENT HAS ALREADY MENTIONED GOALS FOR THEIR CHILD, ASK: Usted mencionó algunas metas y sueños para su hijo. ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

    - ¿Siente que el personal de su programa **[Early Head Start/Head Start]** comprende qué es importante para usted en lo referido a las metas que tiene para su hijo?

21. IF PARENT HAS NOT MENTIONED GOALS FOR SELF, ASK: ¿Qué metas y esperanzas tiene para usted?

    - ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

22. IF PARENT HAS ALREADY MENTIONED GOALS FOR SELF, ASK: Usted mencionó algunas metas y esperanzas para usted. ¿De qué forma el personal de su programa **[Early Head Start/Head Start]** lo está ayudando a alcanzar esas metas?

ITEM 23-27 NOT IN THIS VERSION.

Module 4: Components of Community Engagement (5-10 minutes)

Las siguientes preguntas se relacionan con actividades que su programa **[Early Head Start/Head Start]** ofrece a los padres para conocerse y con formas en que el programa alienta a los padres a participar en su barrio o comunidad.

28. ¿Qué tipo de actividades o eventos ofrece el programa para conocer a otros padres y familias?

    - IF NEEDED, ASK: ¿El programa planifica reuniones de padres u otra actividad o evento para que los padres se conozcan?

- ¿Su programa **[Early Head Start/Head Start]** ofrece oportunidades a las familias de conocer a otras familias que hayan pasado de **[Early Head Start a Head Start/Head Start al jardín de infantes]**?

- ¿Usted o algún miembro de su familia han realizado alguna de estas actividades? [IF YES, ASK: ¿Cuáles?]

29. ¿Usted cree que las familias del programa pueden recurrir a otras familias para entablar una amistad o si necesitan apoyo?

    - ¿De qué formas el programa fomenta este sentido de comunidad entre los padres?

30. ¿El programa lo alienta a participar en eventos locales o como voluntario en su barrio o comunidad? [IF YES, ASK: ¿Puede mencionar algunos ejemplos?]

    - IF EXAMPLES PROVIDED, ASK: ¿Usted o algún miembro de su familia han realizado alguna de estas actividades?

31. ¿El programa lo alienta a participar en oportunidades de capacitación laboral en su barrio o comunidad? [IF YES, ASK: ¿Puede mencionar algunos ejemplos?]

    - IF EXAMPLES PROVIDED, ASK: ¿Usted o algún miembro de su familia han realizado alguna de estas actividades?

32. ¿El programa lo alienta a expresar sus opiniones o hablar en su barrio o comunidad acerca de las decisiones que se toman para cambiar o mejorar su comunidad? [IF YES, ASK: ¿De qué forma?]

    - IF EXAMPLES PROVIDED, ASK: ¿Usted o algún miembro de su familia han realizado alguna de estas actividades?

End-of-Interview Debrief (10-15 minutes)

Tengo algunas preguntas finales.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: He observado que usted se detuvo cuando respondió a una de las preguntas que formulé. La pregunta es la siguiente [REPEAT QUESTION]. ¿Le resultó difícil comprender esta pregunta? En ese caso, ¿por qué?
- ¿Hay algún otro tema que no hayamos cubierto hoy y que, en su opinión, debemos considerar en el desarrollo de las entrevistas? Cabe recordar que estas entrevistas están destinadas a ayudarnos a comprender mejor cómo los programas participan y proporcionan servicios a las familias inscriptas en **[Early Head Start/Head Start]**.

Closing

Hemos llegado al final de la entrevista. Gracias nuevamente por compartir sus experiencias conmigo y por su tiempo y aportes a este importante estudio.

STOP RECORDING.

□ ADMINISTER THE SPANISH PARENT QUESTIONNAIRE.

□ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.

□ IF COMPLETING THE INTERVIEW BY PHONE, OBTAIN THE RESPONDENT'S MAILING ADDRESS SO THAT WE CAN MAIL THE $20 GIFT CARD. THEY SHOULD RECEIVE THE GIFT CARD WITHIN TWO WEEKS OF THE INTERVIEW DATE.

EXHIBIT D

STAFF QUALITATIVE INTERVIEW, FORMS A AND B

Head Start Family Voices Pilot Study
Qualitative Interview Guide
STAFF FORM A

Introduction

Thank you for agreeing to participate in the Head Start Family Voices Pilot Study, and for taking the time to meet with me today. My name is **[NAME]** and I work for Mathematica Policy Research, a nationally-recognized research organization that conducts studies in early childhood education and other areas. Mathematica is conducting this study for the Administration for Children and Families to help them better understand the experiences of families participating in Head Start and Early Head Start.

This interview will last approximately one hour. As a reminder, all of the information that you share with me today will remain private; no one from your program will see or hear your responses.

Today, I will be asking you some questions about your experiences related to working with families in your **[Early Head Start/Head Start]** program. In addition to your answers to these questions, I will be asking for some additional information—how clear or unclear or difficult to understand the questions are. This will help us learn how we can re-word certain questions to make them easier to understand.

During the interview, I will be taking some notes about our discussion. To help me keep track of your responses to the questions, I will audio record our conversation. Again, this information will not be shared with anyone from your program; it is just meant to serve as a record of what you and I discussed. Is that okay?

Do you have any questions before we begin the interview?

BEGIN AUDIO RECORDING. STATE THE FOLLOWING BEFORE YOU BEGIN THE INTERVIEW:

- ☑ INTERVIEWER NAME
- ☑ TODAY'S DATE
- ☑ PARTICIPANT MPRID: |__|__|__|__|__|__|
- ☑ PROGRAM TYPE: ☐ EHS ☐ HS
- ☑ TYPE OF STAFF: ☐ FSW ☐ HV
- ☑ INTERVIEW FORM: ☐ FORM A ☐ FORM B

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Module 1: Opportunities for Family Engagement (20 minutes)

I would like to begin by asking you about ways the program encourages families' involvement in activities that support their child's learning and development. This includes activities that parents do at the program, at home, or in their neighborhood or community.

1. What are some of the activities or events that your program offers for getting families involved at the program?

    - How is information about these activities or events shared with families?
    - Do families have an opportunity to express how they'd like to get involved in activities or events at the program? [IF YES, ASK: How so?]

2. IF NOT MENTIONED, ASK: Does the program encourage families to get involved in program leadership activities like the Policy Council or to become a member of a Committee? [IF YES, ASK: How so?]

    - Do families get involved in these activities?
    - Does the program encourage parents to share their opinions about program policies and procedures in other ways? [IF YES, ASK: How so?]

3. What are some types of things that your program suggests families do outside of the program to support their child's learning and development? This includes activities parents can do at home or in their neighborhood or community with their child.

    - How are these suggestions shared with families?

Now, I'd like to hear about ways your program tries to work with and engage specific types of parents or families. For each of the groups that I will ask about, I'd like to hear if your program offers information, activities, or events to get them involved in program activities and in their child's learning and development.

4. FOR EACH OF ITEMS BELOW, ASK: What are some ways that your program tries to get [GROUP] involved in program activities and in their child's learning and development?

    - Families from diverse cultural and language backgrounds?
    - Families who have a child with a disability?
    - Fathers or father-figures?
    - Families who have many risk factors or challenges?

5. FOR EARLY HEAD START STAFF ONLY: Does your program offer information, activities, or events for getting expectant mothers involved in program activities? Does your program offer expectant mothers information about ways they can support their child's development? [IF YES, ASK: What information, activities, or events are offered to expectant mothers?]

6. What information, activities, or events does your program offer for families who are transitioning from **[Early Head Start to Head Start/Head Start to kindergarten]**?

7. Thinking about the activities and efforts you just mentioned, to what extent have they been successful in getting different types of families involved in program activities and in their child's learning and development?

INTERVIEWER NOTE: PROBE AS NEEDED TO OBTAIN INFORMATION ABOUT THE DEGREE TO WHICH ACTIVITIES/EFFORTS MENTIONED FOR ALL OF THE ABOVE GROUPS OF FAMILIES ARE SUCCESSFUL.

Module 2: Program Supports for Family Engagement and Service Receipt (15 minutes)

Now, I would like to ask you a few questions about the resources, training, and other forms of support staff members receive from the program for working with families and getting them engaged in the program and in their child's learning and development. We also want to hear about resources, training, and other forms of support for getting families services that they need.

8. What program staff are responsible for involving families in program activities and in their children's learning and development?

    - How do these staff work together to get families involved in program activities and in their children's learning and development?

9. What types of resources, training, or support does the program provide to help staff get families involved in program activities and in their child's learning and development?

    - What resources, training, or forms of support do you think are most helpful for staff?

    - Are there any additional supports that would help staff get families involved in the program and in their child's learning and development?

10. What program staff are responsible for helping families get needed services?

    - How do these staff work together to help families get needed services?

11. What types of resources, training, or support does the program provide to help staff connect families to needed resources and services?

    - What resources, training, or forms of support do you think are most helpful for staff?

12. How does the program encourage staff to follow-up with families who are referred for services?

    - How do you determine whether referrals and/or resources were helpful to families?

    - Does your program have a formal system for tracking the referrals and/or resources families receive?

    - Does your program have a system for tracking families' progress or outcomes after receiving those resources and/or referrals?

    - Do you think the referral process in your program works well? Why or why not? Could it be improved? [IF YES, ASK: How so?]

Module 3: Working with Families (10-15 minutes)

These next questions are about your experiences working with families, including how you work with families to meet their service-related needs and work toward identified goals.

13. FOR HOME VISITORS ONLY: How often do you meet with or talk to families in your caseload?

    - Thinking about the families you work with, what are some of the goals they have for themselves and for their children?
    - How do you work with families to identify goals and determine steps to reach those goals?
    - What types of things do you do with families during your visits? In your opinion, what are the most important activities you do to work on these goals?
    - When a family needs resources or services for themselves or their child, how do you work with the family to meet those needs?
    - When there is an issue related to a child's learning and development, how do you involve and work with the family?

14. FOR FAMILY SERVICES STAFF ONLY: How often do you meet with or talk to families one-on-one?

    - Thinking about the families you work with, what are some of the goals they have for themselves and for their children?
    - How do you work with families to identify goals and determine steps to reach those goals? What types of things do you talk about with families?
    - How do you know when a family needs resources or services for themselves or their child? How do you work with the family to meet those needs?
    - When there is an issue related to a child's learning and development, how do you involve and work with the family?

ITEMS 15-21 NOT IN THIS VERSION.

End-of-Interview Debrief (10-15 minutes)

I just have a few more questions.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: I noticed that you paused when responding to one of the questions I asked you. The question reads as follows [REPEAT QUESTION]. Was this question difficult to understand? If so, why?
- Are there any additional topics that we have not discussed today that you think we need to consider in developing the interviews? As a reminder, these interviews are designed to help us better understand how programs engage and provide services to families enrolled in **[Early Head Start/Head Start]**.

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me, and for your time and contributions to this important study.

STOP RECORDING.

- □ ADMINISTER THE STAFF QUESTIONNAIRE.
- □ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.
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Head Start Family Voices Pilot Study
Qualitative Interview Guide
STAFF FORM B

Introduction

Thank you for agreeing to participate in the Head Start Family Voices Pilot Study, and for taking the time to meet with me today. My name is **[NAME]** and I work for Mathematica Policy Research, a nationally-recognized research organization that conducts studies in early childhood education and other areas. Mathematica is conducting this study for the Administration for Children and Families to help them better understand the experiences of families participating in Head Start and Early Head Start.

This interview will last approximately one hour. As a reminder, all of the information that you share with me today will remain private; no one from your program will see or hear your responses.

Today, I will be asking you some questions about your experiences related to working with families in your **[Early Head Start/Head Start]** program. In addition to your answers to these questions, I will be asking for some additional information—how clear or unclear or difficult to understand the questions are. This will help us learn how we can re-word certain questions to make them easier to understand.

During the interview, I will be taking some notes about our discussion. To help me keep track of your responses to the questions, I will audio record our conversation. Again, this information will not be shared with anyone from your program; it is just meant to serve as a record of what you and I discussed. Is that okay?

Do you have any questions before we begin the interview?

BEGIN AUDIO RECORDING. STATE THE FOLLOWING BEFORE YOU BEGIN THE INTERVIEW:

- ☑ INTERVIEWER NAME
- ☑ TODAY'S DATE
- ☑ PARTICIPANT MPRID: |__|__|__|__|__|__|
- ☑ PROGRAM TYPE: ☐ EHS ☐ HS
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Module 1: Opportunities for Family Engagement (20 minutes)

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1. What are some of the activities or events that your program offers for getting families involved at the program?

    - How is information about these activities or events shared with families?
    - Do families have an opportunity to express how they'd like to get involved in activities or events at the program? [IF YES, ASK: How so?]

2. IF NOT MENTIONED, ASK: Does the program encourage families to get involved in program leadership activities like the Policy Council or to become a member of a Committee? [IF YES, ASK: How so?]

    - Do families get involved in these activities?
    - Does the program encourage parents to share their opinions about program policies and procedures in other ways? [IF YES, ASK: How so?]

3. What are some types of things that your program suggests families do outside of the program to support their child's learning and development? This includes activities parents can do at home or in their neighborhood or community with their child.

    - How are these suggestions shared with families?

Now, I'd like to hear about ways your program tries to work with and engage specific types of parents or families. For each of the groups that I will ask about, I'd like to hear if your program offers information, activities, or events to get them involved in program activities and in their child's learning and development.

4. FOR EACH OF ITEMS BELOW, ASK: What are some ways that your program tries to get [GROUP] involved in program activities and in their child's learning and development?

    - Families from diverse cultural and language backgrounds?
    - Families who have a child with a disability?
    - Fathers or father-figures?
    - Families who have many risk factors or challenges?

5. FOR EARLY HEAD START STAFF ONLY: Does your program offer information, activities, or events for getting expectant mothers involved in program activities? Does your program offer expectant mothers information about ways they can support their child's development? [IF YES, ASK: What information, activities, or events are offered to expectant mothers?]

6. What information, activities, or events does your program offer for families who are transitioning from **[Early Head Start to Head Start/Head Start to kindergarten]**?

7. Thinking about the activities and efforts you just mentioned, to what extent have they been successful in getting different types of families involved in program activities and in their child's learning and development?

   INTERVIEWER NOTE: PROBE AS NEEDED TO OBTAIN INFORMATION ABOUT THE DEGREE TO WHICH ACTIVITIES/EFFORTS MENTIONED FOR ALL OF THE ABOVE GROUPS OF FAMILIES ARE SUCCESSFUL.

Module 2: Program Supports for Family Engagement and Service Receipt (15 minutes)

Now, I would like to ask you a few questions about the resources, training, and other forms of support staff members receive from the program for working with families and getting them engaged in the program and in their child's learning and development. We also want to hear about resources, training, and other forms of support for getting families services that they need.

8. What program staff are responsible for involving families in program activities and in their children's learning and development?

   - How do these staff work together to get families involved in program activities and in their children's learning and development?

9. What types of resources, training, or support does the program provide to help staff get families involved in program activities and in their child's learning and development?

   - What resources, training, or forms of support do you think are most helpful for staff?
   - Are there any additional supports that would help staff get families involved in the program and in their child's learning and development?

10. What program staff are responsible for helping families get needed services?

    - How do these staff work together to help families get needed services?

11. What types of resources, training, or support does the program provide to help staff connect families to needed resources and services?

    - What resources, training, or forms of support do you think are most helpful for staff?

12. How does the program encourage staff to follow-up with families who are referred for services?

    - How do you determine whether referrals and/or resources were helpful to families?
    - Does your program have a formal system for tracking the referrals and/or resources families receive?
    - Does your program have a system for tracking families' progress or outcomes after receiving those resources and/or referrals?
    - Do you think the referral process in your program works well? Why or why not? Could it be improved? [IF YES, ASK: How so?]

13. ITEM NOT IN THIS VERSION.

14. ITEM NOT IN THIS VERSION.

Module 4: Components of Community Engagement (10 minutes)

My next questions are about activities offered by your program for families to get to know one another and ways that the program encourages families to get involved in their neighborhood or community.

15. How does your program connect with the community to help families access services or receive referrals?

16. What activities or events are offered by the program for families to get to know one another?

    - IF NEEDED, ASK: Are there opportunities for parents to meet during parent meetings or some other organized activities or events?

    - Does the program provide families with opportunities to get to know other families who have transitioned from **[Early Head Start to Head Start/Head Start to kindergarten]**?

17. Does the program encourage families to get involved in local events or to volunteer in their neighborhood or community? [IF YES, ASK: How so?]

18. Does the program encourage families to get involved in internships or job training opportunities in their neighborhood or community? [IF YES, ASK: How so?]

19. Does the program encourage families to express their opinions or speak out in their neighborhood or community about decisions that are made to change or make something better in the community [IF YES, ASK: How so?]

20. Are there other ways that your program encourages families to get involved in their neighborhood or community?

21. What types of resources, training, or support does the program provide to help staff get parents involved in their neighborhood or community?

    - What forms of support do you think are the most helpful for staff?

End-of-Interview Debrief (10-15 minutes)

I just have a few more questions.

- ASK ONLY IF PERCEIVED DIFFICULTY IN RESPONDING: I noticed that you paused when responding to one of the questions I asked you. The question reads as follows [REPEAT QUESTION]. Was this question difficult to understand? If so, why?
- Are there any additional topics that we have not discussed today that you think we need to consider in developing the interviews? As a reminder, these interviews are designed to help us better understand how programs engage and provide services to families enrolled in **[Early Head Start/Head Start]**.

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me, and for your time and contributions to this important study.

STOP RECORDING.

□ ADMINISTER THE STAFF QUESTIONNAIRE.

□ IF COMPLETING THE INTERVIEW IN PERSON, DISTRIBUTE THE $20 GIFT CARD AND OBTAIN THE RESPONDENT'S SIGNATURE TO ACKNOWLEDGE RECEIPT OF THE GIFT CARD.

□ IF COMPLETING THE INTERVIEW BY PHONE, OBTAIN THE RESPONDENT'S MAILING ADDRESS SO THAT WE CAN MAIL THE $20 GIFT CARD. THEY SHOULD RECEIVE THE GIFT CARD WITHIN TWO WEEKS OF THE INTERVIEW DATE.

EXHIBIT E

PARENT AND STAFF QUESTIONNAIRES

OMB No: 0970-0355
Expiration Date: 1/31/2015

MATHEMATICA
Policy Research

Head Start Family Voices Pilot Study

Parent Questionnaire

Spring 2013

Program ID:	|__|__|__|__|__|__|
MPRID:	|__|__|__|__|__|__|
Interviewer ID:	|__|__|__|__|__|
Date Completed:	|__|__| / |__|__| / |2|0|1|3| Month Day Year

INTERVIEW COMPLETED IN:	1 ☐ **English** 0 ☐ **Spanish**
RESPONDENT ENROLLED IN:	1 ☐ **EHS** 0 ☐ **Head Start**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0355. The time required to complete this collection of information is estimated to average 15 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the collection of information. This information collection is voluntary. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Attention: Nikki Aikens.

ABOUT THIS SURVEY

- **This questionnaire is an important part of a larger study Mathematica Policy Research is conducting for the Administration for Children and Families, U.S. Department of Health and Human Services. The overall purpose of the Head Start Family Voices Pilot Study is to better understand the experiences and engagement of families participating in Head Start and Early Head Start. Participation in this project is voluntary.**
- **Most of the questions can be answered by placing an "X" or a "✓" in the box. For a few questions, you will be asked to provide a brief response.**

☒ or ☑

| 0 | 2 | YEARS

- **If you are unsure how to answer a question, please give the best answer you can.**
- **The information you provide will be used for research purposes only and will remain private to the extent allowed by law. No one from your child's program will see your individual responses, and your name will not be attached to any information you give us.**
- **Your responses will not affect you or your child's participation in Early Head Start or Head Start, or influence the services you and your child may be receiving.**

ABOUT YOU AND YOUR CHILD

A1. Are you currently receiving home visits from Early Head Start because you are pregnant?

1 ☐ Yes, I am pregnant and a home visitor from the program has visited me in my home
0 ☐ No, I am pregnant but am not receiving home visits
-4 ☐ I AM NOT PREGNANT

A2. Do you have any children who currently attend Early Head Start?

1 ☐ Yes
0 ☐ No **→GO TO A4**

A3. How many of your children currently attend Early Head Start?

|__|__| CHILD(REN)

A3a. Please tell us the ages of each child who is currently enrolled in Early Head Start. Please provide age in years. If the child is less than 1 year old, please indicate as "00."

Child #1: |__|__| YEARS **Child #2:** |__|__| YEARS **Child #3:** |__|__| YEARS

A3b. Which of the following describes the kind of care you or your child(ren) receive from your Early Head Start program? If you have more than one child enrolled in Early Head Start and they receive different service options, you may indicate 'yes' for more than one option.

	MARK ALL THAT APPLY	
	YES	NO
a. Services are provided at a child care center and staff may have visited your child in your home a few times per year	1 ☐	0 ☐
b. A home visitor, home educator, or home-based teacher from the program visits your child in your home on a regular basis and the program may have also organized group socializations at a child care center	1 ☐	0 ☐
c. Your child receives both center-based and home-based services, such as going to a center several days per week and getting home visits at least monthly	1 ☐	0 ☐

A4. Do you have any children who currently attend Head Start?

1 ☐ Yes
0 ☐ No → **GO TO A6**

A5. How many of your children currently attend Head Start?

|__|__| CHILD(REN)

A5a. Please tell us the ages of each child who is currently enrolled in Head Start. Please provide age in years.

Child #1: |__|__| YEARS **Child #2:** |__|__| YEARS **Child #3:** |__|__| YEARS

A5b. Which of the following describes the kind of care you or your child(ren) receive from your Head Start program? If you have more than one child enrolled in Head Start and they receive different service options, you may indicate 'yes' for more than one option.

		MARK ALL THAT APPLY	
		YES	NO
a.	Services are provided at a child care center and staff may have visited your child in your home a few times per year	1 ☐	0 ☐
b.	A home visitor , home educator, or home-based teacher from the program visits your child in your home on a regular basis and the program may have also organized group socializations at a child care center	1 ☐	0 ☐
c.	Your child receives both center-based and home-based services, such as going to a center several days per week and getting home visits at least monthly	1 ☐	0 ☐

A6. Before this program year, did you or any of your child(ren) attend any Early Head Start or Head Start program?

1 ☐ Yes
0 ☐ No

A7. Are you…

1 ☐ Male?
2 ☐ Female?

A8. Please describe your relationship to the (child/children) enrolled in Early Head Start or Head Start. If you have more than one child enrolled in Early Head Start or Head Start and your relationship to each child is different, provide only one relationship for each child.

1 ☐ Biological parent
2 ☐ Adoptive parent
3 ☐ Stepparent
4 ☐ Guardian or foster parent
5 ☐ Grandparent
6 ☐ Sibling or stepsibling
7 ☐ Other relative (*Specify*): _____
8 ☐ Other non-relative (*Specify*): _____
9 ☐ I am currently pregnant with/expecting my first child

A9. In what year were <u>you</u> born?

|_1_|_9_||__|__| YEAR OF YOUR BIRTH

A9a. How old were you when you gave birth to or adopted your first child?

|__|__| YEARS

1 ☐ I am currently pregnant with/expecting my first child

A10. Are you of Spanish, Latino, or Hispanic origin?

MARK ONLY ONE

1 ☐ Yes →**GO TO A12**
0 ☐ No

A11. What is your racial background?

MARK ALL THAT APPLY

1 ☐ White
2 ☐ Black/African American
3 ☐ Asian
4 ☐ Native Hawaiian or other Pacific Islander
5 ☐ American Indian/Alaska Native
6 ☐ Other *(Specify)* _____

A12. What is the highest grade or year of school that you have completed? If you are still in school, please tell us about the last year of schooling you <u>completed</u>.

MARK ONLY ONE

1 ☐ Eighth grade or less
2 ☐ Some high school, but no diploma
3 ☐ High school diploma or GED certificate
4 ☐ Some technical/vocational school, but no diploma
5 ☐ Technical/vocational diploma
6 ☐ Some college courses, but no degree
7 ☐ Associate's degree (two-year college)
8 ☐ Bachelor's degree (four-year college)
9 ☐ Graduate or professional degree

A13. Are you currently…

MARK ONLY ONE

1 ☐ employed for wages, including self-employment,
2 ☐ out of work but looking for employment, or
3 ☐ out of work but <u>not</u> looking for employment
(for example, you are retired or disabled/unable to work)

→ **GO TO A14**

A13a. About how many hours <u>per week</u> do you work?

MARK ONLY ONE

1 ☐ 5 or less
2 ☐ 6-20
3 ☐ 21-40
4 ☐ 41 or more

A14. Are you currently…

MARK ONLY ONE

1 ☐ married or living with a partner,
2 ☐ divorced,
3 ☐ separated,
4 ☐ single, or
5 ☐ widowed?

A15. The next questions are about how you have felt about yourself and your life in the past week. There are no right or wrong answers.

For each question, please indicate how often you have felt or behaved this way during the past week. Did you feel this way *rarely or never*, *some or a little*, *occasionally or a moderate amount of time*, or *most or all of the time*?

MARK ONE PER ROW

	RARELY OR NEVER	SOME OR A LITTLE	OCCASIONALLY OR MODERATELY	MOST OR ALL OF THE TIME
a. Bothered by things that usually don't bother you	1 ☐	2 ☐	3 ☐	4 ☐
b. You did not feel like eating, your appetite was poor	1 ☐	2 ☐	3 ☐	4 ☐
c. You could not shake off the blues, even with help from your family and friends	1 ☐	2 ☐	3 ☐	4 ☐
d. You had trouble keeping your mind on what you were doing	1 ☐	2 ☐	3 ☐	4 ☐
e. Depressed	1 ☐	2 ☐	3 ☐	4 ☐
f. That everything you did was an effort	1 ☐	2 ☐	3 ☐	4 ☐
g. Fearful	1 ☐	2 ☐	3 ☐	4 ☐
h. Your sleep was restless	1 ☐	2 ☐	3 ☐	4 ☐
i. You talked less than usual	1 ☐	2 ☐	3 ☐	4 ☐
j. Lonely	1 ☐	2 ☐	3 ☐	4 ☐
k. Sad	1 ☐	2 ☐	3 ☐	4 ☐
l. You could not get "going"	1 ☐	2 ☐	3 ☐	4 ☐

ABOUT YOUR HOUSEHOLD

B1. Do you speak any language other than English?

MARK ONLY ONE

1 ☐ Yes
0 ☐ No **→GO TO B2**

B1a. What other languages do you speak?

MARK ALL THAT APPLY

1 ☐ Spanish
2 ☐ Chinese (Cantonese, Mandarin)
3 ☐ Vietnamese
4 ☐ a Filipino language
5 ☐ Japanese
6 ☐ Korean
7 ☐ American sign language
8 ☐ Other (*Specify*): _____

B2. Which of the following categories best describes your annual household income? Please include the total combined income of all members of your household from all sources before taxes and other deductions.

MARK ONLY ONE

1 ☐ Less than $10,000
2 ☐ $10,000 to less than $15,000
3 ☐ $15,000 to less than $20,000
4 ☐ $20,000 to less than $25,000
5 ☐ $25,000 to less than $35,000
6 ☐ $35,000 to less than $50,000
7 ☐ $50,000 to less than $75,000
8 ☐ $75,000 to less than $100,000
9 ☐ $100,000 or more

B3. Do you now live in…

MARK ONLY ONE

1 ☐ a house, apartment, or trailer with your family only,

2 ☐ a house, apartment, or trailer you share with one or more families,

3 ☐ transitional housing (apartment) or a homeless shelter, or

4 ☐ somewhere else?

(*Specify*): _____

B4. How many times have you moved in the last 12 months?

|__|__| NUMBER

Thank you very much for your help! If you have any questions about this questionnaire or the Head Start Family Voices Pilot Study, please contact Felicia Hurwitz at Mathematica Policy Research at 609-945-3379.

Please return this questionnaire to the Mathematica staff who conducted your interview, or mail it in the provided envelope to:

Mathematica Policy Research

Attn: Felicia Hurwitz – Project 40150

P.O. Box 2393

Princeton, NJ 08543-2393

OMB No: 0970-0355
Expiration Date: 1/31/2015

MATHEMATICA
Policy Research

Head Start Family Voices Pilot Study

Cuestionario Para Padres

Primavera 2013

Program ID:	|__|__|__|__|__|__|
MPRID:	|__|__|__|__|__|__|
Interviewer ID:	|__|__|__|__|__|
Date Completed:	|__|__| / |__|__| / |2|0|1|3| Month Day Year

INTERVIEW COMPLETED IN:	1 ☐ **English** 0 ☐ **Spanish**
RESPONDENT ENROLLED IN:	1 ☐ **EHS** 0 ☐ **Head Start**

Según la Ley de Simplificación de Trámites (Paperwork Reduction Act) de 1995, ninguna persona está requerida a responder a una recopilación de información si ésta no despliega un número de control de OMB válido. El número de control de OMB válido para esta recopilación de información es 0970-0355. El tiempo necesario para completar esta recopilación de información se estima en un promedio de 15 minutos, incluyendo el tiempo para revisar las instrucciones, buscar fuentes de datos existentes, recopilar los datos necesarios, y completar y revisar la recopilación de información. Esta recolección de información es voluntaria. Si tiene comentarios sobre la precisión de la estimación de la carga o sugerencias para mejorar este formulario, por favor escriba a: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Atención: Nikki Aikens.

SOBRE ESTA ENCUESTA

- **Este cuestionario es una parte importante de un estudio que Mathematica Policy Research está llevando a cabo para la Administración para Niños y Familias, Departamento de Salud y Servicios Humanos de los EE.UU. El objetivo general del Head Start Family Voices Pilot Study es entender mejor las experiencias y la participación de las familias que participan en Head Start y Early Head Start. Su participación en este proyecto es voluntaria.**

- **La mayoría de las preguntas pueden ser contestadas con una "X" o un "✓"en el cuadro. Para algunas preguntas, se le pedirá que proporcione una breve respuesta.**

  ☒ o ☑

  | 0 | 2 | AÑOS

- **Si no está seguro de cómo responder a una pregunta, por favor dé la mejor respuesta posible.**
- **La información que usted proporcione será utilizada sólo con fines de investigación y se mantendrá privada en la medida permitida por la ley. Nadie del programa de su hijo(a) verá sus respuestas individuales, y su nombre no será conectado a ninguna información que usted nos proporcione.**
- **Sus respuestas no afectarán su participación ni la de su hijo(a) en Early Head Start o Head Start, ni influirán en los servicios que usted y su hijo(a) pueden estar recibiendo.**

SOBRE USTED Y SU HIJO(A)

A1. ¿Está recibiendo actualmente visitas domiciliarias de Early Head Start porque está embarazada?

1 ☐ Sí, estoy embarazada y una visitante al hogar del programa me ha visitado en mi casa
0 ☐ No, estoy embarazada pero no estoy recibiendo visitas domiciliarias
-4 ☐ NO ESTOY EMBARAZADA

A2. ¿Tiene hijos que actualmente asisten a Early Head Start?

1 ☐ Sí
0 ☐ No →

A3. ¿Cuántos de sus niños actualmente asisten a Early Head Start?

|__|__| NIÑO(S)

A3a. Por favor describa la edad de cada niño que está actualmente inscrito en Early Head Start. Por favor proporcione la edad en años. Si el niño tiene menos de 1 año de edad, por favor indique como "00."

Niño #1: |__|__| AÑOS **Niño #2:** |__|__| AÑOS **Niño #3:** |__|__| AÑOS

A3b. ¿Cuál de las siguientes opciones describe el tipo de atención que usted o su(s) hijo(s) recibe(n) de su programa de Early Head Start? Si usted tiene más de un niño inscrito en Early Head Start y reciben diferentes opciones de servicio, es posible indicar "sí" para más de una opción.

	MARQUE TODOS LOS QUE APLICAN	
	SÍ	NO
a. Los servicios son proporcionados en un centro de cuidado de niños y puede ser que el personal le ha visitado a su hijo(a) en su hogar unas pocas veces al año	1 ☐	0 ☐
b. Una maestra del programa o visitante al hogar ("home visitor") visita a su hijo(a) en su hogar con regularidad, y puede ser que el programa también haya organizado socializaciones en grupo en un centro de cuidado de niños	1 ☐	0 ☐
c. Su hijo(a) recibe ambos servicios basados en un centro y en el hogar; tal como ir a un centro varios días por semana y recibir visitas a su hogar por lo menos una vez por mes	1 ☐	0 ☐

A4. ¿Tiene hijos que actualmente asisten a Head Start?

1 ☐ Sí
0 ☐ No →**VAYA A A6**

A5. ¿Cuántos de sus niños actualmente asisten a Head Start?

|__|__| NIÑO(S)

A5a. Por favor describa la edad de cada niño que está actualmente inscrito en Head Start. Por favor proporcione la edad en años.

Niño #1: |__|__| AÑOS **Niño #2:** |__|__| AÑOS **Niño #3:** |__|__| AÑOS

A5b. ¿Cuál de las siguientes opciones describe el tipo de atención que usted o su(s) hijo(s) recibe(n) de su programa de Head Start? Si usted tiene más de un niño inscrito en Head Start y reciben diferentes opciones de servicio, es posible indicar "sí" para más de una opción.

		MARQUE TODOS LOS QUE APLICAN	
		SÍ	NO
a.	Los servicios son proporcionados en un centro de cuidado de niños y puede ser que el personal le ha visitado a su hijo(a) en su hogar unas pocas veces al año	1 ☐	0 ☐
b.	Una maestra del programa o visitante al hogar ("home visitor") visita a su hijo(a) en su hogar con regularidad, y puede ser que el programa también haya organizado socializaciones en grupo en un centro de cuidado de niños.....	1 ☐	0 ☐
c.	Su hijo(a) recibe ambos servicios basados en un centro y en el hogar; tal como ir a un centro varios días por semana y recibir visitas a su hogar por lo menos una vez por mes.....	1 ☐	0 ☐

A6. Antes de este año del programa, ¿usted o alguno de su(s) hijo(s) asistiera(n) a algún programa de Early Head Start o Head Start?

1 ☐ Sí
0 ☐ No

A7. ¿Es usted…

1 ☐ Varón?
2 ☐ Hembra?

A8. Por favor describa su relación con (el niño/los niños) inscrito(s) en Early Head Start o Head Start. Si usted tiene más de un niño inscrito en Early Head Start o Head Start y su relación con cada niño es diferente, sólo proporcione una relación para cada niño.

1 ☐ Madre o padre biológico
2 ☐ Madre o padre por adopción
3 ☐ Madrastra o padrastro
4 ☐ Tutor(a) o madre o padre de crianza (foster parent)
5 ☐ Abuela o abuelo
6 ☐ Hermana(o) o hermanastra(o)
7 ☐ Otro pariente o relación familiar (*Especifique*): _____
8 ☐ Otra persona sin relación familiar o parentesco (*Especifique*): _____
9 ☐ Estoy embarazada actualmente con/esperando mi primer hijo

A9. ¿En qué año nació <u>usted</u>?

|_1_|_9_||__|__| AÑO DE SU NACIMIENTO

A9a. ¿Cuántos años tenía usted cuando dio a luz a o adoptó su primer hijo(a)?

|__|__| AÑOS

1 ☐ Estoy embarazada actualmente con/esperando mi primer hijo

A10. ¿Es usted de origen Latino o Hispano?

MARQUE SOLAMENTE UNO

1 ☐ Sí **→VAYA A A12**
0 ☐ No

A11. ¿Cuál es su raza?

MARQUE TODOS LOS QUE APLICAN

1 ☐ Blanca(o)
2 ☐ Negra(o) / Afroamericana(o)
3 ☐ Asiática(o)
4 ☐ Nativa(o) de Hawái o de otra Isla del Pacífico
5 ☐ India(o) Americana(o) / Indígena/Nativa(o) de Alaska
6 ☐ Otro *(Especifique)* _____

A12. ¿Cuál es el más alto grado o año de estudios que usted completó? Si usted todavía está en la escuela, por favor díganos del último año de la escuela que <u>completó</u>.

MARQUE SOLAMENTE UNO

1 ☐ Octavo (8) grado o menos
2 ☐ Algunos años de la escuela secundaria, pero sin diploma
3 ☐ Diploma de escuela secundaria o certificado GED
4 ☐ Algunos años de la escuela técnica/comercial, pero sin diploma
5 ☐ Diploma de escuela técnica/comercial
6 ☐ Algunos cursos de la universidad, pero sin título
7 ☐ Diplomado (título de una universidad de dos años)
8 ☐ Licenciatura (título de una universidad de cuatro años)
9 ☐ Maestría u otro título profesional

A13. ¿Está usted actualmente. . .

MARQUE SOLAMENTE UNO

1 ☐ empleada(o) por sueldo, incluyendo trabajo por cuenta propia,
2 ☐ sin trabajo pero en busca de empleo, o
3 ☐ sin trabajo pero <u>no</u> en busca de empleo
(por ejemplo, está jubilado o discapacitado/incapacitado a trabajar)

→ **VAYA A A14**

A13a. ¿Aproximadamente, cuántas horas trabaja usted <u>por semana</u>?

MARQUE SOLAMENTE UNO

1 ☐ 5 o menos
2 ☐ 6-20
3 ☐ 21-40
4 ☐ 41 o más

A14. ¿Está usted actualmente…

MARQUE SOLAMENTE UNO

1 ☐ Casada(o) o viviendo con pareja,
2 ☐ divorciada(o),
3 ☐ separada(o),
4 ☐ soltera(o), o
5 ☐ viuda(o)?

A15. Las siguientes preguntas son acerca de cómo se ha sentido en la última semana con respecto a usted mismo(a) y a su vida. No hay respuestas correctas ni incorrectas.

Para cada pregunta, por favor indique con qué frecuencia se ha sentido o comportado así durante la <u>última semana</u>. ¿Se sintió así *rara vez o nunca*, *algo o un poco*, *ocasionalmente o una cantidad moderada de tiempo*, *o la mayor parte o todo el tiempo*?

MARQUE UNO POR FILA

	RARA VEZ O NUNCA	ALGO O UN POCO	OCASIONALMENTE O UNA CANTIDAD MODERADA DE TIEMPO	LA MAYOR PARTE O TODO EL TIEMPO
a. Molestada(o) por cosas que generalmente no le molestan....	1 ☐	2 ☐	3 ☐	4 ☐
b. No tenía ganas de comer, no tenía apetito.....	1 ☐	2 ☐	3 ☐	4 ☐
c. No podía quitarse la tristeza, ni siquiera con la ayuda de su familia y sus amigos	1 ☐	2 ☐	3 ☐	4 ☐
d. Tenía problemas para concentrarse en lo que estaba haciendo.....	1 ☐	2 ☐	3 ☐	4 ☐
e. Deprimida(o).....	1 ☐	2 ☐	3 ☐	4 ☐
f. Que todo lo que usted hizo era un esfuerzo.....	1 ☐	2 ☐	3 ☐	4 ☐
g. Temerosa(o), tenía miedo.....	1 ☐	2 ☐	3 ☐	4 ☐
h. Usted durmió inquieta(o).....	1 ☐	2 ☐	3 ☐	4 ☐
i. Hablaba menos que lo de costumbre.....	1 ☐	2 ☐	3 ☐	4 ☐
j. Solitaria(o).....	1 ☐	2 ☐	3 ☐	4 ☐
k. Triste	1 ☐	2 ☐	3 ☐	4 ☐
l. Usted no podía empezar a hacer nada	1 ☐	2 ☐	3 ☐	4 ☐

SOBRE SU HOGAR

B1. ¿Habla usted algún otro idioma además del español?

MARQUE SOLAMENTE UNO

1 ☐ Sí
0 ☐ No **→VAYA A B2**

B1a. ¿Qué otros idiomas hable usted?

MARQUE TODOS LOS QUE APLICAN

1 ☐ Inglés
2 ☐ Cantonés o mandarín
3 ☐ Vietnamita
4 ☐ Un idioma filipino
5 ☐ Japonés
6 ☐ Coreano
7 ☐ Lenguaje de señas (American sign language)
8 ☐ Otro idioma (*Especifique*): _____

B2. ¿Cuál de las siguientes categorías describe mejor el ingreso anual de su hogar? Por favor incluya el ingreso total combinado de todos los miembros de su hogar de todas las fuentes antes de impuestos y otras deducciones.

MARQUE SOLAMENTE UNO

1 ☐ Menos de $10,000
2 ☐ $10,000 a menos de $15,000
3 ☐ $15,000 a menos de $20,000
4 ☐ $20,000 a menos de $25,000
5 ☐ $25,000 a menos de $35,000
6 ☐ $35,000 a menos de $50,000
7 ☐ $50,000 a menos de $75,000
8 ☐ $75,000 a menos de $100,000
9 ☐ Más de $100,000

B3. ¿Vive usted actualmente en…

MARQUE SOLAMENTE UNO

1 ☐ una casa, apartamento o tráiler con sólo su familia,

2 ☐ una casa, apartamento o tráiler que comparte con una o más familias,

3 ☐ vivienda transitoria (apartamento) o un albergue para personas sin hogar, o

4 ☐ otro lugar?

(*Especifique*): _____

B4. ¿Cuántas veces se ha mudado en los <u>últimos 12 meses</u>?

|__|__| NÚMERO

¡Muchas gracias por su ayuda! Si usted tiene alguna pregunta sobre este cuestionario o el Head Start Family Voices Pilot Study, por favor póngase en contacto con Eileen Bandel al Mathematica Policy Research al 609-275-2374.

Por favor devuelva este cuestionario al personal de Mathematica que llevó a cabo la entrevista, o por correo en el sobre adjunto a:

Mathematica Policy Research

Attn: Felicia Hurwitz – Project 40150

P.O. Box 2393

Princeton, NJ 08543-2393

OMB No: 0970-0355
Expiration Date: 1/31/2015

MATHEMATICA
Policy Research

Head Start Family Voices Pilot Study

Staff Questionnaire

Spring 2013

Program ID: |__|__|__|__|__|__|

MPRID: |__|__|__|__|__|__|

Interviewer ID: |__|__|__|__|__|

Date Completed: |__|__| / |__|__| / |_2_|_0_|_1_|_3_|
Month Day Year

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 0970-0355. The time required to complete this collection of information is estimated to average 10 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the collection of information. This information collection is voluntary. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Mathematica Policy Research, 1100 1st Street, NE, 12th Floor, Washington, DC 20002, Attention: Nikki Aikens.

ABOUT THIS SURVEY

- **This questionnaire is an important part of a larger study Mathematica Policy Research is conducting for the Administration for Children and Families, U.S. Department of Health and Human Services. The overall purpose of the Head Start Family Voices Pilot Study is to better understand the experiences and engagement of families participating in Head Start and Early Head Start. Participation in this project is voluntary.**
- **Most of the questions can be answered by placing an "X" or a "✓" in the box. For a few questions, you will be asked to provide a brief response.**

☒ or ☑

| 0 | 2 | YEARS

- **If you are unsure how to answer a question, please give the best answer you can.**
- **The information you provide will be used for research purposes only and will remain private to the extent allowed by law. No one from your program will see your individual responses, and your name will not be attached to any information you give us.**

ABOUT YOUR BACKGROUND

A1. What is your current job position or title?

1 ☐ Home Visitor, Home Educator, or Home-Based Teacher

2 ☐ Family Services Staff
Please specify your title: _____ → **GO TO A3**

A2. How many families are currently in your caseload?

|___|___| NUMBER OF FAMILIES

A3. Do you provide services to children and families enrolled in…

MARK ONLY ONE

1 ☐ Early Head Start only,

2 ☐ Head Start only, or

3 ☐ Both Early Head Start and Head Start

A4. How many years have you been working in Head Start or Early Head Start <u>in any position</u>?

|___|___| NUMBER OF YEARS

A5. How many years have you been working in Head Start or Early Head Start <u>in your current position</u>?

|___|___| NUMBER OF YEARS

A6. How many years have you been working for <u>this</u> Head Start or Early Head Start program?

|___|___| NUMBER OF YEARS

A7. Have any of the children living in your household attended Early Head Start or Head Start, either currently or in the past?

MARK ALL THAT APPLY

1 ☐ Yes, my child(ren) currently attend the program

2 ☐ Yes, my child(ren) attended in the past

3 ☐ No children in my household have ever attended the program

B1. Are you…

1 ☐ Male?

2 ☐ Female?

B2. In what year were <u>you</u> born?

|_1_|_9_||___|___| YEAR OF YOUR BIRTH

B3. Are you of Spanish, Latino, or Hispanic origin?

MARK ONLY ONE

1 ☐ Yes → **GO TO B5**

0 ☐ No

B4. What is your racial background?

MARK ALL THAT APPLY

1 ☐ White

2 ☐ Black/African American

3 ☐ Asian

4 ☐ Native Hawaiian or other Pacific Islander

5 ☐ American Indian/Alaska Native

6 ☐ Other *(Specify)*: _____

B5. What is the highest grade or year of school that you have completed? If you are still in school, please tell us about the last year of schooling you <u>completed</u>.

MARK ONLY ONE

1 ☐ Less than high school diploma or GED certificate

2 ☐ High school diploma or GED certificate

3 ☐ Some technical/vocational school, but no diploma

4 ☐ Technical/vocational diploma

5 ☐ Some college courses, but no degree

→ **GO TO B7**

6 ☐ Associate's degree (two-year college)

7 ☐ Bachelor's degree (four-year college)

8 ☐ Master's degree (M.A., M.S.)

9 ☐ Doctorate degree (Ph.D., Ed.D.)

10 ☐ Professional degree after Bachelor's degree

B6. In what field did you obtain your highest degree?

MARK ONLY ONE

1 ☐ Child development or developmental psychology
2 ☐ Psychology (other than developmental)
3 ☐ Social work
4 ☐ Sociology
5 ☐ Early childhood education
6 ☐ Elementary education
7 ☐ Special education
8 ☐ Bilingual education
9 ☐ Other field *(Specify)*: _____

B7. Do you speak any language other than English?

MARK ONLY ONE

1 ☐ Yes
0 ☐ No → **GO TO B8**

B7a. What other languages do you speak?

MARK ALL THAT APPLY

1 ☐ Spanish
2 ☐ Chinese (Cantonese, Mandarin)
3 ☐ Vietnamese
4 ☐ a Filipino language
5 ☐ Japanese
6 ☐ Korean
7 ☐ American sign language
8 ☐ Other (*Specify*): _____

B8. Which of the following categories best describes your annual household income? This includes the total combined income of all members of your household from all sources before taxes and other deductions.

MARK ONLY ONE

1 ☐ Less than $10,000
2 ☐ $10,000 to less than $15,000
3 ☐ $15,000 to less than $20,000
4 ☐ $20,000 to less than $25,000
5 ☐ $25,000 to less than $35,000
6 ☐ $35,000 to less than $50,000
7 ☐ $50,000 to less than $75,000
8 ☐ $75,000 to less than $100,000
9 ☐ $100,000 or more

Thank you very much for your help! If you have any questions about this questionnaire or the Head Start Family Voices Pilot Study, please contact Felicia Hurwitz at Mathematica Policy Research at 609-945-3379.

Please return this questionnaire to the Mathematica staff who conducted your interview, or mail it in the provided envelope to:

Mathematica Policy Research

Attn: Felicia Hurwitz – Project 40150

P.O. Box 2393

Princeton, NJ 08543-2393

APPENDIX A

FINAL INSTRUMENT PACKAGE

Interview Protocols, Training Materials, and Analytic Coding Schemes for a New Qualitative Measure of Family Engagement for Head Start and Early Head Start Staff and Families

Final Instrument Package

April 2014

Eileen Bandel
Nikki Aikens
Lauren Akers
Elizabeth Cavadel
Julia Lyskawa
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MATHEMATICA
Policy Research

OVERVIEW

The Head Start Family Voices (HSFV) Pilot Study was launched by the Administration for Children and Families (ACF) in an effort to better understand the experiences of families enrolled in Head Start and Early Head Start. As part of the study, we developed and pilot tested a set of qualitative interview protocols that will provide an important resource for future data collection efforts aimed at better understanding family engagement and service provision—both from the perspectives of families and the home visiting and family services staff who serve them. The study's report (Aikens et al. 2014) describes the study's research questions and methodology, and provides an overview of the performance of the piloted interview protocols.[1]

This instrument package includes the revised set of interview protocols developed following the pilot, accompanying training materials for use with the interview protocols, and a coding scheme that can be used to analyze data obtained with the interview protocols. Collectively, these materials address best practices for conducting qualitative interviews, provide guidance on administering the interview questions, and offer a framework for analyzing and aggregating the resulting interview data. The qualitative instruments (and accompanying materials) were revised following the pilot and are designed for use in large-scale descriptive or experimental research efforts and by researchers conducting small-scale, standalone studies. However, additional adaptations may be required to each ahead of future data collection efforts, depending on the study's needs, purpose, and procedures. In the study report (Aikens et al. 2014), we offer recommendations for adapting the instruments for use by practitioners interested in collecting information about family engagement within their programs.

[1] The study report also offers recommended strategies for recruiting programs, staff, and families; considerations for interview duration and mode of administration; and best practices for gathering qualitative information about family engagement in future data collection efforts.

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QUALITATIVE INTERVIEW PROTOCOLS

Head Start Family Voices Qualitative Interview for Head Start and Early Head Start Parents

Reminders for Administering Interviews

- BEFORE BEGINNING THE INTERVIEW, IDENTIFY KEY CHARACTERISTICS ABOUT THE RESPONDENT FOR DETERMINING THE SPECIFIC QUESTIONS TO ADMINISTER. THIS INCLUDES WHETHER THE PARENT IS ENROLLED IN HEAD START OR EARLY HEAD START, WHETHER THE FAMILY RECEIVES CENTER- OR HOME-BASED SERVICES, AND WHETHER THE RESPONDENT IS AN EXPECTANT MOTHER (OR FATHER) WHO RECEIVES SERVICES FOR HER (OR HIS PARTNER'S) PREGNANCY.
- READ ALL ITEMS VERBATIM AND KEEP AN EVEN TONE AND PACE THROUGHOUT THE INTERVIEW. DO NOT ALLOW YOUR PACE TO UNNECESSARILY SPEED UP THE INTERVIEW.
- RESPONDENTS MAY PROVIDE PARTIAL OR COMPLETE RESPONSES TO LATER ITEMS WHILE ANSWERING EARLIER ONES. KEEP TRACK OF THIS INFORMATION ON YOUR INTERVIEW GUIDE BY MAINTAINING NOTES IN THE MARGIN OR OTHERWISE ANNOTATING THE RELEVANT QUESTIONS AND/OR SUBQUESTIONS.
- ACKNOWLEDGE RESPONSES BY PERIODICALLY OFFERING A NOD OF THE HEAD OR A SIMPLE VERBAL COMMENT, SUCH AS "OKAY" OR "UH HUH." REMAIN EMOTIONALLY NEUTRAL AND AVOID AFFIRMING A GIVEN RESPONSE; MAINTAINING A NEUTRAL STANCE HELPS CONVEY THAT THERE ARE NO RIGHT OR WRONG ANSWERS.
- IF A RESPONDENT PROVIDES A VAGUE OR UNCLEAR RESPONSE, ASK: "WHAT DO YOU MEAN WHEN YOU SAY…?" OR "I'M NOT SURE I KNOW WHAT YOU MEAN BY THAT; COULD YOU TELL ME A BIT MORE?" YOU CAN ALSO ELICIT MORE INFORMATION BY SAYING: "TELL ME MORE ABOUT THAT" OR "IS THERE ANYTHING ELSE?"
- ENSURE THAT YOUR RECORDING DEVICE IS WORKING PROPERLY. AS NEEDED, MAINTAIN FIELD NOTES DURING AND IMMEDIATELY FOLLOWING EACH INTERVIEW, DETAILING ANY RELEVANT OBSERVATIONS AND IDEAS NOT IMMEDIATELY REFLECTED IN THE NARRATIVE RECORDING.

Introduction

Today, I will be asking you some questions about your experiences in your **[Early Head Start/Head Start]** program. I will also ask you several questions about the ways the program helps to support your child's learning and development. When thinking about your child's development, I'd like for you to consider their learning, behavior, and physical health and well-being.

This interview will last approximately one hour. All of the information that you share with me will remain private; no one from your child's program will see or hear your responses.

During the interview, I will be taking some notes about our discussion. To help me keep track of your responses to the questions, I will audio record our conversation. Again, this information will not be shared with anyone from the program; it is just meant to serve as a record of what you and I discussed. Is that okay?

Do you have any questions before we begin the interview?

Module 1: Choosing Head Start/Early Head Start (5 Minutes)

I would like to begin by asking you about your experiences related to enrolling in **[Early Head Start/Head Start]**.

1. How did you learn about **[Early Head Start/Head Start]**? Did someone suggest enrolling in **[Early Head Start/Head Start]** to you, or did you decide to enroll on your own?
    - When you first decided to enroll in **[Early Head Start/Head Start]**, what did you hope to get from the program?
        - PROBE AS NEEDED: Did you hope to gain something for your child? Did you hope to gain something for yourself or for your family? If so, what?
2. Please think back to the time before you were enrolled in **[Early Head Start/Head Start]**. At that time, did you think it was important for families to do activities with their child to support their learning and development? [PROBE: Why or why not?]
    - Now that you are enrolled in the program, do you feel the same way?
        - IF NO, ASK: Why not?
3. PREGNANT WOMEN/EXPECTANT FATHERS ONLY: Are you satisfied with your experiences in the program so far?
    - IF YES, ASK: Please tell me some of the ways that the program has helped you and your family.
    - IF NO, ASK: What could the program do differently to better help you and your family?
4. ALL FAMILIES, EXCLUDING PREGNANT WOMEN/EXPECTANT FATHERS: Are you satisfied with your experiences in the program so far?
    - IF YES, ASK: Please tell me some of the ways that the program has helped your child. Have you seen changes in your child's learning and development since you first enrolled in **[Early Head Start/Head Start]**?
    - IF YES, ASK: What are some of the ways that the program has helped you and your family?
    - IF NO, ASK: What could the program do differently to better help your child and family?

Module 2: Relationships with Program and Staff (15-20 minutes)

Now, I would like to talk about your experiences with staff at your **[Early Head Start/Head Start]** program, including the staff that you usually talk to and the types of things you talk about.

INTERVIEWER NOTE: WHEN ASKED ABOUT THE FREQUENCY OF INTERACTION WITH PROGRAM STAFF, RESPONSES MIGHT RANGE FROM SPECIFIC ("WE TALK AT LEAST TWICE PER WEEK") TO BROAD ("OFTEN" OR "ALL THE TIME"). WHEN GENERAL RESPONSES ARE PROVIDED, ASK THE RESPONDENT TO ELABORATE BY SAYING, FOR EXAMPLE: "WHAT DO YOU MEAN BY [FREQUENCY]? ABOUT HOW MANY DAYS PER WEEK OR MONTH WOULD YOU SAY THAT IS?"

FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN/EXPECTANT FATHERS:

5. How often do you meet with or talk to your home visitor?

- What kinds of things do you talk about with your home visitor?
- What types of activities does the home visitor do with you and your child when you meet?
- Do you ever work with your home visitor to make plans about ways to support your child's learning and development?
  - IF YES, ASK: Please tell me about some of the ways that you have worked together.

6. When you meet with or talk to your home visitor, do you feel comfortable talking about topics related to your child and family?
   - What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR PREGNANT WOMEN/EXPECTANT FATHERS ONLY:

7. What types of staff at your **[Early Head Start/Head Start]** program do you talk to most often? [PROBE AS NEEDED: Are there any other staff from your program that you talk to?]

8. How often do you meet with or talk to **[STAFF MEMBER(S)]**?

   INTERVIEWER NOTE: ASK ABOUT EACH STAFF MEMBER THE RESPONDENT MENTIONS.

   - What kinds of things do you talk about with **[STAFF MEMBER(S)]**?
   - What types of activities do you do with **[STAFF MEMBER(S)]** when you meet?

9. When you meet with or talk to **[STAFF MEMBER(S)]**, do you feel comfortable talking about topics related to you and your family?

   INTERVIEWER NOTE: ASK ABOUT EACH STAFF MEMBER THE RESPONDENT MENTIONS.

   - What are some examples of ways **[STAFF MEMBER(S)]** has made you feel **[comfortable/uncomfortable]**?

FOR CENTER-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN/EXPECTANT FATHERS:

10. How often do you meet with or talk to your child's teacher?
    - What kinds of things do you talk about with your child's teacher?
    - Do you ever work with the teacher to make plans about ways to support your child's learning and development?
      - IF YES, ASK: Please tell me about some of the ways that you have worked together.

11. When you meet with or talk to your child's teacher, do you feel comfortable talking about topics related to your child and family?
    - What are some examples of ways s/he has made you feel **[comfortable/uncomfortable]**?

FOR ALL FAMILIES:

12. Thinking of all the staff at your **[Early Head Start/Head Start]** program, what are some examples of ways they have made you feel welcome?

13. Families with young children sometimes need help of various kinds. Have you ever asked someone in Head Start for help getting specific services for your child or family? Some examples may include getting services for your child's special needs, help finding a job, or help with housing.

    INTERVIEWER NOTE: ASK ABOUT EACH TYPE OF SERVICE THE RESPONDENT MENTIONS.

    - IF YES, ASK: Who from the program did you talk to?
        - IF RESPONDENT SPOKE TO STAFF: What kinds of things did you talk about with them? Was this staff person able to help you? [IF YES, ASK: How so? IF NO, ASK: Why not?]
        - IF RESPONDENT DID NOT SPEAK TO STAFF: Who from the program do you think you would you ask for help and why?
    - IF NO, ASK: Who from the program do you think you would you ask for help and why?

14. IF PARENT HAS NOT MENTIONED FORMAL GOALS FOR THEIR CHILD, ASK: Many parents have goals and hopes for their child. What are the goals that you would like for your child to reach while they are in **[Early Head Start/Head Start]**?
    - How are staff from your **[Early Head Start/Head Start]** program helping your child reach those goals?
    - Do you feel that staff from your **[Early Head Start/Head Start]** program understand what's important to you when it comes to the goals that you have for your child?

15. IF PARENT HAS ALREADY MENTIONED FORMAL GOALS FOR THEIR CHILD, ASK: You mentioned some goals and hopes for your child. How are staff from your **[Early Head Start/Head Start]** program helping your child reach those goals?
    - Do you feel that staff from your **[Early Head Start/Head Start]** program understand what's important to you when it comes to the goals that you have for your child?

16. What are your goals and hopes for yourself?
    - How are staff from your **[Early Head Start/Head Start]** program helping you reach your goals for yourself?

Module 3: Family Engagement in the Program and in Children's Learning and Development (10 minutes)

Next, I would like talk about the types of activities that you do to help support your child's learning and development. This includes activities you do at your **[Early Head Start/Head Start]** program, at home, or in your neighborhood or community.

17. What kinds of things does your **[Early Head Start/Head Start]** program encourage you to do *at the program* **[to support your child's learning and development]**? Some examples may include attending parent meetings, socializations, or volunteering at the program. There may be other activities in your program that you have heard of.
    - IF POLICY COUNCIL OR COMMITTEES NOT MENTIONED, ASK: Has the program encouraged you to get involved in program leadership activities like the Policy Council or becoming a member of a Committee?

INTERVIEWER NOTE: PARTICIPATION IN THE POLICY COUNCIL AND IN PARENT COMMITTEES IS OPEN TO ALL PARENTS OF CHILDREN WHO ARE ENROLLED IN THE PROGRAM. THESE ACTIVITIES PROVIDE PARENTS WITH AN OPPORTUNITY TO BE INVOLVED IN PROGRAM PLANNING AND DECISION-MAKING.

- Of the activities you just mentioned, which have you or your family gotten involved in?
  - IF FAMILY HAS NOT PARTICIPATED: Are there any activities at the program that you wanted to get involved in but could not? [IF YES, ASK: What made it hard for you to get involved?]
- What are some of the ways you can let the program know how you'd like to get involved in activities at the program?
- Beyond what you have already mentioned, does the program encourage parents to share their opinions about program policies and procedures in other ways?
  - IF YES, ASK: What are some examples?

18. FOR HOME-BASED FAMILIES ONLY, EXCLUDING PREGNANT WOMEN/EXPECTANT FATHERS: Have you ever found it hard to participate in home visits?
    - IF YES, ASK: What has made it hard for you to participate?

19. FOR PREGNANT WOMEN/EXPECTANT FATHERS ONLY: Have you ever found it hard to meet with staff from your Early Head Start program?
    - IF YES, ASK: What has made it difficult for you?

20. What kinds of activities does the program encourage you to do *outside of the program* to support your child's learning and development? This can include activities you do at home or in your neighborhood or community.
    - Have you or anyone in your family done any of these activities?
      - IF YES, ASK: Which ones?

    INTERVIEWER NOTE: FOR HOME-BASED FAMILIES, IF PARENT TALKS ABOUT ACTIVITIES THAT OCCUR DURING HOME VISITS, CLARIFY THAT WE ARE INTERESTED IN ACTIVITIES THEY ARE ENCOURAGED TO DO AT HOME BEYOND THOSE THAT OCCUR WITH THEIR HOME VISITOR.

Module 4: Components of Community Engagement (5-10 minutes)

These next questions are about activities that your **[Early Head Start/Head Start]** program provides to parents for getting to know one another, and ways that the program encourages parents to get involved in their neighborhood or community.

21. What kind of activities or events does the program offer for getting to know other parents and families?
    - Does your **[Early Head Start/Head Start]** program provide families with opportunities to get to know other families who are also transitioning from the program to some other early learning center or setting?

      INTERVIEWER NOTE: TRANSITIONS INCLUDE THOSE FROM EARLY HEAD START TO HEAD START, EARLY HEAD START TO SOME OTHER PRESCHOOL SETTING, AND HEAD START TO KINDERGARTEN.

    - Have you or anyone in your family done any of these activities?

- IF YES, ASK: Which ones?
- Were you able to meet with and talk to other parents while at these activities or events?

22. Do you feel that families in the program can turn to each other for friendship or if they need support?
    - Does the program encourage parents to support one another?
        - IF YES, ASK: How so?

23. Does the program encourage you to get involved in activities *outside of the program*, such as local events or volunteer work in your neighborhood or community?
    - IF YES, ASK: Can you give me some examples?
    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?
        - IF YES, ASK: Which ones?

24. Does the program encourage you to get involved in job training opportunities in your neighborhood or community?
    - IF YES, ASK: Can you give me some examples?
    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?
        - IF YES, ASK: Which ones?

25. Sometimes things happen in our neighborhood or community that we want to change or improve. Does the program encourage you to speak out in your neighborhood or community to change or influence decisions that are made?
    - IF YES, ASK: How so?
    - IF EXAMPLES PROVIDED, ASK: Have you or anyone in your family done any of these activities?
        - IF YES, ASK: Which ones?

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me.

Entrevista Cualitativa de Voces de la Familia de Head Start para Padres de Head Start y Early Head Start

Recordatorios para la administración de entrevistas

- ANTES DE EMPEZAR LA ENTREVISTA, IDENTIFIQUE LAS CARACTERÍSTICAS PRINCIPALES ACERCA (DEL/DE LA) RESPONDIENTE PARA DETERMINAR LAS PREGUNTAS ESPECÍFICAS PARA ADMINISTRAR. ESTO INCLUYE SI (LA MADRE/EL PADRE) ESTÁ REGISTRADA(O) EN HEAD START O EN EARLY HEAD START, SI LA FAMILIA RECIBE SERVICIOS EN EL CENTRO O BASADOS EN EL HOGAR, Y SI (LA/EL) RESPONDIENTE ES UNA MADRE ENCINTA (O UN PADRE EXPECTANTE) QUE RECIBE SERVICIOS POR SU EMBARAZO (O EL EMBARAZO DE SU PAREJA).
- LEA TODAS LAS PREGUNTAS COMO ESTÁN ESCRITAS Y MANTENGA EL TONO Y EL RITMO UNIFORME DURANTE TODA LA ENTREVISTA. NO PERMITA QUE SU RITMO ACELERE INNECESARIAMENTE LA ENTREVISTA.
- ES POSIBLE QUE RESPONDIENTES PROVEAN RESPUESTAS PARCIALES O COMPLETAS A PREGUNTAS POR VENIR, MIENTRAS CONTESTAN PREGUNTAS MÁS TEMPRANAS. MANTENGA UN SEGUIMIENTO DE ESTA INFORMACIÓN EN SU GUÍA DE LA ENTREVISTA CON NOTAS EN LAS MÁRGENES O EN OTRA FORMA ANOTANDO LAS PREGUNTAS RELEVANTES Y/O LAS PREGUNTAS DE SEGUIMIENTO.
- RECONOZCA RESPUESTAS PERIÓDICAMENTE OFRECIENDO CON UN MOVIMIENTO DE LA CABEZA O UN SIMPLE COMENTARIO VERBAL, TAL COMO "OKEY" O "AJÁ." MANTÉNGASE EMOCIONALMENTE NEUTRAL Y EVITE AFIRMAR UNA RESPUESTA DADA; MANTENER UNA PRESENCIA NEUTRAL AYUDA A COMUNICAR QUE NO HAY RESPUESTAS CORRECTAS NI INCORRECTAS.
- SI (UN/UNA) RESPONDIENTE PROPORCIONA UNA RESPUESTA VAGA O NO CLARA, PREGUNTE: "¿QUÉ SIGNIFICA CUANDO USTED DICE…?" O "NO ESTOY SEGURA(O) LO QUE SIGNIFICA CUANDO USTED DIJO ESO, ¿ME PUEDE DECIR ALGO MÁS?" TAMBIÉN PUEDE OBTENER INFORMACIÓN DICIENDO: "DÍGAME ALGO MÁS ACERCA DE ESO" O "HAY ALGO MÁS?"
- ASEGÚRESE QUE SU GRABADORA ESTÁ FUNCIONANDO CORRECTAMENTE. SEGÚN ES NECESARIO, TOME NOTAS DURANTE LA ENTREVISTA E INMEDIATAMENTE DESPUÉS DE LA ENTREVISTA, CON DETALLES DE OBSERVACIONES RELEVANTES E IDEAS QUE NO SON REFLEJADAS INMEDIATAMENTE EN LA GRABACIÓN NARRATIVA.

Introducción

Hoy le voy a estar haciendo algunas preguntas sobre sus experiencias con su programa de **[Early Head Start/Head Start]**. También le haré varias preguntas sobre las formas en las que el programa ayuda a apoyar al aprendizaje y desarrollo de su hijo(a). Cuando piensa sobre el desarrollo de su hijo(a), quisiera que usted considere su aprendizaje, comportamiento, salud física y bienestar.

Esta entrevista tomará aproximadamente una hora. Toda la información que usted comparta conmigo permanecerá privada; nadie del programa de su hijo(a) vera u oirá sus respuestas.

Durante la entrevista tomaré algunas notas sobre nuestra conversación. Para ayudarme a hacer un seguimiento de sus respuestas a las preguntas, grabaré en audio a la conversación. Otra vez, esta información no será compartida con nadie del programa; la grabación sólo servirá como un archivo de lo que usted y yo dijimos. ¿Eso está bien?

¿Tiene alguna pregunta antes de empezar la entrevista?

Módulo 1: Eligiendo a Head Start/Early Head Start (5 Minutos)

Quisiera empezar preguntando acerca de sus experiencias relacionadas a la registración en **[Early Head Start/Head Start]**.

1. ¿Cómo aprendió de **[Early Head Start/Head Start]**? ¿Alguien le sugirió la registración en **[Early Head Start/Head Start],** o usted decidió registrarse por sí mismo(a)?
    - Cuando usted decidió registrarse en **[Early Head Start/Head Start]**, ¿qué es lo que esperaba obtener del programa?
        - SI ES NECESARIO, PREGUNTE: ¿Esperaba usted obtener algo para su hijo(a)? ¿Esperaba obtener algo para usted o para su familia? ¿Si es así, ¿qué?

2. Por favor piense acerca del tiempo antes de que estaba registrado(a) en **[Early Head Start/Head Start]**. En ese tiempo, ¿pensaba que era importante que familias hagan actividades con sus hijos para apoyar su aprendizaje y desarrollo? [SONDEO: ¿Por qué sí o por qué no?]
    - Ahora que está registrado(a) en el programa, ¿se siente de la misma manera?
        - SI NO, PREGUNTE: ¿Por qué no?

3. SÓLO PARA MUJERES EMBARAZADAS/PADRES EXPECTANTES: ¿Está usted satisfecha con sus experiencias en el programa hasta ahora?
    - SI ES SÍ, PREGUNTE: Por favor dígame algunas de las maneras en las que el programa le ha ayudado a usted y a su familia.
    - SI NO, PREGUNTE: ¿Qué es lo que el programa pudiera hacer para mejor ayudarla a usted y a su familia?

4. TODAS LAS FAMILIAS, EXCLUYENDO A MUJERES EMBARAZADAS/PADRES EXPECTANTES: ¿Está usted satisfecho(a) con sus experiencias en el programa hasta ahora?
    - SI ES SÍ, PREGUNTE: Por favor dígame algunas de las maneras en las que el programa le ha ayudado a su hijo(a). ¿Ha visto cambios en el aprendizaje y desarrollo de su hijo(a) desde que se registró en **[Early Head Start/Head Start]**?
    - SI ES SÍ, PREGUNTE: ¿Cuáles son algunas de las maneras en las que el programa le ha ayudado a usted y a su familia?
    - SI NO, PREGUNTE: ¿Qué es lo que el programa pudiera hacer para mejor ayudarla a usted y a su familia?

Módulo 2: Relación con el Programa y el Personal (15-20 minutos)

Ahora quiero hablar con usted de sus experiencias con el personal en su programa de **[Early Head Start/Head Start]**, incluyendo el personal con quien usted generalmente habla y el tipo de cosas de las que hablan.

NOTA PARA (EL/LA) ENTREVISTADOR(A): CUANDO SE PREGUNTA SOBRE LA FRECUENCIA DE INTERACCIÓN CON PERSONAL DEL PROGRAMA, LAS RESPUESTAS PUEDEN SER ESPECÍFICAS (HABLAMOS POR LO MENOS DOS VECES A LA SEMANA) O GENERALES ("CON FRECUENCIA" O "TODO EL TIEMPO"). CUANDO LAS RESPUESTAS SON GENERALES, PIDA DEL RESPONDIENTE ACLARAR, DICIENDO, POR EJEMPLO: "¿QUÉ QUIERE DECIR POR [FRECUENCIA]? ¿MÁS O MENOS CUÁNTOS DÍAS POR SEMANA O AL MES DIRÍA QUE ES?"

SÓLO PARA FAMILIAS BASADAS EN EL HOGAR, EXCLUYENDO MUJERES EMBARAZADAS/PADRES EXPECTANTES:

5. ¿Con qué frecuencia usted se reúne o habla con su visitante al hogar?
    - ¿De qué tipos de cosas habla con su visitante al hogar?
    - ¿Qué tipos de actividades hace la visitante al hogar con usted y con su hijo(a) cuando se reúnen?
    - ¿Alguna vez trabaja usted con su visitante al hogar para hacer planes sobre formas de apoyar el aprendizaje y desarrollo de su hijo(a)?
        - SI ES SÍ, PREGUNTE: Por favor dígame acerca de algunas de las formas en las que trabajaron juntos.

6. Cuando se reúne o habla con su visitante al hogar, ¿se siente usted cómoda(o) hablando de temas relacionados a su hijo(a) y a su familia?
    - ¿Cuáles son algunas de las formas en las que (ella/él) le ha hecho sentirse **[cómoda(o)/incómoda(o)]**?

SÓLO PARA MUJERES EMBARAZADAS/PADRES EXPECTANTES:

7. ¿Con qué tipo de personal del programa de **[Early Head Start/Head Start]** habla con más frecuencia? [SI ES NECESARIO, PREGUNTE: ¿Hay otro personal del programa con quien habla?]

8. ¿Con qué frecuencia se reúne o habla con **[MIEMBRO(S) DEL PERSONAL]**?

    NOTA PARA (EL/LA) ENTREVISTADOR(A): PREGUNTE ACERCA CADA MIEMBRO DEL PERSONAL QUE LA RESPONDIENTE MENCIONA.

    - ¿De qué tipos de cosas habla con **[MIEMBRO(S) DEL PERSONAL]**?
    - ¿Qué tipos de actividades hace con **[MIEMBRO(S) DEL PERSONAL]** cuando se reúnen?

9. Cuando se reúne o habla con **[MIEMBRO(S) DEL PERSONAL]**, ¿se siente usted cómoda hablando de temas relacionados a usted y a su familia?

    NOTA PARA (EL/LA) ENTREVISTADOR(A): PREGUNTE ACERCA CADA MIEMBRO DEL PERSONAL QUE LA RESPONDIENTE MENCIONA.

    - ¿Cuáles son algunas de las formas en las que **[MIEMBRO(S) DEL PERSONAL]** le han hecho sentirse **[cómoda/incómoda]**?

SÓLO PARA FAMILIAS BASADAS EN UN CENTRO, EXCLUYENDO MUJERES EMBARAZADAS/PADRES EXPECTANTES:

10. ¿Con qué frecuencia se reúne o habla con la maestra de su hijo(a)?
    - ¿De qué tipos de cosas habla con la maestra de su hijo(a)?
    - ¿Alguna vez trabaja usted con la maestra para hacer planes sobre formas de apoyar el aprendizaje y desarrollo de su hijo(a)?
        - SI ES SÍ, PREGUNTE: Por favor dígame acerca de algunas de las formas en las que trabajaron juntos.

11. Cuando se reúne o habla con la maestra, ¿se siente usted cómoda(o) hablando de temas relacionados a su hijo(a) y a su familia?

- ¿Cuáles son algunas de las formas en las que (ella/él) le ha hecho sentirse **[cómoda(o)/incómoda(o)]**?

PARA TODAS LAS FAMILIAS:

12. Piense del personal en su programa de **[Early Head Start/Head Start]**, ¿cuáles son algunos ejemplos de las formas en las que le han hecho sentirse bienvenida(o)?

13. Familias con niños pequeños a veces necesitan ayuda de diferentes tipos. ¿Alguna vez ha pedido de alguien en Head Start ayuda para obtener algún servicio específico para su niño o familia?? Algunos ejemplos incluyen conseguir servicios especiales para la necesidad de su niño, ayuda a encontrar trabajo, o ayuda a conseguir vivienda.

    NOTA PARA (EL/LA) ENTREVISTADOR(A): PREGUNTE ACERCA CADA TIPO DE SERVICIO QUE LA RESPONDIENTE MENCIONA.

    - SI ES SÍ, PREGUNTE: ¿Con quién del programa habló?
        - SI RESPONDIENTE HABLÓ CON PERSONAL: ¿De qué tipos de cosas habló con ellos? ¿Este miembro del personal le pudo ayudar? [SI ES SÍ, PREGUNTE: ¿Cómo? SI NO, PREGUNTE: ¿Por qué no?]
        - SI RESPONDIENTE NO HABLÓ CON PERSONAL: ¿A quién del programa le pediría por ayuda y por qué?
    - SI NO, PREGUNTE: ¿A quién del programa le pediría por ayuda y por qué?

14. SI (EL PADRE/LA MADRE) NO HA MENCIONADO METAS FORMALES PARA SU HIJO(A), PREGUNTE: Muchos padres tienen metas y esperanzas para sus hijos. ¿Cuáles son las metas que usted desea que su hijo(a) alcance mientras está en **[Early Head Start/Head Start]**?

    - ¿Cómo está personal de su programa de **[Early Head Start/Head Start]** ayudando a su hijo(a) a alcanzar esas metas?
    - ¿Cree usted que personal de su programa de **[Early Head Start/Head Start]** entiende lo que es importante para usted en relación a las metas que usted tiene para su hijo(a)?

15. SI (EL PADRE/LA MADRE) YA HA MENCIONADO METAS FORMALES PARA SU HIJO(A), PREGUNTE: Usted mencionó algunas metas y esperanzas para su hijo(a). ¿Cómo está personal de su programa de **[Early Head Start/Head Start]** ayudando a su hijo(a) a alcanzar esas metas?

    - ¿Cree usted que personal de su programa de **[Early Head Start/Head Start]** entiende lo que es importante para usted en relación a las metas que usted tiene para su hijo(a)?

16. ¿Cuáles son sus metas y esperanzas para usted misma(o)?

    - ¿Cómo está personal de su programa de **[Early Head Start/Head Start]** ayudándole a usted a alcanzar sus propias metas?

Módulo 3: Participación de la Familia en el Programa y en el Aprendizaje y Desarrollo (del/de la) Niño(a) (10 minutos)

Ahora quisiera hablar de los tipos de actividades que usted hace para apoyar el aprendizaje y desarrollo de su hijo(a). Esto incluye actividades que usted hace en su programa de **[Early Head Start/Head Start]**, en su casa, o en su vecindario o comunidad.

17. ¿Qué tipo de cosas hace su programa de **[Early Head Start/Head Start]** para alentarle *en el programa* **[para apoyar el aprendizaje y desarrollo de su hijo(a)]**? Algunos ejemplos incluyen asistir reuniones de padres, socializaciones, o ser voluntaria(o) en el programa. Pueden haber otras actividades de las que ha oído.

    - SI NO SE MENCIONARON EL CONSEJO POLÍTICO O COMITÉS, PREGUNTE: ¿El programa le ha alentado a participar en actividades de liderazgo del programa tal como el Consejo Político o ser miembro de un comité?

      NOTA PARA (EL/LA) ENTREVISTADOR(A): PARTICIPACIÓN EN EL CONSEJO POLÍTICO Y EN COMITÉS DE PADRES ES ABIERTA A TODOS LOS PADRES DE NIÑOS REGISTRADOS EN EL PROGRAMA. ESTAS ACTIVIDADES PROPORCIONAN A PADRES LA OPORTUNIDAD DE PARTICIPAR EN LA PLANIFICACIÓN DEL PROGRAMA Y EN TOMAR DECISIONES.

    - De las actividades que acaba de mencionar, ¿en cuales ha participado usted o su familia?
        - SI LA FAMILIA NO HA PARTICIPADO: ¿Hay algunas actividades en las que quiso participar, pero no pudo? [SI ES SÍ, PREGUNTE: ¿Qué le causó dificultades para participar?]
    - ¿Cuáles son algunas de las formas en las que puede informar al programa que usted desearía participar en actividades en el programa?
    - Además de lo que ya ha mencionado, ¿el programa alienta a padres a compartir sus opiniones acerca de normas y procedimientos del programa en otras maneras?
        - SI ES SÍ, PREGUNTE: ¿Cuáles son algunos ejemplos?

18. SÓLO PARA FAMILIAS BASADAS EN EL HOGAR, EXCLUYENDO MUJERES EMBARAZADAS/PADRES EXPECTANTES: ¿Alguna vez le ha sido difícil participar en visitas en el hogar?
    - SI ES SÍ, PREGUNTE: ¿Qué le causó dificultades para participar?

19. SÓLO PARA MUJERES EMBARAZADAS/PADRES EXPECTANTES: ¿Alguna vez le ha sido difícil reunirse con personal de su programa de Early Head Start?
    - SI ES SÍ, PREGUNTE: ¿Qué le causó dificultades?

20. ¿Qué tipos de actividades el programa le alienta a hacer *fuera del programa* para apoyar el aprendizaje y desarrollo de su hijo(a)? Esto puede incluir actividades que puede hacer en su casa o en su vecindario o comunidad.
    - ¿Usted o alguien en su familia ha hecho alguna de estas actividades?
        - SI ES SÍ, PREGUNTE: ¿Cuáles?

    NOTA PARA (EL/LA) ENTREVISTADOR(A): PARA FAMILIAS BASADAS EN EL HOGAR, SI LOS PADRES HABLAN DE ACTIVIDADES QUE OCURREN DURANTE LAS VISITAS EN EL HOGAR, ACLARE QUE ESTAMOS INTERESADOS EN ACTIVIDADES QUE SE LES ALIENTA HACER FUERA DE LAS ACTIVIDADES QUE OCURREN CON SU VISITANTE AL HOGAR.

Módulo 4: Componentes de Participación en la Comunidad (5-10 minutos)

Estas próximas preguntas son acerca de actividades que su programa de **[Early Head Start/Head Start]** proporciona para que los padres se conozcan, y de formas en las que el programa alienta a los padres para que se involucren en su vecindario o comunidad.

21. ¿Qué tipos de actividades o eventos ofrece el programa para conocer a otros padres y otras familias?

    - ¿Su programa de **[Early Head Start/Head Start]** les proporciona a familias con oportunidades para conocer a otras familias que están haciendo la transición del programa a otro centro o ambiente de enseñanza temprana?

      NOTA PARA (EL/LA) ENTREVISTADOR(A): TRANSICIONES INCLUYEN PASAR DE EARLY HEAD START A HEAD START, DE EARLY HEAD START A OTRO PROGRAMA PREESCOLAR Y DE HEAD START A KINDERGARTEN.

    - ¿Usted o alguien en su familia ha hecho alguna de estas actividades?
      - SI ES SÍ, PREGUNTE: ¿Cuáles?
      - ¿Usted pudo encontrarse y hablar con otros padres mientras estaba en estas actividades o eventos?

22. ¿Cree que las familias en el programa se pueden dirigir la una a la otra para formar amistades o si necesitan apoyo?

    - ¿El programa alienta a los padres a apoyar el uno al otro?
      - SI ES SÍ, PREGUNTE: ¿Cómo?

23. ¿El programa le alienta a participar en actividades *fuera del programa*, tales como eventos locales o trabajo voluntario en su vecindario o comunidad?

    - SI ES SÍ, PREGUNTE: ¿Me puede dar algunos ejemplos?
    - SI SE PROPORCIONARON EJEMPLOS, PREGUNTE: ¿Usted o alguien en su familia ha hecho alguna de estas actividades?
      - SI ES SÍ, PREGUNTE: ¿Cuáles?

24. ¿El programa le alienta a participar en oportunidades de capacitación de trabajo en su vecindario o comunidad?

    - SI ES SÍ, PREGUNTE: ¿Me puede dar algunos ejemplos?
    - SI SE PROPORCIONARON EJEMPLOS, PREGUNTE: ¿Usted o alguien en su familia ha hecho alguna de estas actividades?
      - SI ES SÍ, PREGUNTE: ¿Cuáles?

25. A veces cosas ocurren en nuestro vecindario o comunidad que queremos cambiar o mejorar. ¿Su programa le alienta a hablar en su vecindario o comunidad para cambiar o influir decisiones que se toman?

    - SI ES SÍ, PREGUNTE: ¿Cómo?
    - SI SE PROPORCIONARON EJEMPLOS, PREGUNTE: ¿Usted o alguien en su familia ha hecho alguna de estas actividades?
      - SI ES SÍ, PREGUNTE: ¿Cuáles?

Conclusión

Hemos llegado al final de la entrevista. Le quiero agradecer otra vez por compartir sus experiencias conmigo.

Head Start Family Voices Qualitative Interview for Head Start and Early Head Start Staff

Reminders for Administering Interviews

- BEFORE BEGINNING THE INTERVIEW, IDENTIFY KEY CHARACTERISTICS ABOUT THE RESPONDENT FOR DETERMINING THE SPECIFIC QUESTIONS TO ADMINISTER. THIS INCLUDES THE STAFF MEMBER'S POSITION OR TITLE (THAT IS, WHETHER HE OR SHE IS A HOME VISITOR OR FAMILY SERVICES STAFF).
- READ ALL ITEMS VERBATIM AND KEEP AN EVEN TONE AND PACE THROUGHOUT THE INTERVIEW. DO NOT ALLOW YOUR PACE TO UNNECESSARILY SPEED UP THE INTERVIEW.
- RESPONDENTS MAY PROVIDE PARTIAL OR COMPLETE RESPONSES TO LATER ITEMS WHILE ANSWERING EARLIER ONES. KEEP TRACK OF THIS INFORMATION ON YOUR INTERVIEW GUIDE BY MAINTAINING NOTES IN THE MARGIN OR OTHERWISE ANNOTATING THE RELEVANT QUESTIONS AND/OR SUBQUESTIONS.
- ACKNOWLEDGE RESPONSES BY PERIODICALLY OFFERING A NOD OF THE HEAD OR A SIMPLE VERBAL COMMENT, SUCH AS "OKAY" OR "UH HUH." REMAIN EMOTIONALLY NEUTRAL AND AVOID AFFIRMING A GIVEN RESPONSE; MAINTAINING A NEUTRAL STANCE HELPS CONVEY THAT THERE ARE NO RIGHT OR WRONG ANSWERS.
- IF A RESPONDENT PROVIDES A VAGUE OR UNCLEAR RESPONSE, ASK: "WHAT DO YOU MEAN WHEN YOU SAY…?" OR "I'M NOT SURE I KNOW WHAT YOU MEAN BY THAT; COULD YOU TELL ME A BIT MORE?" YOU CAN ALSO ELICIT MORE INFORMATION BY SAYING: "TELL ME MORE ABOUT THAT" OR "IS THERE ANYTHING ELSE?"
- ENSURE THAT YOUR RECORDING DEVICE IS WORKING PROPERLY. AS NEEDED, MAINTAIN FIELD NOTES DURING AND IMMEDIATELY FOLLOWING EACH INTERVIEW, DETAILING ANY RELEVANT OBSERVATIONS AND IDEAS NOT IMMEDIATELY REFLECTED IN THE NARRATIVE RECORDING.

Introduction

Today, I will be asking you some questions about your experiences related to working with families in your **[Early Head Start/Head Start]** program. I will also ask you several questions about the ways the program helps to support children's learning and development. When thinking about development, I'd like for you to consider children's learning, behavior, and physical health and well-being.

This interview will last approximately one hour. All of the information that you share with me will remain private; no one from your program will see or hear your responses.

During the interview, I will be taking some notes about our discussion. To help me keep track of your responses to the questions, I will audio record our conversation. Again, this information will not be shared with anyone from your program; it is just meant to serve as a record of what you and I discussed. Is that okay?

Do you have any questions before we begin the interview?

Module 1: Opportunities for Family Engagement (20 minutes) – Forms A and B

I would like to begin by asking you about ways the program encourages families' involvement in activities that support their child's learning and development. This includes activities that parents participate in at the program, at home, or in their community.

1. What are some of the activities that your program offers for getting families involved *at the program*?
    - IF POLICY COUNCIL OR COMMITTEES NOT MENTIONED, ASK: What types of leadership activities does the program encourage families to get involved in?
    - What are some of the ways families can let the program know how they'd like to get involved in activities at the program?
    - Beyond what you have already mentioned, does the program encourage parents to share their opinions about program policies and procedures in other ways?
        - IF YES, ASK: How so?
2. What are some types of things that your program suggests families do *outside of the program* to support their child's learning and development? This includes activities parents can do with their child at home or in their community.
3. Thinking about the activities we have discussed so far, how is information about these opportunities shared with families?

Now, I'd like to hear about ways your program tries to work with and engage specific types of parents or families. For each of the groups that I will ask about, I'd like to hear if your program offers information or activities to get parents and families involved in program activities and in their child's learning and development.

4. FOR EACH ITEM, ASK: What are some ways that your program tries to engage **[GROUP]**?
    - Families from different cultural and language backgrounds
        - How successful have these efforts been in getting these families involved?
    - Families who have a child with a disability
        - How successful have these efforts been in getting these families involved?
    - Fathers or father-figures
        - How successful have these efforts been in getting fathers or father-figures involved?
    - Families who have many risk factors or challenges
        - How successful have these efforts been in getting these families involved?

      INTERVIEWER NOTE: RISK FACTORS ARE CIRCUMSTANCES THAT ARE COMMONLY RELATED TO POOR CHILD AND FAMILY OUTCOMES. SOME EXAMPLES ARE BEING A TEEN MOTHER, LACK OF SOCIAL OR FINANCIAL SUPPORT, PARENT MENTAL HEALTH PROBLEMS, AND HOMELESSNESS.

5. FOR EARLY HEAD START STAFF ONLY: Does your program offer information or activities for getting expectant parents involved in program activities?

    - What information is offered to expectant parents about ways they can support their child's development?
    - How successful have these efforts been in getting expectant parents engaged in program activities?

6. What information or activities does your program offer for families who are transitioning from the program to some other early learning center or setting?

    INTERVIEWER NOTE: TRANSITIONS INCLUDE THOSE FROM EARLY HEAD START TO HEAD START, EARLY HEAD START TO SOME OTHER PRESCHOOL SETTING, AND HEAD START TO KINDERGARTEN.

    - Which staff are responsible for supporting families during transitions? For example, which staff meet with parents to discuss plans or share information about transitions?
    - When do these discussions or activities with transitioning families begin?
        - How long are families involved in these activities?

Module 2: Program Supports for Family Engagement and Service Receipt (15 minutes) – Forms A and B

Now, I would like to ask you a few questions about the resources and support staff members receive from the program for working with families and getting them engaged in the program and in their child's learning and development. We also want to hear about supports staff receive for getting families the services that they need.

7. Which staff are responsible for getting families involved in program activities and in their children's learning and development?

    - What are some examples of ways that staff work together to get families involved?

8. What types of resources and support do you receive to help involve families in program activities and in their child's learning and development?

    INTERVIEWER NOTE: IF RESPONDENT DISCUSSES TRAINING OPPORTUNITIES PROVIDED BY THE PROGRAM MORE BROADLY (AND THAT DO NOT SPECIFICALLY ADDRESS RESOURCES/SUPPORT AVAILABLE TO STAFF FOR ENGAGING FAMILIES IN PROGRAM ACTIVITIES), REFOCUS THE RESPONDENT BY ASKING: "CAN YOU TELL ME SPECIFICALLY ABOUT RESOURCES AND SUPPORT YOU RECEIVE FOR ENGAGING FAMILIES IN ACTIVITIES THAT SUPPORT THEIR CHILD'S LEARNING AND DEVELOPMENT?"

    - Of the supports you just mentioned, which do you think are most helpful for staff and why?
    - Are there any additional supports that would help staff involve families in the program and in their child's learning and development?

9. We've been talking about how staff involve families in program activities; now let's talk about how staff help families get the services they need. What staff are responsible for helping families get needed services?

    - What are some examples of ways that staff work together to help families get the services they need?

10. What types of resources and support do you receive to connect families to needed resources and services?

    INTERVIEWER NOTE: IF RESPONDENT DISCUSSES TRAINING OPPORTUNITIES PROVIDED BY THE PROGRAM MORE BROADLY (AND THAT DO NOT SPECIFICALLY ADDRESS RESOURCES/SUPPORT AVAILABLE TO STAFF FOR GETTING FAMILIES THE SERVICES THEY NEED), REFOCUS THE RESPONDENT BY ASKING: "CAN YOU TELL ME SPECIFICALLY ABOUT RESOURCES AND SUPPORT YOU RECEIVE FOR CONNECTING FAMILIES TO THE SERVICES THEY NEED?"

    - Of the supports you just mentioned, which do you think are most helpful for staff and why?
    - Are there any additional supports that would help staff connect families to needed resources and services?

11. How does your program track the referrals and/or resources families receive?
    - How does the program follow-up with families who are referred for services?
    - Based on your experiences, to what extent do families follow through with the referrals they are provided?
    - Do you think the referral process in your program works well? Why or why not?
        - Could it be improved, and if so, how?

Module 3: Working with Families (10-15 minutes) – Form A only

These next questions are about your experiences working with families, including how you work with families to meet their service-related needs and work toward identified goals.

12. How often do you meet with or talk to families one-on-one?

13. FOR FAMILY SERVICES STAFF ONLY: What types of things do you talk about with families?

14. FOR HOME VISITORS ONLY: What types of things do you do with families during home visits?
    - Of the activities you just mentioned, which do you think are among the most important and why?

15. Thinking about the families you work with, what are some of the formal goals parents have for their children?
    - Tell me about some of the formal goals parents have for themselves.

16. How do you work with families to identify specific goals?
    - Once goals have been identified, how do you work together with families to determine steps to reach those goals?

17. When a family needs resources or services for themselves or their child, how do you involve and work with the family to meet those needs?

18. When there is an issue related to a child's learning and development, how do you involve and work with the family?

Module 4: Components of Community Engagement (10 minutes) – Form B only

My next questions are about activities offered by your program for families to get to know one another and ways that your program encourages families to get involved in their community.

19. How does your program work with community partners to help families access services or receive referrals?

20. What activities are offered by the program for families to get to know one another?

    - What opportunities does the program provide for families to get to know other families who are also transitioning from the program to some other early learning center or setting?

      INTERVIEWER NOTE: TRANSITIONS INCLUDE THOSE FROM EARLY HEAD START TO HEAD START, EARLY HEAD START TO SOME OTHER PRESCHOOL SETTING, AND HEAD START TO KINDERGARTEN.

21. Does the program encourage families to get involved in activities *outside of the program*, such as local events or volunteer work in the community?

    - IF YES, ASK: How so?

22. Does the program encourage families to get involved in internships or job training opportunities in the community?

    - IF YES, ASK: How so?

23. Sometimes things happen in our neighborhood or community that we want to change or improve. Does the program encourage families to speak out in the community to change or influence decisions that are made?

    - IF YES, ASK: How so?

24. Beyond what we have discussed so far, are there other ways that your program encourages families to get involved in the community?

25. What types of resources and support does the program provide to help staff get parents involved in the community?

    - What forms of support do you think are the most helpful for staff and why?

Closing

We have now reached the end of the interview. Thank you again for sharing your experiences with me.

INTERVIEWER TRAINING MANUAL

Head Start Family Voices: Qualitative Interview Protocols for Parents and Staff

Interviewer Training Manual

I. BACKGROUND AND PURPOSE

We begin this chapter by providing an overview of Head Start and Early Head Start. We then offer a brief introduction to the parent and staff qualitative interview protocols, including a description of the topics covered, the respondents for whom the instruments are intended, and general approaches to administration.

A. About Head Start and Early Head Start

Head Start is a federal program that promotes the well-being of preschool-age children from low-income families by providing an enriched learning environment that supports children's cognitive, language, and social-emotional growth. Head Start programs offer a variety of service models depending on the needs of the children and families they serve. Typically, programs provide these services in center- or home-based settings (with center-based settings more predominant in Head Start and home-based more predominant in Early Head Start).[2] The *center-based* service option consists of care based in centers or schools that offer part- or full-day services to children. In the *home-based* service option, a program staff person (commonly referred to as a *home visitor*) visits the child and family in their home on a weekly basis. Children and families enrolled in the home-based option also meet periodically with other enrolled families in center-based group learning sessions facilitated by program staff.

Most commonly, Head Start programs serve children ages 3 to 5 years. However, the program also supports the development of infants and toddlers. In 1995, Head Start formally expanded to include the provision of Early Head Start services. Established in 1994 by the Head Start Reauthorization Act, Early Head Start is a two-generation program designed for low-income families with children ages birth to 3 years. Programs also provide services to pregnant women and their families, with services extending through the child's first three years of life.[3] Since its inception, Early Head Start has grown from the initial 68 grantees to more than 1,000 programs serving approximately 110,000 children and families. Among the program's foremost goals is supporting the comprehensive development of infants and toddlers through the provision of a wide range of services, including early education services, parenting education, health and mental health services, and family support services. Early Head Start programs coordinate with local Head Start programs to ensure the continuity of services to children as they age.

Collectively, Head Start and Early Head Start have enrolled nearly 30 million low-income children and their families since 1965. The program serves more than a million children every year, including children in all U.S. states and territories, as well as in American Indian, Alaska Native, and migrant worker communities. Head Start is comprehensive—in addition to early childhood

[2] Other less common service options include family child care (in which children are cared for in a family child care provider's home), a combination of center- and home-based services, or a locally-designed program option.

[3] Pregnant women are assigned a home visitor who provides the family with support through the entire pregnancy process. Families are offered information about prenatal development, labor and delivery, and postpartum recovery; the importance of breastfeeding; preparing for the baby; safety procedures in the home; caring for the newborn; and planning for the future. The program staff person supports the family until the child is enrolled in the desired program option, typically at about six weeks of age.

education, it provides health screenings, examinations, and nutritionally adequate meals for children. It also provides services to children's families, including education, referral and crisis intervention services, and assistance in obtaining the social services the family might need. In fulfilling its mission to create an environment that is supportive of children's growth and development, programs also build relationships with families that support family well-being, positive parent–child relationships, and ongoing learning opportunities for parents and children. Parents are encouraged to participate in workshops on child development and parenting, engage in program planning and decision-making via involvement in the policy council or committees, and volunteer in program activities that support their parenting and/or career goals.

B. About the Qualitative Interview Protocols

The parent and staff interview protocols are designed to gather in-depth information about the experiences and perspectives of families participating in Head Start and Early Head Start, particularly around the topic of family engagement. As state Quality Rating and Improvement Systems adopt benchmarks related to family engagement, there is a growing recognition of the need to measure family engagement (Forry et al. 2011). In addition, as Head Start programs move to a five year grant period, there will be more of an emphasis on understanding family outcomes and family progress based on program goals. Although program performance standards and policies mandate the types of family engagement efforts that are initiated (the *what* of engagement), knowledge of the *how* is limited. That is, we know relatively little about the ways in which staff perform the day-to-day work of engaging with families, their successes and challenges, and the ways in which they individualize practices to meet the diverse needs of children and families served by Head Start and Early Head Start. Having qualitative information about the experiences of families and staff can identify areas of strength and need, and assist programs in understanding how to best engage the particular families they serve. Such information could also help programs to assess how current professional development efforts are progressing and what supports staff need.

We have developed separate interview protocols for parents and staff. In an effort to understand family engagement from multiple perspectives, the interview protocols include questions in specific areas that are asked of both parent and staff respondents. Our experiences piloting these instruments (see Aikens et al. 2014) point to the importance of asking similar items of parents and staff. This approach helps to support the verification of patterns found across respondent types; researchers and practitioners alike might be more confident in the findings on a given topic if parents and staff both provide similar reports. Overlap in the questions asked of parents and staff is not exact—some questions are more appropriate to ask of parents and are thus not included in the staff interview (and vice versa).

The interviews are composed of four modules, each focusing on a specific topic. Administration of the interviews is intended to last no more than one hour. In fact, the interviews conducted as part of the pilot study averaged about 30 minutes for parents and 45 minutes for staff.[4] Based on the patterns in the pilot data, we recommend administering all modules to parents and no more than three modules to staff. We have thus created two versions of the staff protocol; both forms include two overlapping modules (Modules 1 and 2) and one unique module (Module 3 is

[4] The piloted parent and staff interview protocols included two overlapping modules and one distinct module such that each respondent responded to questions in only three of the four available modules.

included in Form A and Module 4 in Form B). In this way, researchers and practitioners can collect information across a number of topics without overly burdening individual staff members.

Topical modules for *parents* include the following:

- Module 1: Choosing Head Start or Early Head Start
- Module 2: Relationships with program and staff
- Module 3: Engagement in the program and in children's learning and development
- Module 4: Components of community engagement

Topical modules for *staff* include the following:

- Module 1: Opportunities for family engagement
- Module 2: Program supports for family engagement and service receipt
- Module 3: Working with families
- Module 4: Components of community engagement

The staff interview protocol is designed to be used with home visitors and family services staff (which may include family service workers, managers, coordinators, and social workers) in both Head Start and Early Head Start. The parent interview is appropriate for use with Head Start and Early Head Start families enrolled in home-based and center-based service options, and for expectant mothers and fathers receiving Early Head Start services for their (or their partner's) pregnancy.[5] The parent interview is also available in Spanish.

Telephone administration is a viable and potentially valuable complement to in-person administration, and researchers and practitioners may decide to use one or both approaches when collecting the interview data. Telephone administration enables researchers to include representation of families who might otherwise be difficult to engage in the research and provides an opportunity to extend local data collection efforts to locales that are not easily accessible due to resource constraints.

[5] For the pilot study, families receiving home-based services were recruited from Early Head Start. Although the parent interview protocol was not tested with Head Start parents enrolled in the home-based option, the interview is appropriate for use with this subgroup of families.

II. BEST PRACTICES FOR CONDUCTING QUALITATIVE INTERVIEWS

In this chapter, we describe best practices for conducting qualitative interviews. We provide guidance related to preparing for your interviews and highlight key considerations for conducting interviews with parents and staff. We conclude the chapter by offering recommendations for preparing the interview data for analysis.

A. Preparing for Interviews with Parents and Staff

Taking the time to prepare for your interview will help you feel organized and confident while interacting with the respondent. You should familiarize yourself with the protocols and review them several times before conducting your first several interviews. This will give you a sense of the flow of the questions and help you establish a good rhythm when administering the interview. You should likewise be familiar with the key terms and concepts that comprise the interview questions, as respondents might ask you to clarify a particular question or term with which they are less familiar. Chapter III provides a detailed description of each topical module, definitions of key terms and concepts, and considerations for administering the interview items.

You should obtain some background information about the Head Start and Early Head Start programs in which you will conduct your interviews (for example, the service options provided to the children and families they serve). It might also be helpful to familiarize yourself with the names and titles of key frontline staff who could be referenced during interviews with parents (including family services staff). You can ask your contact at the program to help provide this background information or refer to information that may be available to you from other sources (for example, see Exhibit B of Aikens et al. [2014] for the program recruitment screener used as part of the pilot study). Our experiences piloting these instruments suggest that some parents might be less familiar with the program's family services staff (and questions in the parent interview may elicit information about interactions with these types of staff). It is possible that families know these staff by name rather than by their formal title. Conducting interviews with family services staff ahead of interviews with parents could be another useful means by which to obtain this information.

Knowledge of the key characteristics of your respondents is critical to ensuring that you administer the correct subset of interview items. For example, families enrolled in the home-based option are not asked about the frequency with which they talk to their child's classroom teacher (this question is instead asked of families who receive center-based services). Thus, having this information ahead of time is essential for determining the specific questions that you will ask your respondent. For interviews with parents, other characteristics that you will have to know before the interview include the respondent's primary household language (for instances in which Spanish administration is necessary) and whether the respondent is an expectant mother or father who receives Early Head Start services related to her (his partner's) pregnancy. For interviews with staff, you will have to know the staff member's position or title (that is, whether he or she is a home visitor or family services staff). Information about the background characteristics of study participants can be obtained before the interview by using a brief questionnaire. (See Exhibit D of Aikens et al. [2014] for the parent and staff surveys used as part of the pilot study.) Inclusion of a background questionnaire will also allow for an accurate description of the study sample and will provide descriptive data that can be used as a basis for conducting subgroup analysis of the interview data (for example, if examining the experiences of Early Head Start families receiving home- versus center-based services is of interest).

It is important to note that some parents might have multiple children enrolled in the program (for example, a 20-month old child receiving Early Head Start home-based services and a 4-year-old child receiving Head Start center-based services). In these instances, it will be important to establish ahead of time whether the interview will focus on the collective experiences of the family across both programs and settings; this will, however, likely add to the time it will take you to administer the interview, because you will have to ask a broader set of questions. It might be preferable to instead focus the discussion on the experiences of the family with a single child in mind. Similarly, program staff can provide services to both Head Start and Early Head Start families at their program; make clear the experiences on which you want them to draw.

Finally, before each interview, it might be useful to tailor the protocol to the unique characteristics of your respondent. For example, if you are interviewing a Head Start parent who is enrolled in the center-based program option, you can strike out the questions that do not apply to your respondent type (such as questions for pregnant respondents who receive Early Head Start services). The protocol includes information to clearly identify the items that are appropriate for different types of respondents. This can help you focus on the specific questions that you have to cover and minimize multitasking during the interview. Exercise caution if taking this approach so that you do not inadvertently strike out a question or probe that is intended for your respondent.

B. Conducting Interviews with Respondents

It is important to convey that you respect the opinions and insights of the parents and staff you interview. It is also helpful to put respondents at ease so they feel comfortable speaking with you openly and honestly. Whenever possible, interviews should be conducted in a quiet area free from distractions and at times and locations that are most convenient for participants. Familiarity will help the respondent to relax and result in a more productive interview.

Address respondents formally using *Ms./Mr.* (or *Sra./Sr.* and *usted* when conducting interviews with Spanish-speaking respondents) unless the respondent explicitly asks you to address him or her informally by first name. Listen attentively to your respondent and make an effort to *understand* the complete message conveyed in the response (not just *hear* what he or she is saying). Do not suggest answers to interview questions or talk over the respondent; allow the respondent to recount his or her experiences as fully as possible without unnecessary interruptions. Build trust with your respondents by smiling, nodding, and making eye contact to let them know you are listening. Acknowledge responses by periodically offering a nod of the head or a simple verbal comment, such as "Okay" and "Uh huh." Remain emotionally neutral and avoid affirming a given response; maintaining a neutral stance helps convey that there are no right or wrong answers.

Your role as an interviewer is to understand what is being said, and to ensure that respondents answer the questions as fully as possible. This will require you to reflect on what is being said and to ask clarifying questions as needed. If you do not understand a response, use *clarification probes* such as "What do you mean when you say…?" or "I'm not sure I know what you mean by that; could you tell me a bit more?" When a respondent provides a one-word answer or very brief response, attempt to elicit more information by offering a standard *elaboration probe* such as "Tell me more about that" or "Is there anything else?" This can be especially useful with respondents who are more reserved and tend to offer brief responses. Pausing for a few seconds before moving on to the next question can also help elicit additional information from respondents.

Read all items verbatim and keep an even tone and pace throughout the interview. Do not allow your pace to unnecessarily speed up the interview. Pay attention to the time, but do not rush

through the items or attempt to shorten the interview by eliminating subquestions or scripted probes for additional information.

Each topical module of the parent and staff interview is composed of a series of numbered items and supporting subquestions designed to elicit more information about a given topic. Respondents should be allowed to address a given question before asking the next one. For example, when asking staff about some of the ways they engage fathers or father-figures in program activities and in their child's learning, the interviewer should pause and allow the respondent to answer before asking the scripted probe: "How successful have these effort been in getting these families involved?" These questions should *not* be asked as a single question; doing so might result in the respondent focusing on only one of the questions, thus eliciting partial information (and requiring the interviewer to probe further to obtain a complete response).

Because the protocols are composed of interrelated topical areas, respondents can provide an answer to a later question while responding to a question that appears earlier in the interview. If the respondent fully addresses the question, there is no need to ask it again. By doing so, you run the risk of communicating to the respondent that you are not paying attention. However, if the respondent only partially addresses a later question while responding to a related question appearing earlier in the interview, you should ask the question as prompted when you have reached it. In these instances, you can preface the question by referring to the previous answer and saying, "Earlier, you told me about [TOPIC]; I'd like to talk a bit more about that now." If you are unsure about whether the question has been adequately addressed, ask the question as prompted; some repetition can be advantageous. Similarly, a respondent might provide a response to a supporting subquestion (such as those that elicit examples) by offering examples in the response to the main question. Be vigilant and keep track of this information on your interview guide by maintaining notes in the margin or otherwise annotating the relevant questions and/or subquestions.

There are several noteworthy considerations for conducting interviews by telephone and with Spanish-speaking respondents. When conducting interviews by telephone, interviewers cannot rely on visual cues that are commonly communicated when interacting with a respondent in person. For example, in face-to-face interactions, visual cues conveying a participant's difficulty in understanding are available to the interviewer; similarly, interviewers themselves can offer visual cues that naturally encourage participants to elaborate or clarify their responses. Thus, interviewers completing interviews by telephone might have to more frequently elicit responses by probing respondents (using the clarification and/or elaboration probes described earlier). When conducting interviews with Spanish-speaking respondents, researchers and practitioners have to be sensitive to differences in respondents' understanding of specific terminology used, resulting from regional dialects. Differences in dialects can result in respondents interpreting questions in ways other than originally intended. Thus, before conducting interviews in Spanish, the protocols should be carefully reviewed by the study team to ensure that the terms used are familiar to the ethnic groups with whom they will be used. The use of a third-person, live interpreter is not advised, given the challenges associated with this approach. When a live translator is the only viable alternative, interpreters should be familiar with principles of qualitative research in general and the topics of interest in particular. They should also be proficient in the languages of both the interviewer and the respondent.

C. Preparing the Interview Data for Analysis

We recommend the use of a recording device for maintaining a detailed record of the conversation and the respondent's responses. Taking complete and detailed notes during the interview inevitably detracts from your ability to actively listen to and maintain eye contact with your

respondent. In addition, interviewers will likely vary in the degree to which they can capture the wealth of information that is typically elicited from a qualitative interview; these interviewer differences can potentially bias and affect the quality of the resulting data. It might be helpful to maintain field notes during and immediately following each interview, detailing any relevant observations, thoughts, and ideas not immediately reflected in the narrative recording. This information can assist in the data analysis process. Similarly, we recommend transcribing interviews verbatim, as this likewise protects against interviewer bias and provides a permanent record of the interview. This also facilitates the use of excerpted text to illustrate key thematic elements emerging from the interviews.

III. INTERVIEWER GUIDE

In this final chapter, we offer general guidelines for administering the parent and staff interview protocols. We provide a brief description of each topical module, define key terms and concepts, and highlight key considerations for the successful administration of the interview items with parent and staff respondents.

A. General Administration Guidelines

Item variations by respondent type. As previously noted, the staff interview is designed to be used with the frontline staff who provide services to families—specifically, home visitors and family services staff. The parent interview is appropriate for use with families enrolled in home- and center-based service options, and for expectant mothers and fathers receiving Early Head Start services during their (or their partner's) pregnancy. Although the large majority of questions asked of different staff and parent respondent types are the same, a number of questions vary in their wording and/or in the type of response they intend to elicit. For example, parents who receive center-based services are asked about the frequency with which they talk to their child's teacher, whereas parents enrolled in the home-based service option are asked about the frequency of interactions with their home visitor. The staff and parent interview protocols clearly note variations in the questions to be administered based on respondent type.

Text prefills. Several sections of the parent and staff interview protocols include bracketed, bold text passages from which the interviewer must select the appropriate text. Most commonly, these prefills are determined based on the type of program in which the respondent is enrolled (Head Start or Early Head Start) or a response to a previous question. For example, parent respondents are asked if they feel comfortable talking with program staff about topics related to their child and family. As a follow-up to this question, respondents are asked: "What are some examples of ways he or she has made you feel [comfortable/uncomfortable]." If the respondent reports that he or she feels comfortable discussing topics with program staff in response to the first question, the interviewer would use the first of these two possible prefills when asking the follow-up question.

Item subquestions. The questions that comprise the parent and staff protocols are organized by topical modules. Each module includes a series of numbered items, most of which include supporting subquestions. For example, in the area of child and family goals, staff are asked to describe some of the formal goals the parents with whom they work have for their children. A related subquestion then asks staff about some of the formal goals these parents have for themselves.

Queries for additional information. A number of item subquestions are designed to probe respondents for additional information on a particular topic. In some instances, the administration of a given subquestion might not be necessary if the main item elicits the desired information. For example, the staff interview asks about the types of staff that are responsible for involving families in activities at the program. In answering this item, a respondent might also provide examples of ways that various staff work together to engage families in program activities. In this instance, the interviewer does not have to administer the associated subquestion, which prompts respondents to provide examples of how staff collaborate to engage families.

Interviewer notes. Certain questions include additional information for interviewers. These notes elaborate on key terms or concepts that might not be familiar to all respondents and provide reminders to interviewers about responses that might require further probing.

B. Parent Qualitative Interview Guide

Throughout the parent protocol, respondents are asked to reflect on the ways the program helps to support their child's learning and development. In the introductory section of the interview, you will ask parents to think about their child's development broadly when responding to these questions, with consideration given to the child's language growth, general learning, social skill development, behavior, and physical health and well-being.

Module 1: Choosing Head Start or Early Head Start
Estimated duration: 5 minutes

Description. Initial items in this series query parents about their experiences related to enrolling in Head Start or Early Head Start, including how they learned about the program and what they expected to gain for their child and family. Respondents are also asked about their beliefs around involvement in activities that support their child's learning and development. The final questions in this module focus on satisfaction with program experiences.

Special considerations. The subquestion of the first item in this module asks parents: "When you first decided to enroll in [Early Head Start/Head Start], what did you hope to get from the program?" An included probe can be used to elicit additional information from respondents about what they hoped to gain for their children, themselves, or their families in particular. In providing a response to the main item, parents might note examples of some or all of these; thus, use elements of the probe as needed.

In this module, we are also interested in learning about families' beliefs about the importance of their involvement in activities that support their child's learning and development, both before they enrolled in the program and now that they are enrolled. Parents who provide a yes response when asked about whether they thought it was important to do such activities with their child before enrolling in the program might be more likely to also reply yes when asked the follow-up question: "Now that you are enrolled in the program, do you feel the same way?" This subquestion could thus be more relevant for eliciting additional information from respondents who reply no when asked whether they thought it was important to engage in learning activities with their child before program enrollment (because programs encourage parents to be active participants in their child's learning). For respondents who reply no when queried about their beliefs before enrollment, you will be prompted to obtain more information about why their beliefs about involvement might have changed.

This module includes items that vary based on the respondent type. The third question is asked only of expectant parents who receive Early Head Start services; all other respondents are asked the final question instead. This series of items and subquestions aims to elicit information from respondents about satisfaction with their experiences in the program. Expectant parents are asked about the ways the program has helped them and their families, whereas all other families with children enrolled in the home- or center-based options are asked to report on ways the program has helped their children, themselves, and their families.

Module 2: Relationships with Program and Staff
Estimated duration: 15–20 minutes

Description. The purpose of this module is to elicit information about the frequency with which parents interact with different program staff (including home visitors, teachers, and family services staff), with emphasis on the topics of discussion and/or the activities that occur during interactions. Several questions focus on how parents work with staff to identify and work toward child and family goals. Parents are also asked about program climate, including the degree to which they feel comfortable talking to program staff about topics related to their child and family. A final series of questions asks about the goals parents have for their children and for themselves, and how program staff help them achieve these goals. Some of the questions in this module overlap in content with those included in Module 3 of the staff interview ("Working with Families").

Special considerations. This module includes items that vary based on the respondent type. All families are asked about the frequency with which they communicate with program staff, the nature of these discussions, and the degree to which they feel comfortable talking to program staff about topics related to their child and family. However, home-based families are asked about interactions with their home visitor, center-based families about interactions with their child's teacher, and expectant parents about the types of staff with whom they most frequently interact. In addition, home- and center-based families are asked about the ways they work with their home visitor and child's teacher, respectively, to make plans about how to support their child's learning and development.

Some parents might report frequencies for informal interactions (such as speaking with staff during morning drop-off or by telephone), whereas others might focus on formal, scheduled interactions (such as regular monthly check-ins or teacher–parent conferences). In such instances, it might be necessary for the interviewer to clarify the nature of the interaction (that is, whether it is formal or informal). In addition, responses provided by parents might range from broad to very specific (for example, "Often" to "We talk at least twice per week"). When general responses are provided, you should ask the respondent to elaborate by saying, for example, "What do you mean by 'Often'? About how many days per week or month would you say that is?"

All parents are asked about whether they have ever asked Head Start staff for help getting services for their child or family, and if so, who from the program they turn to in order to receive needed resources or services, the nature of their interactions with these staff (including the topics they discuss), and whether the staff member(s) were helpful. This item may elicit information about interactions with family services staff. As noted previously, some parents might be less familiar with the program's family services staff; it is possible that families know these staff by name rather than by their formal titles. Thus, it is useful for you to familiarize yourself with the names and titles of key frontline staff from the program before you conduct interviews with parents.

When asking parents about their interactions with various staff, we also query them about the degree to which they feel comfortable talking to specific program staff about topics related to their child and family (described previously). A separate question asks parents to think about the program's environment more globally, providing examples of ways that staff have made them feel welcome.

Parents are asked about the goals they have for their children and for themselves, and how the program supports the achievement of these goals. The intent of these questions is to elicit information about the formal goals that parents identify for their children and for themselves as part

of the collaborative goal-setting process with staff. It might be necessary to probe respondents about formal goals if, for example, they offer examples only of general goals for their child (such as being successful). In these instances, you should ask about more specific goals parents have shared with program staff about their child that are related to this broader goal of success. Otherwise, it may be difficult for parents to describe how program staff help support these goals.

Module 3: Engagement in the Program and in Children's Learning and Development
Estimated duration: 10 minutes

Description. The items in this module focus on the types of activities parents do at the program, at home, or in their local communities to help support their child's learning and development. Parents are also asked about potential barriers to involvement in program activities. The questions in this module elicit similar types of information as those included in Module 1 of the staff interview ("Opportunities for Family Engagement").

Special considerations. Parents are first asked to describe some of the activities that the program offers for involving families *at the program*. Some examples include participating in parent meetings, attending socializations, or volunteering at the program. Program efforts to engage parents in *leadership activities,* such as the Policy Council or parent committees, are of specific interest here, as are ways families can express how they would like to get involved in activities at the program. Leadership activities provide parents with experience in planning and decision-making around program services, activities, and organizational development. These activities are open to all parents of children who are enrolled in the program. Policy Councils, in particular, are composed of two types of representatives: parents of currently enrolled children and representatives drawn from the local community. Parents are also asked to indicate the activities *at the program* in which they have participated. Respondents who indicate that they have not participated in any activities at the program are asked whether they wanted to participate in certain activities but were unable to (and why).

Parents are asked separately about opportunities suggested by the program for participating in activities *outside of the program*—that is, activities at home or in the local community that focus on supporting children's learning and development. Parents are also asked to indicate the activities in which they have participated. For families receiving home-based services, we are interested in activities parents do at home with their child beyond those that occur while they are meeting with their home visitors.

This module includes additional items for home-based families and expectant parents. In particular, home-based parents are asked whether it has been hard to participate in home visits; expectant parents are asked whether it has ever been difficult to meet with Early Head Start staff. Both types of respondents are asked to provide information on barriers to involvement as appropriate.

Module 4: Components of Community Engagement
Estimated duration: 5–10 minutes

Description. This final module includes questions about opportunities that the program provides to parents for getting to know one another, and ways that the program encourages parents to get involved in activities in their neighborhoods or communities that foster parents' own learning (such as volunteer work in community-based organizations and job training opportunities). Module 4 of the staff interview covers similar topics.

Special considerations. Parents are asked to describe the activities or events that the program offers for getting to know other parents, including activities aimed at connecting families who are transitioning from the program (for example, from Early Head Start to Head Start, from Early Head Start to some other preschool setting, or from Head Start to kindergarten). Emphasis is on activities intended to connect families, providing them with opportunities to build social connections with one another and form meaningful support networks. However, some respondents could report that socializing and establishing connections with other families happens as part of activities that are not explicitly designed for this purpose. A related subquestion inquires about the extent to which parents were able to meet with and talk to other parents while engaged in program activities. Parents are also asked about program efforts centered on encouraging parents to support one another.

A series of related items asks parents about whether the program encourages them to get involved in activities that advance their own learning interests through education, training, and other experiences that support their goals (and whether they or other members of their families have participated in these activities). These items are intended to elicit information about activities *outside of the program,* in families' neighborhoods or local communities. In addition, the focus is on activities that foster parents' own learning, rather than that of their child (the latter is of focus in Module 3).

Parents are also asked about whether they are encouraged to participate (and if they actually participate) in community activities that address issues related to child, family and community needs (such as advocacy groups that work to change or influence decisions that are made in the community). Some parents may be less familiar with these types of activities.

C. Staff Qualitative Interview Guide

Throughout the staff protocol, respondents are asked to discuss program efforts aimed at engaging families in activities that support their children's learning and development. In the introduction to the interview, we define development in broad terms that encompass multiple aspects of a child's progress, including the child's language growth, general learning, social skill development, behavior, and physical health and well-being.

Module 1: Opportunities for Family Engagement
Estimated duration: 20 minutes

Description. This module is designed to elicit information about ways the program encourages families' involvement in activities that support their children's learning and development. These include activities that parents might participate in at the program, at home, or in their neighborhoods or communities. Respondents are also asked to describe efforts to engage specific types of parents or families, including those from different cultural and language backgrounds, families who have a child with a disability, fathers or father-figures, families who experience many adverse life circumstances, expectant parents, and families who are poised to transition from the program. The questions in this module elicit similar types of information as those in Module 3 of the parent interview ("Engagement in the Program and in Children's Learning and Development").

Special considerations. Respondents are first asked to describe some of the activities that the program offers for involving families *at the program*. Some examples include participating in parent meetings, attending socializations, or volunteering at the program. Program efforts to engage parents in leadership activities, such as the Policy Council or parent committees, are of specific interest here, as are mechanisms for allowing families to express how they would like to get involved in activities at the program. Participation in the Policy Council and in parent committees is open to all parents of

children enrolled in the program. Policy Councils, in particular, are composed of two types of representatives: parents of currently enrolled children and representatives drawn from the local community. Collectively, these activities provide parents with an opportunity to be involved in program planning and decision-making. Staff are also asked separately about opportunities offered to involve parents in activities *outside of the program*—that is, activities at home or in the local community that focus on supporting children's learning and development.

A series of items focuses on efforts aimed at engaging specific types of parents or families in program activities, and the degree to which such efforts succeed. Certain questions in this series might be less relevant to some respondents than to others. For example, staff from programs that predominantly serve families from Latino backgrounds might be less able to discuss how they engage families from different cultural or language backgrounds. Similarly, some respondents might report that all of the families with whom they work experience many risks or challenges, thus limiting the depth of information that can be gathered for this subgroup of families. Related to this item, some staff might be less familiar with the term *risk factors*. Risk factors are adverse circumstances commonly associated with poor child and family outcomes (for example, being a teen mother, lack of social or financial support, parent mental health problems, and homelessness). We include an interviewer note in the protocol defining this term, should you have to elaborate for the respondent. Items focused on efforts for engaging expectant parents are relevant only to Early Head Start program staff. Interviewers are prompted to ask separately about the extent to which engagement efforts are successful for *each* of the subgroups of families, as appropriate.

Items related to transitioning families focus on eliciting information about the staff with whom families interact during transitions and the duration of transition activities. For families enrolled in Early Head Start, transitions include those from Early Head Start to Head Start or from Early Head Start to some other preschool setting. For families enrolled in Head Start, transitions include those to kindergarten. This information is included as an interviewer note.

Module 2: Program Supports for Family Engagement and Service Receipt
Estimated duration: 15 minutes

Description. Initial items focus on the resources, training, and support staff members receive from the program for working with families and engaging them in program activities and in their children's learning and development. Respondents are also asked to describe the supports they receive for connecting families to needed services. A series of related questions asks about procedures for tracking the referrals families receive, the extent to which families follow through with the referrals they receive, and the degree to which the referral process works efficiently.

Special considerations. Staff are first asked to discuss resources and supports they receive from the program for engaging families in program activities. A similar series of questions asks about program supports available to staff for providing families the services that they need. Some staff might be inclined to discuss training opportunities provided by the program more broadly, and that do not specifically address either of these areas. Should this occur, refocus the respondent to address supports in these specific areas by asking, for example, "Can you tell me specifically about resources and support you receive for connecting families to the services they need?"

Module 3: Working with Families
Estimated duration: 10–15 minutes

Description. This module focuses on the frequency with which staff interact with the families they serve, with emphasis on the topics of discussion (for family services staff) and the activities that occur during home visits (for home visitors). Several questions focus on how staff work with families to meet their service-related needs and identify and work toward child and family goals. Some of the questions in this module overlap in content with those included in Module 2 of the parent interview ("Relationships with Program and Staff").

Special considerations. In terms of the frequency with which staff communicate with families, some staff might indicate that the frequency of interactions vary depending on each family's particular need. In addition, some staff might report frequencies for informal interactions (such as speaking with parents during morning drop-off or by telephone), whereas others might focus on formal, scheduled interactions (such as regular monthly check-ins). In such instances, it might be necessary for the interviewer to clarify the nature of the interaction (that is, whether it is formal or informal).

Family services staff are asked about the types of things they talk about with families. The focus of this question varies slightly for home visitors, who are instead asked about their activities with families during home visits. Only ask the question appropriate to the respondent type being interviewed.

Staff are asked about the goals parents have for their children and for themselves. The intent of these questions is to elicit information about the *formal* goals that parents identify for their children and for themselves as part of the collaborative goal-setting process with staff. It might be necessary to probe respondents about formal goals if, for example, they offer examples of only general goals for children (such as being prepared for kindergarten). In these instances, you should ask about more specific goals parents have for their children related to kindergarten preparedness (for example, learning to share with other children, knowing the letters of the alphabet). Otherwise, it may be difficult for staff to describe how they work with families to identify and meet specific goals.

Items in this series related to goal-setting seek to understand how parents and staff *work together* to identify goals and determine steps to achieve those goals. In other words, this series probes how staff involve parents in the goal-setting process, thereby empowering parents to identify and help develop plans to work toward their own goals at those desired for their children. With regard to how staff work with families to meet their service-related needs, emphasis on the family's role in this process is likewise of interest.

Module 4: Components of Community Engagement
Estimated duration: 10 minutes

Description. This final module queries staff about opportunities the program provides to parents for getting to know one another, and ways that the program encourages parents to get involved in their local communities (including but not limited to participation in local events, volunteer work in community-based organizations, and job training opportunities). Module 4 of the parent interview covers similar topics.

Special considerations. Staff are asked to describe the activities offered by the program that provide parents—including those transitioning from the program—with opportunities to build social connections with one another and form meaningful support networks. Emphasis here is on activities designed explicitly to connect families; some respondents may indicate that socializing and

connections between parents happens as part of activities (and is thus not purposeful). Such responses are okay.

A series of related items asks staff about whether parents are encouraged to participate in activities that advance their own learning interests through education, training, and other experiences that support their goals. These items are intended to elicit information about activities *outside of the program,* in families' neighborhoods or local communities. In addition, the focus is on activities that foster parents' own learning, rather than that of their children (the latter is of focus in Module 1).

Staff are also asked about whether families are encouraged to participate in community activities that address issues related to child, family, and community needs. Some examples include providing families with information about upcoming community meetings and encouraging families to participate in advocacy groups that work to change or influence decisions that are made in the community. Finally, respondents are asked about program supports available to staff for involving families in their local communities.

CODING SCHEMES FOR PARENT AND STAFF INTERVIEWS

I. INTRODUCTION TO CODING SCHEMES

In this section, we include the coding schemes that can be used to analyze data obtained with the parent and staff qualitative interviews. We include separate coding schemes for interviews conducted with parents and staff.

For coding of the qualitative interviews, we developed a coding scheme based on the themes and concepts that emerged during the design phase of the study, grounded in the research literature, and closely tied to the research questions. The coding scheme drew on common approaches for organizing large amounts of qualitative data and identifying patterns and themes (Miles and Huberman 1994). We also searched for distinctive features of activities, strategies, or perceptions to further develop the coding scheme. Once these were determined, we identified the smallest group of defining features to identify the structure of each category and the similarities and differences among the domains. Following the coding of the pilot interviews and revision of the protocols, additional codes were added and others were refined based on the patterns in the data. The coding schemes are a starting point for future analyses and may not reflect all of the possible codes that may be found in other studies. Researchers should revise and update the coding schemes as appropriate based on the patterns found in their data.

We also recommend that researchers use appropriate standards for establishing and maintaining reliability among coders. This includes saving interview notes in consistent templates; holding initial training sessions in which coders code a subset of interview notes together; initial independent coding of notes conducted alongside discussion of similarities and differences in assigned codes; periodic review of coded data by a senior team member; and ongoing meetings to discuss and resolve any issues that arise with the coding or codes.

The coding schemes include three different types of codes: whole document codes that apply to the entire interview (for example, whether the parent is served by Head Start and/or Early Head Start); codes to highlight problematic data; and codes for classifying passages for topics. For each coding scheme, we describe the procedures for applying the available codes and subcodes, provide guidelines for coders, and offer examples of possible responses for select codes. Following the coding schemes, we provide sample narrative passages drawn from questions in each of the topical modules. For each narrative passage, we indicate the codes and subcodes that are applicable.

II. CODING SCHEME FOR PARENT QUALITATIVE INTERVIEWS

This codebook presents codes and subcodes for the parent interview. The Level 1 (L1) codes represent the broadest level of analysis, with Level 2 (L2) and Level 3 (L3) subcodes representing subcategories under these broad codes at an increasing level of specificity (that is, L3 codes are more specific than L2 codes). Some tips for coders to keep in mind:

- Whole document codes (section I) and codes to highlight problematic data (section II) only exist at the L1 level.
- When coding passages for topics (section III), code to the greatest level of specificity possible – code L1 if unable to code to L2; code L2 if unable to code L3. Given their broadness, L1 codes should rarely be used.
- Coders should include the entire response (that is, paragraph or set of sentences) and not just a phrase or single sentence to which the code applies. This will provide context for the coded response. Accordingly, more than one code may be applicable to a given response; use all codes that are appropriate for each response.
- L2 (and L1) codes can be considered an "Other" code (that is, none of the L3 [or L2] codes are applicable) and can also be used for denoting a negative response (for example, if the parent response indicates that they never communicate with their child's teacher, code response as 8.01; if parent provides a response that indicates why they feel parents should not be involved in their child's learning, code response as 2.01) or lack of a characteristic.[6] If specific L2 codes are frequently used, appropriate L3 codes might need to be added to reflect missing themes/topics not currently captured.
- The codes and responses are not necessarily ordered by item number. Coders may need to move around the protocol and scheme when coding.

We include examples of possible responses for many of the L3 codes. These examples draw on what we heard in the design and pilot phases of the study. As coders move through the coding, it may be helpful to add key examples where none are noted. It may be particularly helpful to do so in areas where codes require greater clarity or where agreement among coders is low. Coders may also need to add additional codes, depending on the content that emerges in the study's data.

[6] Note that we will code for the absence of a characteristic depending on the detail of the parent response. We would not code a response if a parent says *no* with no follow up as to why, provides no context, etc. If the parent response indicates the absence of a characteristic but they provide additional information as to why (for example, parent has not spoken with staff about need or goal for him/herself because they believe the focus of Head Start is on their child), we would code the response.

Level			Code	Examples
L1	L2	L3		
I. CODE WHOLE DOCUMENT				
			Respondent type	
PA			Parent	
SP			Spanish-speaker	
EXP			Expectant parent	
			Center type	
HS			Head Start	
EHS			Early Head Start	
			Program type	
HB			Home-based	
CB			Center-based	
			Urbanicity	
RU			Rural	
NR			Non-rural	
			Interview Duration	
DUR			Time/Duration	
II. CODES TO HIGHLIGHT PROBLEMATIC DATA				
MIN			More information needed in order to code	
REV			Review by senior reviewer requested	
FLAG1			Respondent misunderstood question	
FLAG2			Wording or terminology unclear to respondent	
FLAG3			No response – not applicable to respondent, respondent unsure or does not provide response	Applies only to items respondent should have answered, not to appropriate skips
III. CODE PASSAGE FOR TOPIC				
1.00			**Choosing Head Start/Early Head Start**	
	1.01		First learning about HS/EHS	
		1.011	Social network (family or friends)	
		1.012	From program directly	
		1.013	Parent decided/found on own	

Level			Code	Examples
L1	L2	L3		
		1.014	Referral by other agency	
		1.015	Parent participated in HS/EHS as child	
	1.02		Reasons for enrolling in HS/EHS	
		1.021	Child-focused need	For the child to learn how to communicate and get along with other children; to get a head start academically or develop skills for school; to learn English
		1.022	Parent/family-focused need	Parent needed more time for herself/himself, need for childcare so that parent could work or go to school
2.00			**Beliefs about involvement in child's learning**	
	2.01		Reasons for parent's involvement	
		2.011	Child-focused reason	To contribute to child's learning, to help child develop a love of reading, to reinforce what child learns at school
		2.012	Parent/family-focused reason	To provide opportunities for family (not just child) to learn
		2.013	Parent-child focused reason	To improve or maintain relationship with child
	2.02		Evolution of parent beliefs	CODE ONLY IF CHANGE IN BELIEFS IS NOTED
3.00			**Outcomes associated with HS/EHS participation**	
	3.01		Participation outcomes for child	
		3.011	Change in social-emotional outcomes	Child is making friends, child is learning to interact with others
		3.012	Change in learning/academic skills	Child is developing an enthusiasm for school or learning, child is getting a head start academically, child is learning English
		3.013	Change in motor skills	Child crawled or walked on time or ahead of expectations, child knows how to tie shoes
	3.02		Participation outcomes for parent/family	
		3.021	Parent networks	Parent is meeting other parents
		3.022	Information and resources	Access to prenatal care or information, access to information to meet family needs
		3.023	Continuing education and job training	

Level			Code	Examples
L1	L2	L3		
		3.024	Change in parent learning or knowledge	Parent is learning about child development, parenting; learning English via interactions at the program
		3.025	Change in parent-child relationship	
4.00			**Suggestions for program improvement**	**CODE ONLY IF SUGGESTIONS ARE NOTED**
5.00			**Relationships with home visitors**	
	5.01		Communication frequency	
	5.02		Topics of discussion with home visitor	
		5.021	Child development	Child's developmental progress compared to peers, child's behavioral issues, child's special needs, pregnancy(for expectant parents)
		5.022	Parent/family goals, issues, or needs	Includes provision of resources/referrals
		5.023	HS/EHS activities	Upcoming parent meetings or activities at the program
		5.024	Daily routines	What the child ate, what the child did while at the program
	5.03		Activities done with home visitor during home visit	
		5.031	Child-focused activities	Activities that are focused on the child and his/her development, for example, activities with child to promote child development, parenting education
		5.032	Parent/family-focused activities	Case management, family support, adult education on other topics
		5.033	Parent-child-focused activities	Activities parent engages in with the child or that are designed to enhance parent-child interactions, for example, improve parent-child relationships
		5.034	Staff-family relationship-building activities	Building staff-family relationships, for example through general conversation, other activities
		5.035	Crisis management activities	Activities focused on meeting emergent family or child needs
	5.04		Collaborative planning to support child development	Parent and home visitor make plans together to support child's learning or development
	5.05		Quality of home visitor-parent relationship	
	5.06		Practices/processes shaping relationship	
		5.061	Treatment of parent and families	Home visitor treats parent with respect, treats parent as a friend, does not listen to parent

Level			Code	Examples
L1	**L2**	**L3**		
		5.062	Treatment of child	Home visitor treats child well, shows concern for child
		5.063	Help provided by home visitor	Home visitor tries to help parent address problem(s), gives parent advice, provides needed resources, is not helpful or does not provide needed information
		5.064	Availability of home visitor	Home visitor is always available and willing to meet with parent, home visitor is not available when needed
7.00[a]			**Relationships with other staff**	
	7.01		Other staff role/position	Excludes HV and teachers (coded under 5.00 and 8.00, respectively)
	7.02		Communication frequency	
	7.03		Topics of discussion with other staff	
		7.031	Child development	Child's developmental progress compared to peers, child's behavioral issues, child's special needs, pregnancy (for expectant parents)
		7.032	Parent/family goals, issues, or needs	Includes provision of resources/referrals
		7.033	HS/EHS activities	Upcoming events or activities at the program
		7.034	Daily routines	What the child ate, what the child did at the program on a given day
	7.04		Collaborative planning to support child development	Parent and staff make plans together to support child's learning or development
	7.05		Quality of other staff-parent relationship	
	7.06		Practices/processes affecting relationship	
		7.061	Treatment of parent and families	Staff treats parent with respect, staff does not listen to parent
		7.062	Treatment of child	Staff treats child well, shows concern for child
		7.063	Help provided	Staff tries to help parent address problem(s), gives parent advice, provides needed resources, staff are not helpful or do not provide needed information
		7.064	Availability of staff	Staff are always available and willing to meet with parent, staff are not available when needed

Level			Code	Examples
L1	L2	L3		
8.00			**Relationships with teachers**	
	8.01		Communication frequency	
	8.02		Topics of discussion with teachers	
		8.021	Child development	Child's developmental progress compared to peers, child's behavioral issues, child's special needs
		8.022	Parent/family goals, issues, or needs	Includes provision of resources/referrals
		8.023	HS/EHS activities	Upcoming parent meetings or activities at the program, daily routines
		8.024	Daily routines	What the child ate, what the child did at the program on a given day
	8.03		Collaborative planning to support child development	Parent and teacher make plans together to support child's learning or development
	8.04		Quality of teacher-parent relationship	
	8.05		Practices/processes affecting relationship	
		8.051	Treatment of parent and families	Teacher treats parent with respect, teacher seems glad to see parent, teacher communicates often and openly with parent, teacher does not listen to parent
		8.052	Treatment of child	Teacher treats child well, shows concern for child
		8.053	Help provided	Teacher tries to help parent address problem(s), gives parent advice, provides needed resources, teacher is not helpful or does not provide needed information
		8.054	Availability of teacher	Teacher is always available and willing to meet with parent, teacher is not available when needed
9.00			**Program climate**	
	9.01		Characterization of climate	
	9.02		Practices/processes affecting climate	
		9.021	Treatment of parent and families	Staff are warm and welcoming to parent and other families
		9.022	Treatment of child/children	Staff care about children
		9.023	Staff characteristics	Staff don't communicate well, staff are not helpful or do not provide needed information, staff are always available
	9.03		Climate among parents	

Level			Code	Examples
L1	L2	L3		
10.00			**Service/resource needs**	
	10.01		Type of service need	
	10.02		Staff parent approached/would approach for need	
	10.03		Response provided by staff	Moral support/listening/friendship, referral to other agency, resources (for example, job training, food pantry)
11.00			**Parent goals for child**	
	11.01		Characterization of child goal	
		11.011	Academic goal	To learn academic materials, to develop a love of reading, to get an education and go to college
		11.012	Behavioral goal	For the child to be well-behaved
		11.013	Social-emotional goal	For the child to have friends, for the child to be happy/feel satisfied
		11.014	Global goals	For example: be successful, have opportunities parent didn't have, get a good job as an adult so he/she can support own family
	11.02		Staff practices/processes related to goals for child	
	11.03		Staff understanding of parent values/beliefs	Staff understand that it's important to the parent that the child learn English
12.00			**Parent goals for self**	
	12.01		Characterization of parent goal	
		12.011	Support child's development and learning	For the parent to help the child communicate better, for the parent to be able to help the child with homework
		12.012	Financial self-sufficiency	For the parent to get a job or a better job, for the parent to finish school or get a degree
		12.013	Learn English	
	12.02		Staff practices/processes related to parent goals	
13.00			**Engagement in Program Activities**	
	13.01		Types of program activities encouraged/available	
		13.011	Program leadership	Policy Council meetings, serving on committee, parent-led fundraising/other activities, involvement in program decisions
		13.012	Attendance at meetings	Parent meetings, parent-teacher conferences
		13.013	Volunteer activities	Volunteer in classroom, chaperone field trips

Level			Code	Examples
L1	L2	L3		
		13.014	Social activities for parents	Special events (for example, holiday parties and graduation), playgroups with other parents, meet-and-greets
		13.015	Activities for transitioning parents	Connecting families to other families who are transitioning into or out of Head Start
		13.016	Workshops on special topics	
	13.02		Involvement in program activities	
		13.021	Program leadership	Policy Council meetings, serving on committee, parent-led fundraising/other activities, involvement in program decisions
		13.022	Attendance at meetings	Parent meetings, parent-teacher conferences
		13.023	Volunteer activities	Volunteer in classroom, chaperone field trips
		13.024	Social activities for parents	Special events (for example, holiday parties and graduation), playgroups with other parents, meet-and-greets
		13.025	Activities for transitioning parents	Connecting families to other families who are transitioning into or out of Head Start
		13.026	Workshops on special topics	
	13.03		Barriers to involvement in program activities	
		13.031	Work and childcare constraints	
		13.032	Transportation	
		13.033	Parent-staff communications	Language barriers with staff or other parents, parent doesn't feel comfortable interacting with staff
		13.034	Parent attitudes about involvement	Parent believes it's the program's responsibility to guide child's learning
	13.04		Barriers to involvement in home visits	CODE USED ONLY WHEN RESPONDENT = HOME-BASED
	13.05		Barriers to meeting with program staff	CODE USED ONLY WHEN RESPONDENT = EXP
	13.06		Mechanisms for parent feedback on activities	
	13.07		Topics of parent feedback on activities	
14.00			**Engagement in Home Activities**	
	14.01		Types of activities encouraged at home	

Level			Code	Examples
L1	L2	L3		
		14.011	Talking with child/language exposure	
		14.012	Academic/learning activities with child	Reading to child, puzzle activities
		14.013	Gross motor activities	Tummy time (infants), play games with child indoors/outdoors, sports activities
		14.014	Discipline/behavior management	Teach child appropriate behavior
		14.015	Nutrition/health-related activities	Eating healthy foods
	14.02		Involvement in home activities	
		14.021	Talking with child/language exposure	
		14.022	Academic/learning activities with child	Reading to child, puzzle activities, visits to library
		14.023	Gross motor activities	Tummy time (infants), play games with child indoors/outdoors, sports activities
		14.024	Discipline/behavior management	Teach child appropriate behavior
		14.025	Nutrition/health related activities	Eating healthy foods
	14.03		Barriers to involvement in home activities	Parent doesn't have time, parent works and goes to school, parent believes it's the program's responsibility to guide child's learning
15.00			**Community engagement**	
	15.01		Types of community activities encouraged	
		15.011	Local activity/events	Library events
		15.012	Volunteer	
		15.013	Job training	
		15.014	Advocacy	
	15.02		Involvement in community activities	
		15.021	Local activity/events	Library events
		15.022	Volunteer	
		15.023	Job training	
		15.024	Advocacy	
	15.03		Barriers to involvement in community activities	

[a] Following the pilot, code 6.00 was deleted in the coding scheme following the pilot due to revisions to the parent interview. The numbering sequence in the coding scheme reflects this deletion/change.

III. CODING SCHEME FOR STAFF QUALITATIVE INTERVIEWS

This codebook presents the codes and subcodes for the staff interview. The Level 1 (L1) codes represent the broadest level of analysis, with Level 2 (L2) and 3 (L3) subcodes representing subcategories under these broad codes, at an increasing level of specificity (that is, L3 codes are more specific than L2 codes). Some tips for coders to keep in mind:

- Whole document codes (section I) and codes to highlight problematic data (section II) only exist at the L1 level.
- When coding passages for topics (section III), code to the greatest level of specificity possible – code L1 if unable to code to L2; code L2 if unable to code L3. Given their broadness, L1 codes should rarely be used.
- Coders should include the entire response (that is, paragraph or set of sentences) and not just a phrase or single sentence to which the code applies. This will provide context for the coded response. Accordingly, more than one code may be applicable to a given response; use all codes that are appropriate for each response.
- L2 (and L1) codes can be considered an "Other" code (that is, none of the L3 [or L2] codes are applicable) and can also be used for denoting a negative response or lack of a characteristic.[7] If specific L2 codes are frequently used, appropriate L3 codes might need to be added to reflect missing themes/topics not currently captured.
- The codes and responses are not necessarily ordered by item number. Coders may need to move around the protocol and scheme when coding.

We include examples of possible responses for many of the L3 codes. These examples draw on what we heard in the design and pilot phases of the study. As coders move through the coding, it may be helpful to add key examples where none are noted. It may be particularly helpful to do so in areas where codes require greater clarity or where agreement among coders is low.

[7] Note that we will code for the absence of a characteristic depending on the detail of the staff response. We would not code a response if a staff member says *no* with no follow up as to why, provides no context, etc. If the staff member response indicates the absence of a characteristic but they provide additional information as to why, we *would* code the response.

Level			Code	Examples
L1	L2	L3		
I. CODE WHOLE DOCUMENT				
			Respondent type	
HV			Home visitor	
FSS			Family services worker	
			Center type	
HS			Head Start	
EHS			Early Head Start	
			Program type	
HB			Home-based	
CB			Center-based	
			Urbanicity	
RU			Rural	
NR			Non-rural	
			Interview Duration	
DUR			Time/Duration	
			Form Administered	
FA			Form A	
FB			Form B	
II. CODES TO HIGHLIGHT PROBLEMATIC DATA				
MIN			More information needed in order to code	
REV			Review by senior reviewer requested	
FLAG1			Respondent misunderstood question	
FLAG2			Wording or terminology unclear to respondent	
FLAG3			No response – not applicable to respondent, respondent unsure or does not provide response	Applies only to items respondent should have answered, not to appropriate skips

Level			Code	Examples
L1	L2	L3		
III. CODE PASSAGE FOR TOPIC				
1.00			**Engagement in Program Activities**	
	1.01		Types of program activities offered /encouraged	
		1.011	Program leadership	Policy Council meetings, serving on committee, parent-led fundraising/other activities, involvement in program decisions
		1.012	Attendance at meetings	Parent meetings, parent-teacher conferences
		1.013	Volunteer activities	Volunteer in classroom, chaperone field trips
		1.014	Social activities for parents	Special events (for example, holiday parties and graduation, playgroups with other parents, meet-and-greets)
		1.015	Workshops or activities on special topics	
2.00			**Engagement in Home Activities**	
	2.01		Types of activities encouraged at home	
		2.011	Talking with child/language exposure	
		2.012	Academic/learning activities with child	Reading to child, puzzle activities
		2.013	Gross motor activities	Tummy time (infants), play games with child indoors/outdoors, sports activities
		2.014	Discipline/behavior management	Teaching child appropriate behavior
		2.015	Nutrition/health-related activities	Eating healthy foods
3.00			**Community Engagement**	
	3.01		Types of community activities encouraged	
		3.011	Local community activities/events	Events at library
		3.012	Volunteer	
		3.013	Job training	Includes internships
		3.014	Advocacy	
4.00			**Parent Engagement Across Contexts**	Includes activities /events at program, at home, or in community
	4.01		Program practices for sharing information about activities	
		4.011	Print materials	Mailings home, post ads or flyers, calendar of activities
		4.012	Personal communication or meetings	Phone calls, in-person discussion with parent, home visits

Level			Code	Examples
L1	L2	L3		
	4.02		Incentives/supports to parents for involvement in activities	Provision of child care, meals
	4.03		Mechanisms for parent feedback on activities	Policy council, parent survey, personal communication
	4.04		Topics of parent feedback about activities	Curriculum, suggestions for workshop topics
	4.05		Mechanisms for parent feedback on program policies	Parent survey, personal communication
	4.06		Topics of parent feedback about program policies	
5.00			**Engaging Specific Types of Families**	
	5.01		Families from diverse ethnic/language backgrounds	
		5.011	Success of ethnic/language engagement efforts	
		5.012	Cultural events or meetings	Multicultural week, parent meetings on diversity
		5.013	Language supports for non-English speakers	Interpreter, Printed materials in multiple languages
	5.02		Families who have a child with a disability	
		5.021	Success of disability engagement efforts	
		5.022	Special classes or meetings	
		5.023	Home visits	
		5.024	Supports for service receipt	Connect families with services, help families make arrangements for evaluations, check to make sure child is getting the needed services
	5.03		Fathers or father-figures	
		5.031	Success of father engagement efforts	
		5.032	Special events or meetings for fathers/father-figures	Includes social activities like Daddy Day, Male involvement program
		5.033	Volunteer opportunities for fathers/father-figures	
	5.04		Families who experience many risk factors	
		5.041	Success of risk engagement efforts	
	5.05		Expectant parents	
		5.051	Success of expectant parent engagement efforts	
		5.051	Prenatal program	Information on pregnancy, post-partum, and/or about child's development
		5.052	Home visits for expectant parents	
		5.053	Job or school training for expectant parents	

Level			Code	Examples
L1	L2	L3		
	5.06		Transitioning families	
		5.061	Transition plan for child/family	
		5.062	Visit new teachers/classroom	
		5.063	Meetings with other transitioning families	
	5.07		Staff transitioning families engage with	
	5.08		Duration of transition activities	
6.00			**Program Supports for Family Engagement**	
	6.01		Staff responsible for engaging families	
	6.02		Engagement process	
		6.021	Multiple staff collaborate/communicate/involved	
		6.022	Individual staff responsible/make decisions	
		6.023	Staff network with others outside program	
	6.03		Types of resources and support provided to staff for encouraging engagement	
	6.04		Strengths of resources and support	
	6.05		Types of resources/training/support needed	
7.00			**Program Supports for Service Provision**	
	7.01		Staff responsible for connecting families to services	
	7.02		Referral and service provision process	
		7.021	Multiple staff collaborate/communicate	
		7.022	Staff work with families one-on-one	
		7.023	Staff network with other agencies in the community	Connect families with food pantries
		7.024	Staff provide families with referrals to outside services	
	7.03		Types of resources and support provided to staff for service provision	
	7.04		Strengths of resources and support	
	7.05		Types of resources/training/support needed	
8.00			**Tracking Referrals and Follow-up with Families**	
	8.01		Follow-up practices for service referral/receipt	

Level			Code	Examples
L1	L2	L3		
		8.011	Follow up with provider	
		8.012	Follow up with parent	
		8.013	Follow up with provider and parent	
	8.03		System for tracking referrals/resources	
9.00			**Relationships with Families**	
	9.01		Communication frequency	
	9.02		Parents' goals for their children	
		9.021	Academic goal	To learn academic materials, to develop a love of reading, to get an education and go to college
		9.022	Behavioral goal	For the child to be well-behaved
		9.023	Social-emotional goal	For the child to have friends, for the child to be happy and have fun
		9.024	Health-related goal	
		9.025	Transition-related goal	
		9.026	Specific milestones	
		9.027	Global goals for child	For example: be successful, have opportunities parent didn't have, get a good job as an adult so he/she can support own family
	9.03		Parents' goals for self or family	
		9.031	Financial self-sufficiency	For the parent to get a job or a better job, finish school or get a degree
		9.032	Learn English	
		9.033	Housing-related goal	Own a home
		9.034	Relationship with child or others	
	9.04		Mechanisms for identifying/pursuing goals and needs	
	9.05		Home visit activities done with families	**CODES USED ONLY WHEN RESPONDENT = HV**
		9.051	Learning activities with child	Read together
		9.053	Instruction/modeling for parent	Home visitor teaches parent how to play/interact with child, how to support child's development

Level			Code	Examples
L1	L2	L3		
		9.054	Relationship building	Build trust with the family, demonstrate to the family that the HV cares
	9.06		Topics of discussion with families	
		9.061	Child development	
		9.062	Parent focused	Parent's goals for himself/herself, parent's employment, GED classes, relationship issues (couples counseling, domestic violence)
		9.063	Family focused	Help with forms and government applications, health insurance for children
		9.064	HS/EHS activities	
	9.07		Methods for assessing need for resources or services	
		9.071	Family communicates need	
		9.072	Observation of/personal communication with family	
		9.073	Initial survey/screener	
	9.08		Methods for providing resources or services	
		9.081	Referral to appropriate agency	
		9.081	Provide parents with materials	
		9.082	Schedule conferences/meetings	

IV. SAMPLE NARRATIVE PASSAGES AND APPLICABLE CODES FOR PARENT AND STAFF QUALITATIVE INTERVIEWS

PARENT INTERVIEW: SAMPLE PASSAGES AND CODES

Module 1: Choosing Head Start/Early Head Start

Question: When you first decided to enroll in [Early Head Start/Head Start], what did you hope to get from the program? Did you hope to gain something for your child? Did you hope to gain something for yourself or for your family? If so, what?

Sample response:

For my child, I was hoping to gain socialization for her. She was not a "people person" before because I stayed home with her for a year. I was also hoping she would get structure. In other programs, they learn but they don't have as much structure. For me, I was hoping to save money that I was spending on day care—I'm a single mother of four. My other kids are way older, so I wasn't hoping to gain anything for them by enrolling my youngest child in Early Head Start.

Applicable codes:

1.021 Child-focused need
1.022 Parent/family-focused need

Module 2: Relationships with Program and Staff

Question: How often do you meet with or talk to your child's teacher? What kinds of things do you talk about with your child's teacher?

Sample response:

I speak with the teacher every day when I pick up and drop my child off. We also meet formally every 6 months or so. When we meet formally, we talk about my child's development. They let me know where my child's at, like how she's doing for a child her age. We also talk about my child's musical ability and her language skills. They tell me how amazed they are at her vocabulary and how vocal she is. We talk about how she's made friends in the class.

Applicable codes:

8.01 Communication frequency
8.021 Child development

Module 3: Family Engagement in the Program and in Children's Learning and Development

Question: What kinds of activities does the program encourage you to do outside of the program to support your child's learning and development? This can include activities you do at home or in your neighborhood or community.

Sample response:

They give us books to read with them. They encourage us to do crafts and drawing at home. They tell me to make him write, with me guiding his hand. They encourage me to take my child outside or to the zoo. They also encourage us to have a library card, to have options for the child to read, to teach them how to take care of a book.

Applicable codes:

14.012 Academic/learning activities with child
14.013 Gross motor activities
15.011 Local activity/events

Module 4: Components of Community Engagement

Question: Does the program encourage you to get involved in activities outside of the program, such as local events or volunteer work in your neighborhood or community?

Sample response:

I don't think so. I haven't seen anything and no one's told us about any community things. Maybe if someone remembers something at the parent meeting they'll announce it, but that's it. Maybe when we're picking up the kids, too, a teacher will mention an activity.

Applicable codes:

15.01 Types of community activities encouraged

STAFF INTERVIEW: SAMPLE PASSAGES AND CODES

Source: Staff Interview

Module 1: Opportunities for Family Engagement

Question: What are some of the activities that your program offers for getting families involved at the program?

Sample response:

We work intensively to provide family resources and activities. We have parent meetings each month and parents know the meeting topics beforehand. In every parent meeting, parents are encouraged to give ideas about what they would like to see in the lesson plans and what they want the teachers to work with the kids on. We can incorporate these suggestions into the lesson plans for the following weeks. Parents can be involved on the Policy Council subcommittees. They directly organize activities for the classroom.

We also provide literacy services to the parents. We participate in a program where the kids take books home and read with their parents. They get a new book each week. We have library resources come in so parents can get a library card.

A nutritionist provides services through collaboration with a local university. They provide support and training for families using a set schedule. I think it's a six-week class. They review

reading food labels and looking for unhealthy foods as indicated by the labels. They learn new ways of cooking and portion control.

There are also parent classes about how to guide children's behavior at home. I think that is a 9- to 10-week class for an hour and a half. There is free childcare during that time.

There's also the Male Involvement program to get the fathers together. They have their own activities, too.

Applicable codes:

1.012 Attendance at meetings
1.011 Program leadership
1.014 Social activities for parents
1.015 Workshops or activities on special topics
2.012 Academic/learning activities with child
2.014 Discipline/behavior management
2.015 Nutrition/health-related activities
3.011 Local community activities/events
4.01 Program practices for sharing information about activities
4.012 Personal communication or meetings
4.05 Topics of parent feedback
4.06 Mechanisms for parent feedback
5.032 Special events or meetings for fathers/father-figures
4.02 Incentives/supports to parents for involvement in activities

Module 2: Program Supports for Family Engagement and Service Receipt

Question: Which staff are responsible for getting families involved in program activities and in their children's learning and development?

Sample response:

All staff are involved in engaging parents in the program, but definitely the family services staff (FSWs). FSWs work with families throughout the process, from enrollment through transition. FSWs coordinate what classroom parents go to, connect them with a teacher, and encourage them to get involved in the program. But, the health coordinator also plays a role. She holds health service advisory committee meetings and invites parents to come, and she holds a health fair and health trainings. Our education coordinator is involved, too; she organizes field day, encourages families to get involved in the classroom, and runs multi-cultural week.

As far as engaging parents in their children's learning, FSWs encourage parents to come spend time in the classroom and see what's going on. Teachers have parent-teacher conferences twice a year and provide feedback on the child's successes and challenges, but they also talk more frequently than that on an informal basis.

Applicable codes:

6.01 Staff responsible for engaging families
6.021 Multiple staff collaborate/communicate
5.012 Cultural events or meetings
1.013 Volunteer activities
1.014 Social activities for parents
1.015 Workshops or activities on special topics
1.012 Attendance at meetings

Module 3: Working with Families

Question: Thinking about the families you work with, what are some of the formal goals parents have for their children? Tell me about some of the formal goals parents have for themselves.

Sample response:

For kids, the goals are often that they learn, are healthy, develop well, and are safe. For kids with special needs, the goals are more specific. Sometimes the goals are that the kids will eat at Early Head Start—since some kids don't like to eat outside of the home—or that they smoothly transition into Early Head Start.

For themselves, a parent's goal may be to get a driver's license, get the book to study for a driver's permit, and find an affordable driver's education class. Other goals might relate to a job, housing, a relationship with a partner, or immigration services.

Applicable codes:

9.02 Parents' goals for their children
9.021 Academic goal
9.024 Health-related goal
9.027 Global goals for child
9.025 Transition-related goal
9.03 Parents' goals for self or family
9.031 Financial self-sufficiency
9.033 Housing-related goal
9.034 Relationship with child or others

Module 4: Components of Community Engagement

Question: What activities are offered by the program for families to get to know one another?

Sample response:

At the end of the school year, we have a Family Fun Day, which is a big cookout. We also have monthly parent meetings where parents can meet and network; they are provided dinner and babysitting. We also have the Women's Group and the Male Involvement Group.

Applicable codes:

1.012 Attendance at meetings
1.014 Social activities for parents
5.03 Fathers or father figures

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