

PARENT INVOLVEMENT AND LANGUAGE DEVELOPMENT:

A COMPARISON OF EARLY HEAD START AND

EARLY HEAD START-CHILD CARE

PARTNERSHIPS

A DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

IN THE GRADUATE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

DEPARTMENT OF HUMAN DEVELOPMENT, FAMILY STUDIES,

AND COUNSELING

COLLEGE OF PROFESSIONAL EDUCATION

BY

JOY BROWN-BOLDEN, B.S., M.A.

DECEMBER 2019

DENTON, TEXAS

Copyright © 2019 by Joy Brown-Bolden

DEDICATION

To my darling daughter,

I hope this accomplishment will make you proud and inspire you to chase your dreams.

To my wonderful husband,

Thank you for all of the support. I love you, forever.

ACKNOWLEDGEMENTS

I would like to give honor to my Lord and Savior, Jesus Christ, for giving me the strength and ability to complete this dissertation. I praise and glorify God for the many miracles that were done on my behalf.

I would like to acknowledge the contribution of my dissertation committee members. I am forever grateful to Dr. Lin Moore who served as my committee chair. Dr. Moore is the most selfless, caring, and committed professor that I have had in my 12-year college career. I am indebted to her, because this dissertation would not have been completed without her support. I would like to thank Dr. Josh Thompson for serving as my committee member and pushing me to reach my full potential. I would also like to thank committee members, Dr. Joyce Armstrong and Dr. Peggy Lisenbee, for their support and guidance.

Last, but certainly not least, appreciation is due to my mother, father, and younger brother. My mother values education, and she ensured that I received the very best education available. My father instilled in me the characteristic of determination. My younger brother looks up to me, and therefore motivated me to conquer this goal. With that, I thank my family for helping me achieve this great accomplishment.

ABSTRACT

JOY BROWN-BOLDEN

PARENT INVOLVEMENT AND LANGUAGE DEVELOPMENT:
A COMPARISON OF EARLY HEAD START AND
EARLY HEAD START-CHILD CARE
PARTNERSHIPS
DECEMBER 2019

This study compared parent involvement and children's language development in EHS and EHS-CCP programs. The sample included 105 EHS and EHS-CCP parents with children ages 12 to 36 months. Data for this study was collected through a combination of surveys and language scores including a demographic survey, the Family Involvement Questionnaire-Short Form (FIQ-SF; Fantuzzo et al., 2013), the Parent and School Survey (PASS) Barriers to Parent Involvement (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005), and the Early Learning Accomplishment Profile (Early LAP) Language domain (Hardin & Peisner-Feinberg, 2001). EHS parents reported more offered parent involvement opportunities in their centers as well as participation in these opportunities. EHS-CCP parents scored higher on FIQ-SF subscale, Home-Based Involvement, while EHS parents scored higher on Home-School Conferencing and School-Based Involvement. There was a significant difference in Receptive and Expressive Language scores by program type and age group.

TABLE OF CONTENTS

DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
Chapter	
I. INTRODUCTION	1
Statement of Purpose	2
Research Questions	4
Definitions of Key Terms	5
Scope and Delimitations	7
Summary	7
II. REVIEW OF LITERATURE	8
Theoretical Frameworks	8
Vygotsky Sociocultural Theory	9
Epstein’s Parent Involvement Framework	11
Parent Involvement.....	13
Home-Based Involvement	13
School or Center-Based Involvement.....	15
Home-School or –Center Partnerships	16
Barriers	18
Measures of Parent Involvement	19
Language Development.....	20
Receptive Language	20
Expressive Language.....	22
Emergent Literacy	23
Influences on Language Development	25

Measures of Language Development	26
Early Head Start	27
Parent Involvement.....	28
Language Development.....	29
Early Head Start-Child Care Partnerships	30
Summary	31
 III. METHODOLOGY	 32
Population and Sample	32
Setting.....	33
Procedures	35
Protection of Participants	35
Recruitment	36
Measurements.....	36
Demographics.....	37
Parent Involvement.....	37
Barriers to Parent Involvement.....	39
Language Development.....	39
Data Collection.....	41
Survey for Parents	41
Language Score	42
Data Analysis	42
Summary	44
 IV. RESULTS	 45
Introduction	45
Demographics.....	45
Early Head Start	45
Early Head Start-Child Care Partnerships	48
Research Questions	48
Research Question 1	48
Research Question 2	51
Research Question 3	54
Research Question 4	57
Research Question 5	62
Summary	62
 V. DISCUSSION.....	 63
Introduction	63
Overview of Findings and Discussions	63

Demographics	63
Research Questions	64
Research Question 1	64
Research Question 2	65
Research Question 3	66
Research Question 4	66
Research Question 5	67
Limitations.....	67
Implications	68
Recommendations	69
Early Childhood Practitioners	69
Policy Makers.....	70
Future Research	71
Summary	71
REFERENCES	73
APPENDICES	
A. Permission to Use Tools	81
B. Consent to Participate in Research	84
C. Recruitment Flyer	91
D. Surveys.....	94

LIST OF TABLES

Table	Page
1. Infant and Toddler Receptive Language Development, Birth-36 Months	21
2. Infant and Toddler Expressive Language Development, Birth-36 Months	23
3. Infant and Toddler Emergent Literacy Development, Birth-36 Months	24
4. Contrasts of Early Head Start and Early Head Start-Child Care Partnerships Settings.....	34
5. Plans for Data Analysis.....	43
6. Frequencies and Percentages for Demographics by Program Type	46
7. Frequencies and Percentages for Parent Opportunities Offered and Participated by Program Type	49
8. Means and Standard Deviations for Parent Opportunities Offered and Participated by Program Type - Total Rates	50
9. Means and Standard Deviations for FIQ-SF Subscale Scores by Program Type	52
10. Correlations of FIQ-SF Subscale Scores	53
11. Means and Standard Deviations for Barriers to Parent Involvement Scores by Program Type.....	55
12. Means and Standard Deviations for Total Barriers to Parent Involvement Scores by Program Type	56
13. Means and Standard Deviations for Expressive and Receptive Language Scores by Program Type	58
14. Means and Standard Deviations of Language Scores by Program Type and Age Group	60

LIST OF FIGURES

Table	Page
1. Parent involvement opportunities offered and participated by program type.....	50
2. FIQ-SF subscale scores by program type	52
3. Barriers to parent involvement score by program type.....	55
4. Total Barriers to Parent Involvement scores by program type	56
5. Expressive Language scores by program type.....	58
6. Receptive Language scores by program type	59
7. Expressive Language Scores by program type and age group	60
8. Receptive Language scores by program type and age group.....	61

CHAPTER I

INTRODUCTION

Early Head Start (EHS) is a government funded program that provides free child care and comprehensive services, such as parent education and housing assistance, to low-income families with children ages birth to 36 months (Office of Head Start, 2018). While EHS is one of the leading programs to serve at-risk families, there has been a lack in access to the program. In 2013, the EHS program had funding to serve only 3.5% (106,726) of the 3 million eligible children (U.S. Department of Health and Human Services, 2013).

In January of 2014, as a part of President Obama's Early Learning Initiative, the Administration for Children and Families set aside \$500 million to be used as Early Head Start-Child Care Partnerships (EHS-CCP) grants, towards the expansion of the EHS program. The EHS-CCP grants would increase access for at-risk families to the EHS program through partnerships between EHS and private child care centers or family child care providers. The grants would provide funds to private child care centers or family child care providers to adopt and implement the EHS program, according to the Head Start Program Performance Standards, for five years (Administration for Children & Families, 2014).

As a result of the Early Learning Initiative, more than 300 EHS-CCP grants were dispersed to grantees across the nation (Early Childhood Development, 2015). This effort was a response to the dire need for increased access to quality early education for low-

income children and families in the United States (Administration for Children & Families, 2014).

Statement of Purpose

The EHS-CCP opportunity was expected to have major impacts on school readiness and parent success. It was assumed that the EHS-CCP program would operate similar to the EHS program by providing children with quality early education and providing parents with comprehensive services, including parent involvement opportunities (Administration for Children & Families, 2014). However, little research has been conducted to assess these assumptions since the initiation of the grants in 2014. The purpose of this research was to compare parent involvement and children's language development in the EHS and EHS-CCP programs operating under the grantee, ChildCareGroup, located in the city of Dallas.

While the EHS-CCP program was expected to operate according to the Head Start Program Performance Standards, it was expected that there would be differences between EHS and EHS-CCP programs. These differences could include comprehensive services type (i.e., parent engagement activities, management of advisory committees, and professional development training) and center structure, including number of enrollment slots and available administrative staff (Administration for Children & Families, 2014). There was a likelihood that these differences could be associated with parent involvement and children's language development.

Multiple researchers have concluded that parent involvement is associated with language development in early childhood (Blake, Macdonald, Bayrami, Agosta, &

Milian, 2006; Marjanovič-Umek, Fekonja-Peklaj, Sočan, & Tašner, 2015; Wen, Bulotsky-Shearer, Hahs-Vaughn, & Korfmacher, 2012). Marjanovič-Umek et al. (2015) found that sociocultural factors such as parent knowledge of child development and parent reading literacy tend to influence early language skills in toddlers.

According to Downer et al. (2012), at-risk children are less likely to develop language skills when compared to children from middle-class families. Wen et al. (2012) found that Head Start children's language development is associated with parents' level of education and involvement in the home. Ansari and Gershoff (2016) concluded that the Head Start program is successful at encouraging parent involvement in the center, while Henrich and Gadaire (2008) concluded that Head Start encourages parent involvement at home.

The EHS-CCP program can be subject to these trends if it reflects the general EHS program by providing similar access to parent involvement opportunities. However, grantees are not required to provide EHS-CCP centers with direct access to comprehensive services (i.e., parent engagement activities) (Administration for Children & Families, 2014); therefore, EHS-CCP parents may not have the same access to parent involvement opportunities as EHS parents, resulting in lower rates of parent involvement. For the purpose of this study, parent involvement scores, as reported by the Family Involvement Questionnaire-Short Form (FIQ-SF; Fantuzzo et al., 2013) and barriers to parent involvement scores as reported by the Parent and School Survey (PASS) Barriers to Parent Involvement (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005), were compared for EHS-CCP and EHS parents. The FIQ-SF and PASS Barriers to Parent

Involvement were included in an overall parent survey titled, Family Background Information Survey. Language development was measured by the Early Learning Accomplishment Profile (Early LAP) (Hardin & Peisner-Feinberg, 2001).

This research utilized Vygotsky's (1987) sociocultural theory as a lens for influences on language development and Epstein's (1992) parent involvement framework, as a lens for effective parent involvement strategies. Vygotsky (1986) placed an emphasis on language in his sociocultural theory, stating that language development is affected by one's culture and interactions with more experienced persons. His belief that a more experienced individual will have an impact on learning and language development aligns with Epstein's (1992) parent involvement framework, which states that parent involvement is necessary for child developmental success.

For the purpose of this study, the researcher assessed the differences between parent involvement from the perspective of EHS-CCP and EHS parents, as well as language scores for children 12 to 36 months. EHS-CCP and EHS children's Early LAP language scores, EHS and EHS-CCP parent's FIQ-SF scores, and PASS Barriers to Parent Involvement scores were used to answer the following research questions.

Research Questions

1. Is there a difference in parent involvement opportunities provided by Early Head Start centers and Early Head Start-Child Care Partnerships centers, as reported by the *Family Background Information Survey*?

2. Is there a difference in parent involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the *Family Involvement Questionnaire–Short Form (FIQ-SF)* (Fantuzzo et al., 2013)?
3. Is there a difference in barriers to parent involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the *Parent and School Survey (PASS)* (Ringenberg et al., 2005)?
4. Is there a difference in language development for Early Head Start children and Early Head Start-Child Care Partnerships children, as measured by the *Early Learning Accomplishment Profile (Early LAP)* (Hardin & Peisner-Feinberg, 2001)?
5. Which variables or combination of variables are the best predictors for children’s *Early LAP* Language Domain scores, when considering *FIQ-SF* scores, *PASS* *Barriers to Parent Involvement* scores, and selected demographic variables?

Definitions of Key Terms

The key terms in this research study included Parent, Parent Involvement, Language Development, EHS, and EHS-CCP. The definition for each key term is provided with emphasis on certain aspects that are specific to this study.

Early Head Start (EHS) – “...a Federally-funded, full-day and full-year, family-centered early care and education program for low-income infants and toddlers...”

(Administration for Children & Families, 2014, p. 6); includes classrooms and staff operating in a building space rented by the EHS grantee, ChildCareGroup, in which Early Head Start is the only early education program available to children ages 0 – 3 years.

Early Head Start-Child Care Partnerships (EHS-CCP) – partnership between an Early Head Start grantee and regulated center-based child care providers who agree to meet the Head Start Program Performance Standards which includes providing services solely for low-income families (Administration for Children & Families, 2014); includes classrooms and staff that operate in a collaborated space shared between the regulated center-based child care provider and the Early Head Start grantee resulting in two early education programs in one building space. The regulated center-based child care providers are Partner 2 and Partner 1. The Early Head Start grantee is ChildCareGroup.

Language Development – “...refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language)” (p. 34), and includes emergent literacy as a subdomain (Office of Head Start, 2015).

Parent—includes biological parents, step-parents, guardians who may be grandparents or other family members, foster parents.

Parent Involvement – the act of a parent being engaged by assisting in the classroom or center, leading a learning activity at school, leading a learning activity at home, attending parent meetings or workshops, attending school events, participating as a primary educator in their child’s learning, serving in a leadership position, and participating in parent feedback opportunities (ChildCareGroup, 2018; National Center on Parent, Family, and Community Engagement, 2018).

Scope and Delimitations

For the purpose of this study, the sample was limited to EHS and EHS-CCP parents with at least one child between the ages of 12 to 36 months. Data were only used for those parents who had participated in at least one hour of parent involvement activities, according to the Head Start Program Performance Standards and the ChildCareGroup parent handbook, in the last six months. This study was conducted over a seven-month span from February 2019 to September 2019.

Summary

According to Vygotsky (1987), children's language development is influenced by their interactions with more knowledgeable individuals. At-risk children are less likely to develop language skills when compared to middle-class children (Downer et al., 2012). The EHS program, which serves at-risk children, has successfully affected children's development. However, there has been a limit to the EHS program with more than 90% of at-risk children not having access. As a result of the Early Learning Initiative, the EHS-CCP grant was created to provide at-risk families with more access to quality childcare as well as supplemental resources, such as parent education and permanent housing assistance. The Administration for Children and Families (2014) assumed that the EHS-CCP program would operate similar to the general EHS program, but there would be some differences that could affect parent involvement and children's language development. The purpose of this research was to compare parent involvement and language scores in children, 12 to 36 months, in EHS-CCP and EHS programs.

CHAPTER II

REVIEW OF LITERATURE

Parent involvement in the center and at home is predictive of language development in infants and toddlers (Cline & Edwards, 2013; Wen et al., 2012). However, low-income minority parents - specifically those who face barriers such as work schedule, other children, or transportation - are less likely to engage in parent involvement activities (Ansari & Gershoff, 2016). Subsequently, these children are at risk for poor language skills, as compared to non-impooverished children with parents who experience few barriers to parent involvement (Downer et al., 2012). It is necessary to stress the importance of parent involvement in Early Head Start (EHS) and Early Head Start-Child Care Partnerships (EHS-CCP) programs to ensure children's development. The purpose of this research was to compare parent involvement and language development in infants and toddlers enrolled in EHS and EHS-CCP programs. This chapter will discuss supporting research and theoretical lenses as they related to parent involvement and language development in the EHS and EHS-CCP programs.

Theoretical Frameworks

This research utilized Vygotsky's (1987) sociocultural theoretical approach, emphasizing his thoughts on language development. Epstein's (1992) parent involvement framework was used as a lens for data collection and analysis, pertaining to EHS and EHS-CCP programs.

Vygotsky's Sociocultural Theory

According to Vygotsky (1978), language development begins during early childhood and later progresses into social language. Vygotsky (1986) explained that thought and language, though individual, is interdependent during early childhood. Children take in concepts from more knowledgeable individuals in their society, and later these concepts are expressed through words (Vygotsky, 1986; 1987). Children engage in egocentric speech, which is the process in which children aged 3 to 6 years speak to themselves while completing a challenging task or planning an action (Vygotsky, 1978). According to Vygotsky (1986), children speak out loud due of the separation between thought and language. Children are forced to speak their thoughts in order to solve problems. As children develop, they experience an increase in psychological functioning (internalizing of thought), and his egocentric speech is transformed into inner speech. This process consists of the child speaking internally and therefore thinking within himself (Vygotsky, 1978).

Vygotsky (1986) supported the idea that language plays a crucial role in cognitive development. He believed that a child naturally developed innate cognitive functions, which he referred to as elementary psychological functions. Through the learning and internalizing of signs and tools as taught by more experienced persons in the child's cultural group, elementary psychological functions were transformed into higher psychological functions (Vygotsky, 1978). According to Vygotsky (1978), signs and tools are instilled in the child and then used as a method of communication in which ideas and tasks are taught to the child.

Vygotsky (1978) emphasized that language development is highly influenced by the child's environment, specifically through interactions and experiences with more knowledgeable individuals in the child's cultural group. The more knowledgeable individual utilizes scaffolding to teach children (Vygotsky, 1987). Before the child is taught, it is most effective to determine his or her zone of proximal development. The zone of proximal development represents the spectrum of the child's ability to learn a new task. On one end of the spectrum, the child is able to perform a certain level of the task with no assistance. On the opposite end of the spectrum, the child is able to accomplish a higher level of the task with assistance. The more experienced person uses signs and tools to help the child complete the task. As the child's knowledge increases, the experienced individual decreases their effort. As a result, the child is able to accomplish the new task with no assistance. The signs and tools are furthermore instilled in the child's mind and continue to play a role in performing and understanding tasks (Vygotsky, 1978; 1987).

Vygotsky's writings have been used by linguist Halliday (1973), who expressed the idea that language is used to represent aspects of a culture as well as transfer experiences into knowledge. Marjanovič-Umek et al. (2015) supported Vygotsky's idea that language is influenced by cultural factors. Marjanovič-Umek et al. (2015) assessed certain socio-cultural factors of family environment on language scores in children ages 12 months to 6-years-old. The sample consisted of 86 families from European countries with over 50% of children being 1- to 2-years-old. Parents were primarily White and over 50% had a bachelor's degree or higher. The study found that parental education, socio

economic status (SES), knowledge of child development, and parent reading literacy accounted for 13% of the variance in child language scores. Marjanovič-Umek et al. (2015) concluded that SES and cultural factors of a family does influence language development in toddler age children.

Vygotsky's belief that language development is influenced by interactions with more experienced persons was supported by Messerschmidt, Ramabenyane, Venter, and Vorster (2008). The researchers conducted a qualitative study that assessed the differences in parental influence on language development for Afrikaans-speaking children and Sesotho-speaking children and subsequently the child's language development scores. A sample of six children, age 18 to 28-months-old, was selected from a population in South Africa. Video recordings of parent-child interactions in each participant's home were transcribed, and it was determined that mothers of younger children utilized the paradigm of "wh" questions (who, what, where, when) and prompted responses about the absence or presence of people, body parts and animals. This expanded children's utterances of higher language development levels.

Epstein's Parent Involvement Framework

According to Epstein and Salinas (2004), children benefit from family-school partnerships. Epstein (1995) stressed the importance of a school's contribution to student success through the delivery of intentional parent involvement opportunities. Epstein (1992) proposed a framework of six parent involvement types: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. "Parenting" refers to the educator helping families establish a home

environment that is supportive of the child's development. "Communicating" refers to the design of effective forms of communication from home-to-school and school-to-home. "Volunteering" explains that educators should recruit and organize for parent help and support. "Learning at Home" consists of the educator providing resources and ideas to families about how to support students' development at home. "Decision Making" refers to educators' consideration of family's opinions in school decisions and developing parents into leaders. "Collaborating with the Community" consists of educators identifying and integrating outside resources that will benefit school programs, family practices, and child development. This framework is meant for educators and administrators to create an effective program consisting of active and effective school and family partnerships (Epstein, 1995; Epstein, 2010; Epstein & Salinas, 2004).

Epstein's (1992) parent involvement framework is used primarily with elementary and middle school populations; however, the framework has been used in Head Start settings and has been successfully aligned with the Head Start Program Performance Standards (Fantuzzo, Tighe, & Childs, 2000; Henrich & Gadaire, 2008). Fantuzzo et al. (2000) developed the Family Involvement Questionnaire-Short Form (FIQ-SF), which is used in Head Start settings (National Center on Parent, Family, and Community Engagement, 2018), based on Epstein's parent involvement framework. Fantuzzo et al. (2000) grouped Epstein's six involvement types into three categories including home-based, school-based, and school and community-wide advocacy, which resulted in three subscales: School-Based Involvement, Home-Based Involvement and Home-School Conferencing (Fantuzzo et al., 2000).

Parent Involvement

Parent involvement refers to learning activities that parents engage in at home and at school, as well as communication between the parent and the child's school (Epstein, 1995; Fantuzzo et al., 2000). Many researchers concluded that parents are a major influence on children's social and academic development, especially during the first 5 years of life (Ansari & Gershoff, 2016; Cline & Edwards, 2013; Guttentag et al., 2014; Mendez, 2010). Therefore, parent involvement is critical in the development of infants and toddlers (Bradley, McKelvey, & Whiteside-Mansell, 2011; Guttentag et al., 2014). Parents are able to impact their child's life by providing learning experiences in the home, participating in learning activities and parent education at the child's school, and engaging in effective communication with teachers and administrators (Epstein, 1995; Fantuzzo et al., 2000).

Home-Based Involvement

Home-based involvement is one form of parent involvement that consists of a parent providing an intentional learning environment for their child in the home. The parent also engages in learning activities with their child in the home, as well as actively observes their child's behavior for developmental milestones (Fantuzzo et al., 2000). Such involvement can have an impact on a child's development.

Bradley et al. (2011) looked at the interaction of quality of stimulation and support for children in the home with participation in EHS to determine children's development. The sample of 3,001 families was selected for a national study, the Early Head Start Research and Evaluation (EHSRE). Families were randomly assigned to

participation in EHS programs or access to other community options that could include child care services. The authors utilized the Home Observation for Measurement and Environment (HOME), to measure home environments at 14 months. The tool includes a measure of stimulation and learning materials available in a home and the parent's emotional response to his or her child. The Bayley Scales of Infant Development was used at age three to assess children's cognitive and language outcomes. It was reported that participation in EHS was associated with high emotional supportiveness and stimulation by parents, as measured by the HOME. In addition, the study concluded that children scored higher on language and cognitive measures when there was high stimulation in the home.

Guttentag et al. (2014) assessed the impact of the parenting intervention titled, "My Baby & Me," on child behavior and language skills for 361 at-risk mother-child dyads. The sample included 193 pregnant teens and 168 pregnant adults who had less than a high school education. Half of the mother-child dyads were assigned to the intervention that consisted of 55 home visits in which a parent coach visited the parents' homes and trained the parents on engaging in positive interactions with their children. The coach instructed the parents on effective parenting strategies and applications to their children's development. Mother-child dyads assigned to the control group received printed parent education materials as well as referrals to community agencies. Parent coaches called the participants once a month and provided supportive, yet nondirective responses to parents' needs and concerns about parenting. Guttentag et al. (2014) found that those parents who participated in the "My Baby and Me" intervention were more

likely to have a child who demonstrated positive behaviors and expressive language skills at 30 months when compared to parents who did not participate in the intervention (Guttentag et al., 2014).

These studies provide support for home-based involvement and its impact on children's early development. Home-based involvement is a major component in parent involvement so it is imperative that parents receive support and resources on how to best engage in parent involvement in the home.

School or Center-Based Involvement

School or center-based involvement is a form of parent involvement that refers to a parent engaging in activities at the school or center (Fantuzzo et al., 2000). Activities can include reading in a child's classroom, completing a learning activity with children, attending parenting workshops, or attending a center event. Such activities have been associated with increases in child development, including vocabulary and overall school readiness (Love et al., 2005; Mendez, 2010).

Mendez (2010) assessed the impact of an intervention, The Companion Curriculum (TCC), on parent involvement and children's school readiness scores in a sample of low-income minority parents. The study sample consisted of 280 Head Start families from four Head Start programs serving African American communities in a southern city region. Full time working parents made up 48% of the sample, while 26% were not employed. Single parents comprised 77% of the sample. Mendez (2010) assessed the impact of the TCC, which consisted of four components: (1) staff training on promoting family involvement; (2) Family Corners, which is an enhancement that allows

children and adults to interaction with TCC materials in a Head Start classroom; (3) educational activities that promote play interactions between children and adults and extend learning into the home; and (4) Head Start staff explain learning activities for families and promote home-school relations through monthly parent workshops. It was concluded that parents in the intervention group increased reading to their children and increased involvement at home and at the center, as measured by the Family Involvement Questionnaire (FIQ). These parents had children who evidenced stronger end-of-year receptive vocabulary, as measured by the Peabody Picture Vocabulary Test-Third Edition (Mendez, 2010).

This study supports the school or center-based involvement including its impact on child outcomes. School or center-based involvement is another component of parent involvement that should be available to parents in order to promote children's language development (Love et al., 2005; Mendez, 2010)

Home-School or -Center Partnerships

Home-school or –center partnerships is another form of parent involvement that plays a major role in a child's development. These partnerships include two-way communication between the parent and center personnel that can occur during parent meetings, home visits, parent-teacher conferences, and case management meetings (ChildCareGroup, 2018; Epstein, 1995). Mendez (2010) concluded that parent-teacher relationships were positively associated with children's school readiness, as measured by the Woodcock-Johnson Psycho-Educational Battery-Revised.

DeLoatche, Bradley-Klug, Ogg, Kromrey, and Sundman-Wheat (2015) assessed the impact of the Getting Ready approach on language and literacy development in Head Start children. The Getting Ready approach focuses on parent-child and parent-teacher relationships, and has been associated with increased parent-teacher collaborations, including teachers brainstorming with parents. DeLoatche et al. (2015) tested the approach with a Head Start sample of 217 children, ages 36-53 months, and 217 parents and 219 teachers. A diverse group, including White, African American, and Hispanic children, was included in the sample. Among the children, 76% spoke primarily English, and 19% spoke primarily Spanish. Amongst the parent participants, 87.2% identified as mothers, 4.7% as fathers, 3.3% as grandmothers, and 4.6% as another relation. Nearly half of the parents reported being single and 27% had less than a high school education. Head Start teachers had an average of 9.4 years of experience working in early childhood settings. Participants were randomly assigned to treatment and control groups. Parents in the treatment group received several 60-minute home visits, conducted by their Head Start teachers, over the course of two years. Teachers conducted on average, 8.5 home visits with each family over two years.

Each home visit promoted parent-teacher relationships by allowing the teacher to focus the parents' attention on the child's strengths. The home visits also allowed teachers and parents to discuss developmental goals and expectations and brainstorm around issues related to the child's language development. In addition to the home visits, a home-school plan was created by the parent and teacher that included goals for the child and specific practices assigned to the parent or teacher to use with the child. Data

was collected on four occasions over a two-year period. Each data collection included parent questionnaires, video recordings of parent-child interactions, and teacher questionnaires. DeLoatch et al. (2015) found that children in the treatment group experienced significantly more growth in oral language than children in the control group, as measured by the Teacher Rating of Oral Language and Literacy.

This study supports the concept that home-school or center partnerships are beneficial to children's learning outcomes. Communication between families and schools ensures that each entity is aware of the children's development.

Barriers

Low-income, minority parents may encounter various barriers to parent involvement making them less likely to engage in parent involvement activities (Ansari & Gershoff, 2016; Pratt, Lipscomb, & Schmitt, 2015). Mendez (2010) found that barriers to parent involvement included work demands and job training, while Bolen, McWey, and Schlee (2008) reported barriers as work schedules, number of children, lack of transportation, and lack of time. Ansari and Gershoff (2016) found that transportation, number of young children, and language were barriers of parent involvement for a sample of 1,020 Head Start parents from 118 Head Start centers.

Family structure is also a barrier to parent involvement. Single parents are less likely to engage in parent involvement activities (Bauman & Wasserman, 2010; Blake et al., 2006; Arnold, Zeljo, Doctoroff, & Ortiz, 2008; Pratt et al., 2015). Sheridan, Knoche, Kupzyk, Edwards, and Marvin (2011) assessed the moderating factor of *number of adults in the home* on language development in Head Start children. Sheridan et al. (2011) found

that children with more adults in the home were more likely to experience greater improvements in language, as measured by the Teacher Rating of Oral Language and Literacy.

Parents' level of education is another barrier to parent involvement. Parents with less than a high school diploma are less likely to have knowledge of child development, including the knowledge and skills to engage their children in learning (Guttentag et al., 2014; Love et al., 2005; Mendez, 2010). Researchers have found that parents with less than a high school education are more likely to engage in parent involvement activities after attending opportunities such as parenting workshops, parent-teacher conferences, and home visits (DeLoatche et al., 2015; Guttentag et al., 2014; Mendez, 2010).

Measures of Parent Involvement

There are multiple tools available to measure parent involvement in low-income samples. Many researchers have utilized the HOME (Caldwell & Bradley, 1984) to measure parent involvement in EHS populations (Bradley et al., 2011; Love et al., 2005; Vogel, Brooks-Gunn, Martin & Klute, 2013). This measurement tool is used when assessing parent involvement in the home setting.

The PASS (Ringenberg et al., 2005) is used primarily in elementary populations, but has been adjusted to measure parent involvement in Head Start samples (Keys, 2015). This measurement tool allows the researcher to align parent involvement with Epstein's parent involvement framework. The PASS includes a measurement for barriers to parent involvement. This is beneficial because parent involvement is highly influenced by barriers experienced by parents (Ansari & Gershoff, 2016; Sheridan et al., 2011).

The FIQ (Fantuzzo, et al., 2000) has been used to measure parent involvement in several Head Start samples (DeLoatch et al., 2015; McWayne, Campos, & Owsianik, 2008; Mendez, 2010). The FIQ measures parent involvement in three categories: Home-School Conferencing, School-Based Involvement, and Home-Based Involvement. Therefore, this measurement tool can be used to measure parent involvement at the center and in the home.

Language Development

Language development emerges during infancy and toddlerhood, with the first three years of the life undergoing drastic changes in receptive and expressive language development (Fernald, Marchman, & Weisleder, 2013). This critical time determines a child's future ability to master language and literacy skills (Schoon, Parsons, Rush, & Law, 2010). According to Vygotsky (1986), a young child's language development influences his or her thought process or cognitive skills. Language development is crucial to a child's development being that it is the foundation for other developmental skills (Vygotsky, 1987). Head Start's Early Learning Outcomes Framework refers to language development in infants and toddlers as including the development of receptive language, expressive language, and emergent literacy (Office of Head Start, 2015).

Receptive Language

Receptive language refers the ability to take in and understand verbal and non-verbal communication (Office of Head Start, 2015; Whittmer & Petersen, 2018).

Receptive language begins as early as pre-birth (DeCasper & Spence, 1986) with the fetus listening and becoming familiar with the mother's voice. Infants, age birth to nine

months, are developing the ability to attend to verbal and non-verbal language by turning toward sounds, as well as exchanging sounds and facial expressions with familiar adults (Brooks & Meltzoff, 2005; Office of Head Start, 2015). Between the ages of 10 to 18 months, infants are developing an understanding of verbal and non-verbal communication. This is demonstrated when infants look at an object that has been named or follow simple directions (Swingley, 2008; Office of Head Start, 2015). Toddlers, age 19 to 36 months, are developing the ability to understand simple sentences and phrases. Children at this age are able to understand more words and relate them to prior knowledge (Office of Head Start, 2015). Table 1 provides a summary of receptive language development, as it relates to the Head Start Early Learning Outcomes Framework for children birth to 36 months (Office of Head Start, 2015).

Table 1

Infant and Toddler Receptive Language Development, Birth-36 Months

Birth to 9 months	8-18 months	16-36 months
Attends to verbal and non-verbal communication by turning toward or looking at a person	Shows understanding of verbal and non-verbal communication	Shows recognition of words, phrases, and simple sentences and participates in conversations in ways that show understanding
Pays attention when familiar adults talk or sign about objects, people, or events by changing focus, making eye contact or looking at people or objects	Participates in joint attention by looking back and forth between an adult and object	Participates in increasingly complex and lengthy periods of joint attention with adults
Looks at familiar people, animals, or objects when they are named.	Looks or points at a person or object that has been named and follows simple directions and responds to the meaning of words	Comprehends words or signs used in simple sentences during conversation with familiar adults and children

Expressive Language

Expressive language in infants and toddlers includes the ability to communicate with gestures, sounds, and words (Office of Head Start, 2015). Table 2 provides a summary of expressive language development from birth to 36 months, as outlined by the Head Start Early Learning Outcomes Framework (Office of Head Start, 2015). Infants will initially use crying as a primary form of communication to have their needs met. As infants grow and interact with familiar adults, they will gain the ability to use sounds or gestures to have wants or needs met. Between the ages of 4 to 8 months, infants begin using sounds, “ma” or “ba” (Bates, Bretherton, & Snyder, 1988). By 12 months, these sounds develop into two-syllable sounds such as “mama” or “baba”, and infants may be able to assign each sound to a familiar adult (Office of Head Start, 2015). For example, infants may only call their mothers “mama.” By 18 months, infants are able to participate in conversations by using sounds and gestures (Bates et al., 1988). Children at this age are able to use about 200 words and speak simple two-word sentences (Fernald et al., 2013; McGillion, Pine, Herbert, & Matthews, 2017). Between 18 to 36 months, toddlers are developing the ability to use more complex sentences as communication with others. Also at this age, dual language learners are developing the ability to use each of their languages (Office of Head Start, 2015). At 36 months, children generally use over 500 words and they are able to use four-word sentences (Fernald et al., 2013).

Table 2

Infant and Toddler Expressive Language Development, Birth-36 Months

Birth to 9 months	8-18 months	16-36 months
Uses facial expressions, gestures, and sounds to engage familiar adults in social interaction and express needs	Uses a variety of ways to communicate interests, needs and wants	Combines words or signs from one or more languages into phrases and sentences.
Explores sounds in language “ma-ma” or “ba-ba”	Repeats actions or single words to get another child or adults attention	Uses words, signs, phrases, or simple sentences in conversations with others.
Uses verbalization or signs for familiar people or objects	Initiates and participates in conversations by babbling and using gestures	Sometimes describes experiences that have happened in the past or are about to happen.
		Dual language learners develop the ability to participate in conversations using each of their languages

Emergent Literacy

The Head Start Early Learning Outcomes Framework includes emergent literacy as a subdomain of language development in infants and toddlers (Office of Head Start, 2015). According to the Office of Head Start (2015), emergent literacy is defined as the knowledge and skills that lay the foundation for reading and writing. The Head Start Early Learning Outcomes Framework states, “For infants and toddlers, emergent literacy is embedded in the domain Language and Communication... as infants and toddlers listen to and repeat songs and rhymes, explore books, and hear stories, they are gaining early literacy skills” (Office of Head Start, 2015, p. 35). The idea that emergent literacy

develops through the learning of rhymes, exploring books, and hearing stories is supported by other researchers such as Bardige and Segal (2005) and Robyak, Masiello, Trivette, Roper, and Dunst (2007). Table 3 provides a summary of emergent literacy development between birth and 36 months, as outlined by the Head Start Early Learning Outcomes Framework (Office of Head Start, 2015).

Table 3

Infant and Toddler Emergent Literacy Development, Birth-36 Months

Birth to 9 months	8-18 months	16-36 months
Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs	Says a few words of culturally or linguistically familiar rhymes and repetitive refrains in stories or songs	Says or repeats culturally or linguistically familiar rhymes, phrases, or refrains from songs or stories
Explores a book by touching it, patting it, or putting it in mouth	Holds books, turn pages, looks at pictures and uses sounds, signs, or words to identify actions or objects in a book	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book
Looks at pictures of familiar people, animals, or objects when an adult points to it and/or names the people, animals, or objects	Points at, signs, or says name of, or talks about animals, people or objects in photos, pictures, or drawings	Recognizes and uses some letters or numbers
	Makes marks on paper with a large crayon or marker to explore writing materials.	Talks about books, acts out events from stories and uses some vocabulary encountered during book reading
		Makes scribbles on paper to represent an object or action

Emergent literacy development begins as early as birth with infants exploring books by touching and tasting (Office of Head Start, 2015). Infants ages 8 to 18 months, are

learning how to join in on rhymes and repeated phrases in stories. Children at this age are also learning how to hold a book, turn the pages, and point to familiar pictures.

Between 18 and 36 months, toddlers are learning how to sing an entire song or repeat a phrase from a familiar story. Children at this age are also able to recognize some letters or numbers (Chen & Dote-Kwan, 2018).

Influences on Language Development

Language development in infants and toddlers is influenced by children's interaction and experiences with more knowledgeable persons in society (Blake et al., 2006; Vygotsky, 1986). Children are more likely to develop language skills when a familiar adult uses child-directed speech (Hart & Risley, 1995). This tends to be an issue in at-risk families, because at-risk parents are less likely to engage in conversation with young children (Arnold et al., 2008; Bradley et al., 2011; Guttentag et al., 2014). For at-risk children, parent involvement has been referred to as a predictor of language development (Cline & Edwards, 2013).

The impact of parents' instructional and book reading quality on their children's learning outcomes was assessed in a sample of 81 parent-child dyads from EHS programs in the rural Midwest. Forty-three percent of the parents had less than a high school diploma, 45% were not employed, and 63% were single parents. It was concluded that parents' book-reading emotional quality including reading expression, sensitivity to child's engagement, child enjoyment and involvement, parent's acceptance of the child, amount of positive statements, and amount of negative statements, influenced the language scores of EHS children as measured by the Preschool Language Scale-Fourth

Edition. Parent home language also had an influence children's language scores (Cline & Edwards, 2013).

Blake et al. (2006) examined differences in book reading styles by family structure. Blake et al. (2006) assessed book reading styles in dual-parent and single-mother families to determine the relationship with language acquisition in children ages 15-months-old and 27-months-old. Blake et al. (2006) concluded that for both family structures children's language acquisition was associated with parental verbalizations that included relating, questions, and imitations.

Sharkins, Leger, and Ernest (2017) assessed the effects of influences on children's language development in EHS children. The sample consisted of 122 parent-child dyads with children from 1-36 months old. Factors included children's age, gender, social-emotional and cognitive scores, parents' education and depression scores. Children's cognition and social-emotional development were found to have direct effects on language development.

Measures of Language Development

Common measurements of language development include the Preschool Language Scale-Fourth Edition (PLS-IV) (Zimmerman, Steiner, & Pond, 2002), Ages and Stages Questionnaires, Third Edition (ASQ-3) (Squires & Bricker, 2009), and the Early Learning Accomplishment Profile (Early LAP) (Hardin & Peisner-Feinberg, 2001). These tools have been used extensively with at-risk populations (Cline & Edwards, 2013; Sharkins et al., 2017).

The PLS-IV is used to identify children from ages birth to 6 years with language delays or disorders (Zimmerman et al., 2002). The tool consists of two subscales, Auditory Comprehension and Expressive Communication, with items that vary by children's ages.

The ASQ-3 is a screen tool that is completed by a parent or primary caregiver. The tool assesses children's development in various domains (language, fine motor, gross motor, and cognitive) between the ages of 2-60 months (Squires & Bricker, 2009).

The Early LAP is used to measure children's development in various domains (cognitive, fine motor, gross motor, social emotional, self-help, and language) between the ages of birth to 36 months. The tool is used primarily by early educators or researchers in a setting that is familiar to the child (Hardin & Peisner-Feinberg, 2001). The Early LAP is aligned with the Head Start Early Learning Outcomes Framework (Hardin & Peisner-Feinberg, 2001). The Early LAP is beneficial to EHS educators, as the results can be used to individualize lesson plan activities and provide parents with intentional teaching materials in the home.

Early Head Start

EHS is one of the leading programs that serve at-risk children and families (Office of Head Start, 2018; Schilder & Leavell, 2015). Researchers have reported that low-income minority parents are less likely to engage in parent involvement activities when compared to non-impooverished, White parents (Downer et al., 2012; Mendez, 2010). However, participation in EHS has been associated with increases in parent involvement and school readiness in children (Bradley et al., 2011; Love et al., 2005;

Vogel et al., 2013). The program implements its two-generational approach with a focus on assisting children and families in overcoming poverty. Parent involvement is a major emphasis of the two-generational approach.

Parent Involvement

Head Start and Early Head Start programs are leaders in parent involvement when compared to other child care programs that serve low-income children (Ansari & Gershoff, 2016; Schilder & Leavell, 2015). This is a result of Head Start's emphasis on parent involvement as listed in the Head Start Program Performance Standards:

- (1) The program's settings are open to parents during all program hours;
- (2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
- (3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;
- (4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
- (5) Parents and family members have opportunities to volunteer in the class and during group activities;
- (6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;
- (7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff; and,
- (8) Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development (Office of Head Start, 2016, p. 31).

The Office of Head Start supports the implementation of these guidelines through the Head Start Parent, Family, and Community Engagement (PFCE) Framework. The PFCE Framework provides a research-based organizational guide for implementing the Head Start Program Performance Standards relating to parent involvement (National Center on Parent, Family, and Community Engagement, 2018). The framework is intended for Head Start and EHS educators as well as administrators working directly with families.

Language Development

The Head Start Early Learning Outcomes Framework (Office of Head Start, 2015) refers to language development as “... emerging abilities in listening and understanding (receptive language) and in using language (expressive language)” (p. 34). The Head Early Learning Outcomes Framework consists of four subdomains for infant and toddlers: Attending and Understanding, Communicating and Speaking, Vocabulary, and Emergent Literacy. Each subdomain includes between two and five goals categorized by age group: Birth to 9 months, 8 to 18 months, 16 to 36 months, and 36 months.

The Head Start Program Performance Standards require all programs to implement early childhood curricula based on scientifically valid research and aligned with the Head Start Early Learning Outcomes Framework. The curricula should have an organized developmental scope and sequence that includes materials for learning experiences that are based on developmental progress and how children learn (Office of Head Start, 2016).

Early Head Start-Child Care Partnerships

The United States government has placed an emphasis on children's early learning, stressing the importance of development during the first five years of life. President Obama's Early Learning Initiative acknowledged this need for early education and resulted in the EHS-CCP (Administration for Children & Families, 2014). The EHS-CCP is defined as "... new or existing Early Head Start grantees [that] will partner with regulated center-based or family child care providers who agree to meet the Head Start Program Performance Standards" (p. 4).

While there were high expectations for the EHS-CCP's impact on early education and family success for low-income families, little follow up has been completed in Early Head Start programs. However, Schilder and Leavell (2015) examined classroom quality and children's school readiness in Head Start partnership centers with non-partnership child care centers. When comparing 37 Head Start-partnership centers to 24 non-partnership centers in Ohio, Schilder and Leavell (2015) found that Head Start-partnership centers demonstrated higher quality as measured by the Early Childhood Environment Rating Scale-Revised Edition. The researchers also found that classrooms in the Head Start-partnership centers tended to score higher on the Early Language and Literacy Classroom Observation Toolkit (Schilder & Leavell, 2015), indicating environments with higher supports for children's developing language and literacy.

There is a need for research on the EHS-CCP programs including the association with school readiness and family success. These research findings can support EHS-CCP teachers and administrators as well as policymakers.

Summary

Vygotsky placed an emphasis on the roles of culture and society in language development. He specifically acknowledged that interactions between a child and a more knowledgeable individual could have an influence on a child's language development (Vygotsky, 1978; 1986). Epstein (2010) stressed the importance of parent involvement on academic success. Epstein's (1995) parent involvement framework is used as a guide when creating and implementing successful parent involvement initiatives.

Language development between birth and 36 months is important, as it has a major influence on future success (Schoon et al., 2010). Language development is influenced by interactions with more knowledgeable adults (Vygotsky, 1986) and parent involvement is critical to the success of young children (Ansari & Gershoff, 2016; Cline & Edwards, 2013; Guttentag et al., 2014; Mendez, 2010). For at-risk children, there is an increased need for parent involvement as low-income minority children are less likely to develop successful language skills (Downer et al., 2012).

Head Start is a leader amongst programs that primarily serve at-risk families. Head Start partnerships have proven to be beneficial for at-risk families (Schilder & Leavell, 2015). EHS-CCP grants were created with the intention of providing at-risk parents of children birth to three with access to quality child care and opportunities to advance the welfare of their families (Administration of Children and Families, 2014). The purpose of this study was to compare parent involvement and language development in children 12 to 36 months in EHS and EHS-CCP centers.

CHAPTER III

METHODOLOGY

The purpose of this quantitative research study was to compare parent involvement and the development of language skills in infants and toddlers in Early Head Start (EHS) and Early Head Start-Child Care Partnerships' (EHS-CCP). A non-experimental research design was utilized to conduct this study over a 7-month span from February 2019 to September 2019.

Population and Sample

The population for this research consisted of low-income parents with infant and toddler aged children enrolled in an early child care center. The sample was selected through purposive sampling and included EHS and EHS-CCP parents with children ages 12 to 36 months in Dallas, Texas. Participant centers were selected from a sampling frame, a center directory provided by the ChildCareGroup Office of Management and Policy. The population of potential participants included 120 EHS parents and 112 EHS-CCP parents for a total of 232 parents. The final sample included 51 EHS parents from three EHS centers, and 54 EHS-CCP parents from seven EHS-CCP centers for a total of 105 parents. Language scores were collected for 50 EHS children and 50 EHS-CCP children for a total of 100 children. Language scores for five children were not used due to missing data.

Setting

ChildCareGroup serves as an EHS grantee in Dallas, Texas and provides EHS services to children and families in low-income areas throughout the city. In 2015, ChildCareGroup was awarded an EHS-CCP grant. As a part of the EHS-CCP grant, ChildCareGroup partnered with two center-based child care providers, Partner 1 and Partner 2. ChildCareGroup provides its EHS-CCP participants access to professional development training and parent engagement activities as required by the Head Start Program Performance Standards. Table 4 summarizes the similarities and differences between the EHS and EHS-CCP settings focusing on administration and staffing patterns that support parent-family partnerships.

The EHS-CCP program has limited access to parent meetings including monthly general parent meetings and parent advisory committee meetings. This is due to the structure of each EHS-CCP center as well as the number of enrolled families. The EHS-CCP classrooms, consisting of Early Head Start eligible children, operate in a building space that is shared with non-Head Start classrooms. The EHS-CCP classrooms do not comprise an entire center. Instead, there is an average of three EHS-CCP classrooms per center. Partner 1 owns the space, so they have the right to only allow access to certain spaces in the building. This the same for Partner 2. As a result, there is limited space available to host parent meetings for EHS-CCP families. Parent meetings allow parents to learn about child development issues through workshops that are facilitated by community partners. Community partners are non-profit or government funded agencies that serve as experts on topics such as child abuse, financial literacy, or child behavior.

The agencies send representatives to present during parent meetings at each center.

However, the community partners require a minimum attendance of 10 participants. As a result, the ChildCareGroup EHS-CCP program has limited access to community partners, due to their limited enrollment slots at each center.

Table 4

Contrasts of Early Head Start and Early Head Start-Child Care Partnerships Settings

	Early Head Start	Early Head Start-Child Care Partnership
Staff -Employed by CCG or CCN	FT Center Manager - CCG FT Family Advocate - CCG PT Health Specialist - CCG PT Inclusion Specialist - CCG FT Teachers - CCG	FT Center Manager - PTP PT Family Advocate - CCG PT Health Specialist - CCG PT Inclusion Specialist- CCG FT Teachers - PTP
Staff Training	Monthly staff meeting Semi-annual training Monthly administrative staff meeting Annual training Monthly management meeting Quarterly management retreat	Monthly PTP staff meeting Semi-annual CCG training Bi-monthly CCG administrative staff meeting Annual CCG training
Curriculum	Frog Street for Infants Frog Street for Toddlers	Partner 1 – Frog Street for Infants; Frog Street for Toddlers Partner 2 - HighReach Learning Toddler

Note: FT – Full-time; PT – Part-time; CCG – ChildCareGroup; PTP – Partnership

EHS and EHS-CCP staff include a Center Manager, Family Advocate, Health Specialist, Inclusion Specialist, and teachers. Certain EHS-CCP staff do not have equal access to professional development opportunities when compared to EHS staff. EHS-CCP teachers and center managers attend some EHS trainings, but mainly attend their employer’s professional development opportunities. In addition to these difference, the EHS program and Partner 1 utilize the Frog Street for Infants and Frog Street for

Toddlers curricula (Frog Street, 2017), while the Partner 2 program utilizes the High Reach Learning Toddler curriculum (Play and Learn, 2018). These differences in curriculum could result in different language development skills for EHS and EHS-CCP children.

Procedures

Protection of Participants

The primary researcher sought approval from ChildCareGroup to conduct the present study with parents whose children were enrolled in EHS and EHS-CCP classrooms. The researcher sought approval from the TWU Institutional Review Board (IRB). Those parents and caregivers who decided to participate signed a consent form, which provided a detailed overview of the study's purpose, the participant's role, and what to expect, as well as possible risks. It was explained to parents that by signing the consent form, they agreed to the release of their child's Early LAP scores to be used for the purpose of the study. The consent form was explained and signed before surveys were completed and Early LAP scores were collected. To protect identities, parent surveys and child Early LAP scores were coded into parent-child dyads using letter-number combinations (i.e., A1, A2, and A3). The codes were stored in a locked file cabinet in the researcher's office. To ensure the consideration of ethics, the researcher had prior approval by the TWU Institutional Review Board (IRB), which reviews research projects that involve human subjects to protect their rights and welfare.

Recruitment

Parents with a least one child enrolled in an EHS or EHS-CCP classroom were contacted by the researcher through face-to-face distribution of recruitment flyers during drop-off and pick-up time at all three EHS and all seven EHS-CCP centers.

The researcher initially contacted each Family Advocate, via email, to introduce herself and schedule a date and time for recruitment. The researcher requested an enrollment list of every child's name along with their primary caregiver's name. The researcher conducted an initial visit to each EHS and EHS-CCP center on the scheduled date during drop-off and pick up time. The researcher was located near the entrance of each center. The researcher passed out recruitment flyers as parents entered and left the center. The researcher was available to answer questions regarding qualifications to participate. The researcher explained to each candidate that the study should not last more than 20 minutes. Parents who chose to participate in the study told the researcher their child's name and received a survey code. Parent surveys were coded to correspond with their child's Early LAP language score.

Measurements

Data for this study was collected through a combination of surveys and language scores. The parent survey consisted of the Family Background Information Survey, which was created by the researcher and was used to collect demographic data related to family characteristics. The parent survey also included the Family Involvement Questionnaire-Short Form (FIQ-SF; Fantuzzo et al., 2013) and PASS Barriers to Parent Involvement (Ringenberg et al., 2005), which was used to collect information pertaining

to the rate of parent involvement. Early LAP language scores were provided by the administrators of ChildCareGroup.

Demographics

The Family Background Information Survey was used to gather family information including: parents' age, gender, employment status, availability per week, ethnicity, education level, number of children in the household, parent involvement opportunities offered in the center, and parent participation rate in parent involvement opportunities. The parent involvement opportunities were selected from the ChildCareGroup parent handbook, which is provided to EHS and EHS-CCP parents during enrollment. Children's age and gender was also gathered.

Parent Involvement

The FIQ-SF was used to measure parent involvement for EHS and EHS-CCP parents. The FIQ-SF is used to measure family involvement behaviors that are associated with positive educational outcomes for young children (Fantuzzo et al., 2000). The FIQ-SF is derived from the FIQ (Fantuzzo et al., 2000), which consists of 42 items (Fantuzzo et al., 2013). The FIQ-SF was created to offer a less expensive measure of parent involvement while maintaining the psychometric properties of the 42-item scale. The questionnaire is completed by parents and consists of 21 items, such as "I talk to my child's teacher about his/her difficulties at school." The 21 items are evenly distributed into three subscales: Home-School Conferencing, School-Based Involvement, and Home-Based Involvement, resulting in seven items per subscale.

Each subscale is based on Epstein's (1992) Parent Involvement Framework, which consisted of six parent involvement types. Home-School Conferencing refers to school personnel and parents communicating about the child's education. This aligns with Epstein's (1992) parent involvement types, Communicating and Decision Making. Home-Based Involvement refers to the act of parents providing learning opportunities at home including an effective leaning environment. This aligns with Epstein's parent involvement types, Parenting and Learning at Home. Last, School-Based Involvement refers to "...activities and behaviors that parents engage in at school with their children" (Fantuzzo et al., 2000, p. 371). This aligns with Epstein's parent involvement types, Volunteering and Collaborating with the Community. Each item of the FIQ-SF is scored on a 4-point Likert scale (1 = *rarely*, 2 = *sometimes*, 3 = *often*, 4 = *always*; Fantuzzo et al., 2013). Parent involvement scores are computed for each subscale by calculating the sum of items in that subscale. A mean score is then calculated by dividing by the number of items in the subscale. A higher score indicates a higher level of parental involvement (Fantuzzo et al., 2000).

Fantuzzo et al. (2013) validated the FIQ-SF using a sample of 590 Head Start families in which 60% of the sample was African American, 15% Latino, and 5 % Caucasian. Fantuzzo et al. (2013) reported Cronbach's alphas of 0.83, 0.87, and 0.91 for each subscale, respectively. Bulotsky-Shearer et al. (2016) further validated the FIQ-SF with a focus on culturally and linguistically diverse families. The sample included 498 Head Start families in which 58% of the sample was African American, 36% were Latino, and 6% were other races or ethnicities. English was the primary language spoken

at home for 72% of the parents. Bulotsky-Shearer et al. (2016) reported Cronbach's alphas of 0.88, 0.82, and 0.89, respectively.

Barriers to Parent Involvement

The PASS was used to measure different aspects of parent involvement as they relate to Epstein's (1992) Parent Involvement Framework (Ringenberg et al., 2005). The PASS was originally used with parents of elementary school children; however, the PASS measurement has been used effectively with a Head Start population (Keys, 2015). The reliability for the total scale was not reported (Ringenberg et al., 2005).

Only the items measuring barriers to parent involvement will be administered to parents for this study. The responses for items 25-29 are scored on a 3-point Likert scale: (1) *a lot*, (2) *some*, and (3) *not an issue*. A score for barriers to parent involvement is calculated by summing the items 25-29 and dividing by five. A lower score indicates more barriers.

For the purpose of this research, item 26 "Time of Programs" was clarified with examples such as "parent meetings, center events." Item 29 "Work Schedule" was changed to "Work Schedule or School Schedule."

Language Development

The Early LAP was used to measure language development in EHS and EHS-CCP children. The Early LAP is a criterion-referenced assessment that is used to assess children's developmental functioning between the ages of birth to 36 months. The Early LAP consists of a hierarchy of developmental skills arranged by chronological age for each developmental domain. The measurement tool assesses children's specific skill

development in each of the six domains: Cognitive, Gross Motor, Fine Motor, Social Emotional, Self-Help, and Language. A child receives an Early LAP score for each domain resulting in six scores (Hardin & Peisner-Feinberg, 2001). For the purpose of this research study, the focus was on the Language domain.

EHS and EHS-CCP teachers receive a two-day annual training on the Early LAP. The teachers administer the assessments three times per year using the Early LAP kit and a tablet, laptop or PC to record their findings. The teachers observe each child in a quiet space and notate his or her ability to perform the corresponding task by clicking on either (+) task is demonstrated or (-) task is not demonstrated. The Early LAP online assessment will automatically determine the starting point based on the child's age and any prior Early LAP scores. The child responds to prompts, such as "Names 5 pictures." If a child demonstrates eight consecutive behaviors, this will be determined as the child's basal or initial level of successful functioning. If a child receives three minuses over the span of five items, this is determined as the child's ceiling, or level of cut-off. Scores are calculated by subtracting the number of minuses between the basal and ceiling from the number of the last item of the ceiling (Hardin & Peisner-Feinberg, 2001).

A test for reliability and validity was conducted on a sample of 285 children ages 2-44 months. The sample represented the American population with an even distribution across geographic areas, including 20% African American, 9.5% Hispanic, and 59.3% Caucasian. Examiners were trained on the Early LAP and data collection procedures for two-and-a-half days. Examiners conducted the assessments in centers as well as in children's homes. A Cronbach's alpha range of 0.96-0.99 indicated strong internal

consistency for each developmental domain. Specifically, the Language domain reported a Cronbach's alpha of 0.98.

A test-retest reliability study was conducted with a sample of 92 children, ages 2-44 months. The correlation coefficient indicated a high degree stability of test scores for the language domain over time ($r = 0.99$). The interrater reliability was determined by calculating the correlations between the Language domain scores that had been collected for 49 children, ages 2-43 months, by two different examiners. The test reported a correlation coefficient of 0.96 indicating strong interrater reliability. Construct validity was determined for the Language domain by computing partial correlations between each developmental domain while controlling for age.

Data Collection

Data was collected in-person at each participating center. One researcher visited the participating centers in one week increments. The research was present at each center for three days - Tuesday, Wednesday, and Thursday. All data was collected from all participating centers over a three-month period.

Survey for Parents

The Family Background Information Survey was comprised of a demographic survey, the FIQ-SF, and Barriers to Parent Involvement component of the PASS, in that order. The Family Background Information Survey was completed during drop-off or pick-up time and took no longer than 20 minutes. Parents had the opportunity to complete the survey on Tuesday, Wednesday, or Thursday of the same week. Participants signed a consent form and received corresponding information about the study prior to completing

the survey. The survey was completed on a tablet in an assigned area that was provided by the Family Advocate. The area accommodated 10 parents and provided each participant with space and privacy. The researcher immediately coded the surveys with a corresponding letter-number label to protect participant's identity. Each participating center received a set of free children's book as a "thank you" for participating after all surveys were complete.

Language Score

Language development scores for EHS and EHS-CCP children were determined by the Early LAP. Early LAP assessments were completed by trained EHS and EHS-CCP teachers. The completed assessments were submitted to the ChildCareGroup Office of Management and Policy, who submitted beginning- and end-year scores to the researcher.

Data Analyses

The purpose of this study was to compare parent involvement and language development in young children enrolled in EHS and EHS-CCP programs. The findings may be used to assist with the further development and success of EHS and EHS-CCP classrooms operated by the Early Head Start grantee, ChildCareGroup. Descriptive statistics for parent demographic data were determined by calculating the frequencies and percentages of responses to the family background information survey. Table 5 provides a summary of the plans for data analysis for each research question.

Table 5

Plans for Data Analysis

Research Question	Variables	Statistical Tests	Displays
Is there a difference in parent involvement opportunities provided by Early Head Start centers and Early Head Start-Child Care Partnerships centers, as reported by the family background information survey?	Means and standard deviations of total Opportunities and Participation rates	ANOVAs by program type	Table and graph
Is there a difference in parent involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the Family Involvement Questionnaire–Short Form (FIQ-SF) (Fantuzzo et al., 2013)?	Means and standard deviations of Home-School Conferencing, School-based Involvement and Home-based Involvement subscales	MANOVA by program type	Table and graph
Is there a difference in barriers to parent involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the <i>Parent and School Survey (PASS)</i> (Ringenberg et al., 2005)?	Means and standard deviations of barriers total scores	ANOVA by program type	Table and graph
Is there a difference in language development for Early Head Start children and Early Head Start-Child Care Partnerships children, as measured by the Early Learning Accomplishment Profile Language domain (Early LAP) (Hardin & Peisner-Feinberg, 2001)?	Means and standard deviations of Early LAP Language domain gain scores	Factorial ANOVA by program type	Table and graph

Table 5 - *Continued*

Plans for Data Analysis

Research Question	Variables	Statistical Tests	Displays
Which variables or combination of variables are the best predictors for children's Early Lap Language domain scores, when considering FIQ-SF scores, PASS Barriers to Parent Involvement scores, and selected demographic variables?	Means and standard deviations of Early LAP Language scores, FIQ-SF scores, PASS Barriers to Involvement scores, and demographic variables	Multiple regression	Table

Summary

The purpose of this research was to compare parent involvement and language development in EHS and EHS-CCP programs. The researcher assessed EHS and EHS-CCP programs operating under the EHS grantee, ChildCareGroup. The study sample consisted of 240 parent-child dyads, with half representing the EHS-CCP program.

A survey, consisting of a family background information survey and the FIQ-SF, was completed by EHS and EHS-CCP parents during pick or drop-off time at each center. Survey results were coded with children's Early LAP scores to protect participants' identity. This data was used to answer five research questions. Data analysis included ANOVAs, a MANOVA, and a multiple linear regression.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to compare parent involvement and children's language development by program type, EHS and EHS-CCP. The quantitative method was utilized to answer five research questions. This chapter describes the findings for each question, accompanied by the appropriate tables and graphs.

Demographics

A total of 105 parent surveys were collected, including 51 EHS and 54 EHS-CCP. The frequencies for family demographics were calculated for each program type. Table 6 lists the frequencies and percentages for family demographics by program type.

Early Head Start

Among the EHS parents, 90.2% were female and 84.3% identified as the child's mother or step-mother. The majority of parents were between 18 to 35 years old with 33.3% of parents between 18 to 25 years and 52.9% of parents between 26 to 35 years old. The EHS sample included 45.1% who identified as African American and 47.1% as Hispanic. When asked, "What is your current employment status?", 65% of parents were employed for wages. For EHS parents, 21.6% had some college credit but no degree, while 29.5% had a college degree. Two percent of parents had a primary school education. The remaining 35.3% had a high school diploma.

Table 6

Frequencies and Percentages for Demographics by Program Type

	EHS (<i>n</i> = 51)		EHS-CCP (<i>n</i> = 54)	
	<i>f</i>	%	<i>f</i>	%
Gender				
Male	5	9.8	5	9.3
Female	46	90.2	48	88.9
Age				
18-25	17	33.3	15	27.8
26-35	27	52.9	29	53.7
36-45	4	7.8	5	9.3
46-59	2	3.9	4	7.4
60 or older	1	2.0	1	1.9
Race/Ethnicity				
African American	23	45.1	40	74.1
Native American	0	0	1	1.9
White, Latino or Hispanic	24	47.1	11	20.4
White, not Latino or Hispanic	3	5.9	2	3.7
Other	1	2.0	4	7.4
Employment Status				
Employed for wages	33	64.7	33	61.1
Self-employed	5	9.8	6	11.1
Out of work—looking for work	3	5.9	8	14.8
Out of work—not looking	4	7.8	0	0
Homemaker	2	3.9	0	0
Student	6	11.8	7	13.0
Retired	1	2.0	2	3.7
Unable to work	1	2.0	1	1.9

Table 6 - *Continued**Frequencies and Percentages for Demographics by Program Type*

	EHS (<i>n</i> = 51)		EHS-CCP (<i>n</i> = 54)	
	<i>f</i>	%	<i>f</i>	%
Education				
Primary School	1	2.0	2	3.7
Some High School	6	11.8	1	1.9
High School Diploma or equivalent	18	35.3	6	11.1
Some College, no degree	11	21.6	30	55.6
Trade/Technical/Vocational Training	6	11.8	7	13.0
Associate degree	6	11.8	2	3.7
Bachelor's degree	2	3.9	4	7.4
Graduate degree	1	2.0	2	3.7
Number of children in household				
1 child	8	15.7	15	27.8
2 children	16	31.4	15	27.8
3 children	11	21.6	14	25.9
4 children	10	19.6	6	11.1
5 children	4	7.8	2	3.7
6 children	1	2.0	2	3.7
Age of participant child				
7-12 months	2	3.9	1	1.9
13-18 months	10	19.6	8	14.8
19-24 months	12	23.5	13	24.1
25-30 months	12	23.5	22	40.7
31-36 months	15	29.4	9	16.7
Gender of participant child				
Male	28	54.9	27	50.0
Female	23	45.1	27	50.0
Relationship to participant child				
Mother/Step-mother	43	84.3	42	77.8
Father/Step-father	5	9.8	3	5.6
Grandmother	1	2.0	4	7.4
Foster parent	1	2.0	1	1.9
Other	0	0	4	7.4

Early Head Start-Child Care Partnerships

Among the EHS-CCP parents, 88.9% were female and 77.8% identified as the child's mother or step-mother. Parents, ages 18-25 years old made up 27.8% of the sample, while 26-35 years old represented 53.7% of the final sample. When asked if parents identified as African American, 74.1% responded yes. When asked if parents identified as Hispanic, 20.4% responded yes. When asked about employment status, 61.1% of parents stated that they were employed for wages. Fifteen percent of parents stated that they are out of work but looking and 13.0% identified as a student. Among the EHS-CCP parents, 55.6% have some college credit but no degree, while 27.8% of parents had a college degree. Four percent of parents had a primary school education. The remaining 11.1% had a high school diploma.

Research Questions

Research Question 1

Is there a difference in parent involvement opportunities provided by Early Head Start centers and Early Head Start-Child Care Partnerships centers, as reported by the Family Background Information Survey?

The section of the Family Background Information Survey concerning parent involvement opportunities consisted of 11 items. Reliability was measured by inter-item correlations resulting in a Cronbach's alpha value of 0.90. The frequencies and percentages for parent involvement opportunities offered and participated were calculated for each program type, EHS and EHS-CCP (see table 7).

Table 7

Frequencies and Percentages for Parent Opportunities Offered and Participated by

Program Type

	Early Head Start (<i>n</i> = 51)				Early Head Start-Child Care Partnership (<i>n</i> = 54)			
	Offered		Participated		Offered		Participated	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Assist in Classroom	47	92.2	36	70.6	41	75.9	31	57.4
Assist in Center	38	74.5	29	56.9	28	51.9	14	25.9
Lead a Learning Activity in Classroom	30	58.8	18	35.3	25	46.3	11	20.4
Lead a Learning Activity at Home	42	82.4	34	66.7	38	70.4	29	53.7
Attend a Parent Meeting	47	92.2	36	70.6	36	66.7	29	53.7
Attend a Center Event	45	88.2	37	72.5	28	51.9	17	31.5
Attend a Parent Workshop	34	66.7	22	43.1	17	31.5	6	11.1
Serve on a Parent Committee	28	54.9	12	23.5	17	31.5	3	5.6
Complete a Parent Survey	44	86.3	36	70.6	45	83.3	38	70.4
Create a School Readiness Goal	36	70.6	24	47.1	31	57.4	21	38.9
Complete a Risk Assessment	30	58.8	21	41.2	28	51.9	19	35.2

EHS parents reported 17% more opportunities for assisting in the classroom and they were 14% more likely to participate. EHS parents reported 23% more opportunities for assisting in the center and they were 31% more likely to participate. EHS parents also reported 26% more opportunities for attending a parent meeting, 37% more opportunities for attending a center event, 35% more opportunities for attending a parent workshop, and 23% more opportunities for serving on a parent committee. Table 8 lists the means

and standard deviations for the total of opportunities offered and the total rates of participation by program type. EHS parents reported more offered opportunities as well as higher rates of participation. Figure 1 displays a graph of the parent involvement opportunities offered and participated by program type.

Table 8

Means and Standard Deviations for Parent Opportunities Offered and Participated by Program Type - Total Rates

Early Head Start (<i>n</i> = 51)				Early Head Start-Child Care Partnership (<i>n</i> = 54)			
Offered		Participated		Offered		Participated	
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
8.25	2.90	5.98	3.36	6.19	3.56	4.04	2.76

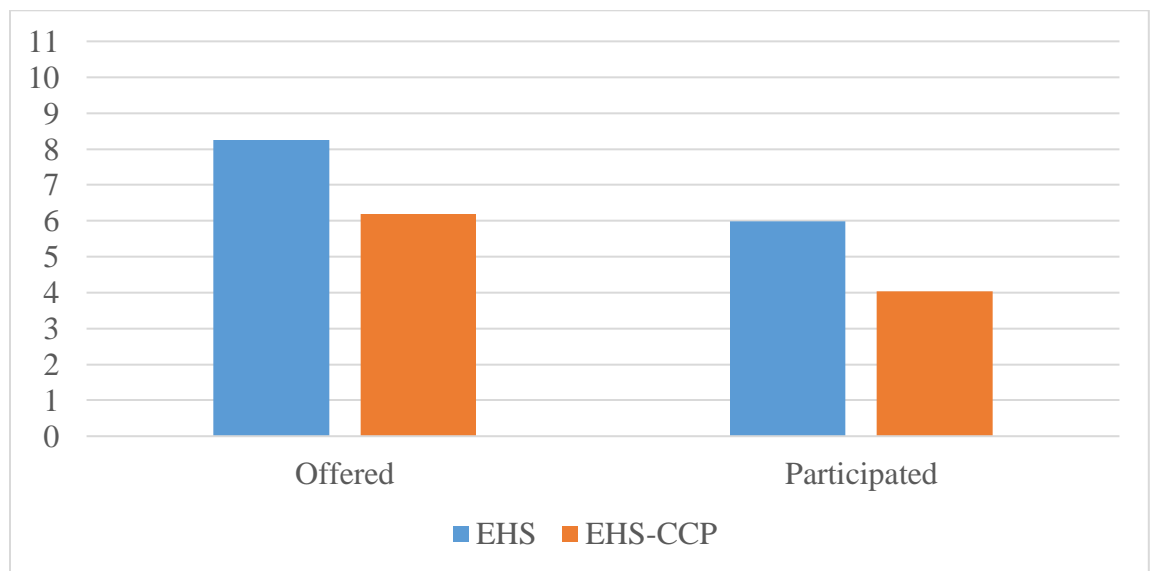


Figure 1. Parent involvement opportunities offered and participated by program type.

An ANOVA was selected to determine if there is a difference between parent involvement opportunities for EHS and EHS-CCP parents. There was a significant difference between offered parent involvement opportunities for EHS and EHS-CCP parents, $F(1, 103) = 10.60, p = 0.00$. Participation rates were also significantly different, $F(1, 103) = 10.55, p = 0.00$.

Research Question 2

Is there a difference in parent involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the Family Involvement Questionnaire–Short Form (FIQ-SF) (Fantuzzo et al., 2013)?

The FIQ-SF subscales, Home-School Conferencing, Home-Based Involvement, and School-Based Involvement were tested for reliability in this study with resulting Cronbach's alphas of 0.91, 0.89, and 0.88. The values were similar to those reported by Fantuzzo et al. (2013).

Frequencies were calculated for each FIQ-SF subscale score according to program type. Subscale mean scores were computed by calculating the sum of item scores and dividing by the number of items in the subscale. Each item was scored on a 4-point Likert scale with 1 indicating a low level of involvement and 4 indicating a high level of involvement (Fantuzzo et al., 2000). Table 9 lists the means and standard deviations for each subscale score by program type. EHS parents scored higher in Home-School Conferencing and School-based Involvement, while EHS-CCP parents scored higher in Home-Based Involvement. A graph of the FIQ-SF means by program type is displayed in Figure 2.

Table 9

Means and Standard Deviations for FIQ-SF Subscale Scores by Program Type

Subscales	Early Head Start (<i>n</i> = 51)		Early Head Start-Child Care Partnership (<i>n</i> = 54)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Home-School Conferencing	3.41	0.67	3.22	0.71
School-based Involvement	2.60	0.80	1.80	0.73
Home-based Involvement	3.28	0.64	3.36	0.62

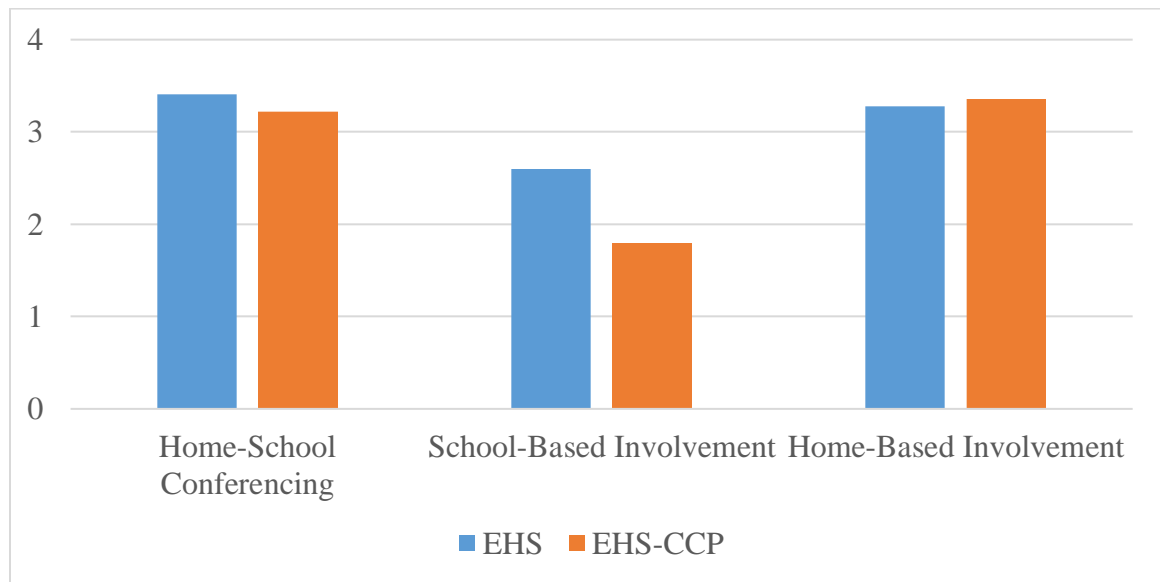


Figure 2. FIQ-SF subscale scores by program type.

Correlations were calculated to determine the relationships between FIQ-SF subscale scores. The correlations reported a significant positive relationship between each subscale, meaning as one subscale score increased the other subscale score increased as well. The highest correlation was between Home-School Conferencing and Home-Based

Involvement, and the lowest correlation was between School-Based Involvement and Home-Based Involvement. Table 10 lists the correlations for each subscale.

Table 10

Correlations of FIQ-SF Subscale Scores (n = 105)

	Home-School Conferencing	School-Based Involvement	Home-Based Involvement
Home-School Conferencing	-		
School-Based Involvement	0.54**	-	
Home-Based Involvement	0.69**	0.43**	-

Note. ** $p \leq 0.01$.

Due to the significant correlations between the FIQ-SF subscale scores, a MANOVA was selected to compare the combination of subscale scores to determine differences by program type. There was a significant difference for FIQ-SF subscale scores by program type, Wilk's Lambda = 0.69, $F(3, 101) = 15.03$, $p = 0.00$, partial $\eta^2 = 0.31$. There was a significant difference in School-Based Involvement scores by program type, $F(1, 103) = 29.18$, $p = 0.00$, partial $\eta^2 = 0.22$. There was not a significant difference between program types for Home-School Conferencing, $F(1, 103) = 2.02$, $p = 0.16$. There was not a significant difference between program types for Home-Based Involvement, $F(1, 103) = 0.44$, $p = 0.51$.

Research Question 3

Is there a difference in Barriers to Parent Involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the Parent and School Survey (PASS) (Ringenberg et al., 2005)?

Ringenberg et al. (2005) did not report the reliability for the PASS. However, the reliability of the PASS Barriers to Parent Involvement in this study resulted in a Cronbach's alpha value of 0.77.

The scores for Barriers to Parent Involvement were calculated by summing the item scores and dividing by five. For the purpose of this study, barrier item scores were recoded so (1) indicated low barriers and (3) indicated high barriers. This scoring coincided with the FIQ-SF in which a higher score indicated a higher level of parental involvement and a higher score on the Early LAP indicated a higher level of development. The means and standard deviations for each barrier item were listed in Table 11. The scores are illustrated in Figure 3. The total barrier scores for EHS and EHS-CCP parents are listed in Table 12 and illustrated in Figure 4. Results show that EHS parents reported more barriers than EHS-CCP parents.

Table 11

Means and Standard Deviations for Barriers to Parent Involvement Scores by Program Type

	Early Head Start (<i>n</i> = 51)		Early Head Start-Child Care Partnership (<i>n</i> = 54)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Lack of Time	1.61	0.72	1.43	0.66
Time of Programs	1.53	0.67	1.25	0.50
Small Children	1.17	0.36	1.06	0.23
Transportation	1.23	0.46	1.08	0.26
Work or School Schedule	1.78	0.81	1.66	0.80

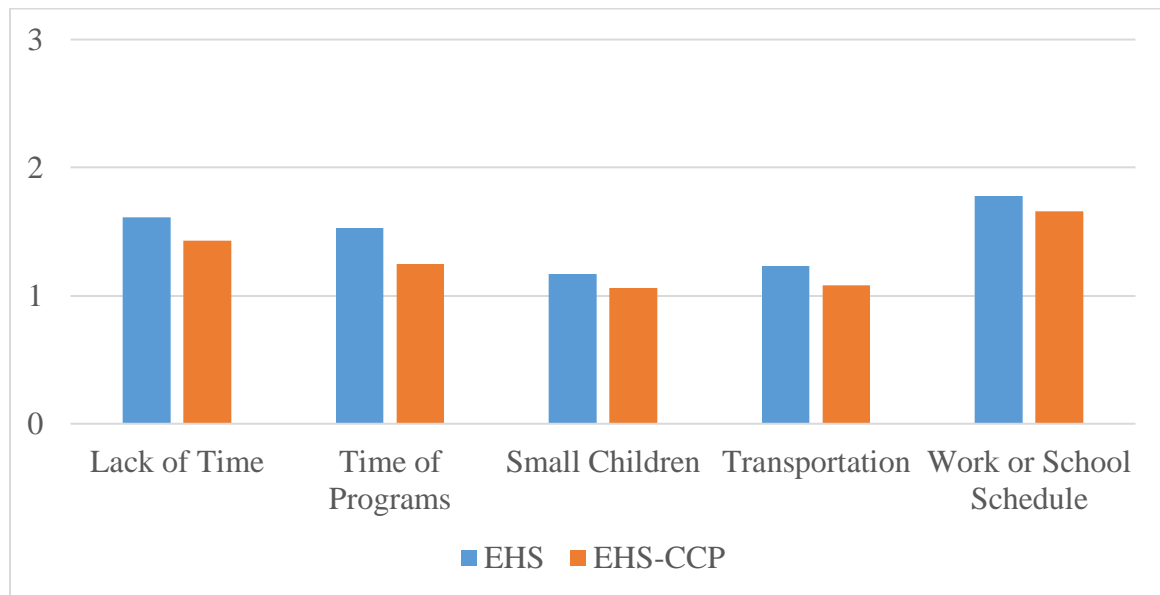


Figure 3. Barriers to Parent Involvement scores by program type.

Table 12

Means and Standard Deviations for Total Barriers to Parent Involvement Scores by Program Type

	Early Head Start			Early Head Start-Child Care Partnership		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Total Barriers	51	1.46	0.45	54	1.30	0.37

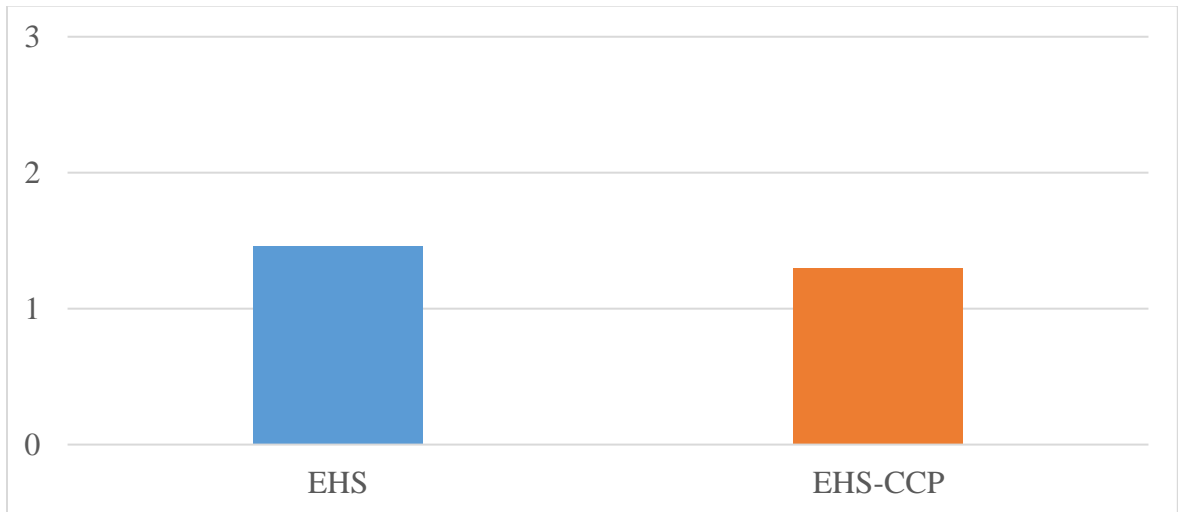


Figure 4. Total Barriers to Parent Involvement scores by program type.

An ANOVA was calculated to determine the differences in barrier scores for EHS and EHS-CCP parents. According to the results, there was a significant difference between total barriers to parent involvement score for EHS and EHS-CCP parents, $F(1, 103) = 4.23, p = 0.04$, with EHS parents reporting more barriers.

Research Question 4

Is there a difference in language development for Early Head Start children and Early Head Start-Child Care Partnerships children, as measured by the Early Learning Accomplishment Profile Language domain (Early LAP) (Hardin & Peisner-Feinberg, 2001)?

Early LAP end-of-year Expressive and Receptive Language scores were collected for 50 of the 51 EHS children and 50 of the 54 EHS-CCP children for a total of 100 scores. The remaining five scores were not provided due to missing data. The Early LAP measures children's development based on a criterion-referenced assessment. Scores can range from 0 to 100, increasing with age. A child from birth to 3 months is expected to score closer to 0. A child who is 36 months is expected score closer to 100. The means and standard deviations for Expressive Language scores and Receptive Language scores are listed in Table 13. Figure 5 illustrates the means for Expressive Language scores by program type. Figure 6 illustrates the means for Receptive Language scores by program type. EHS-CCP children tended to have higher Expressive and Receptive Language scores when compared with EHS children.

Table 13

Means and Standard Deviations for Expressive and Receptive Language Scores by Program Type

Early Head Start (<i>n</i> = 50)				Early Head Start-Child Care Partnership (<i>n</i> = 50)			
Expressive		Receptive		Expressive		Receptive	
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
68.34	22.15	67.60	19.17	75.45	22.51	74.93	20.84

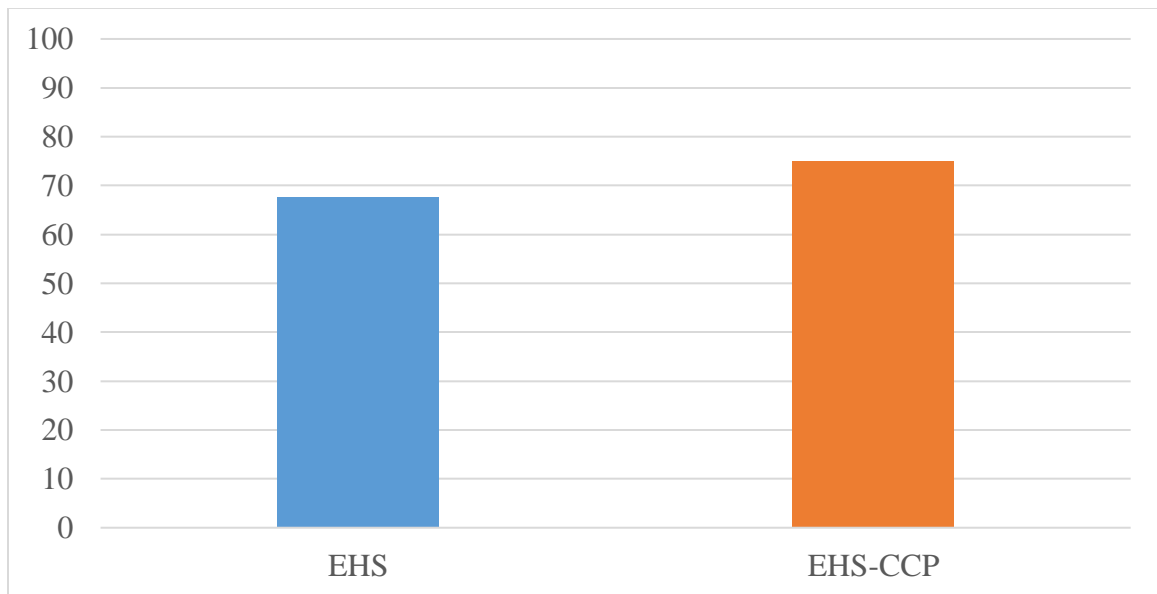


Figure 5. Expressive Language scores by program type.

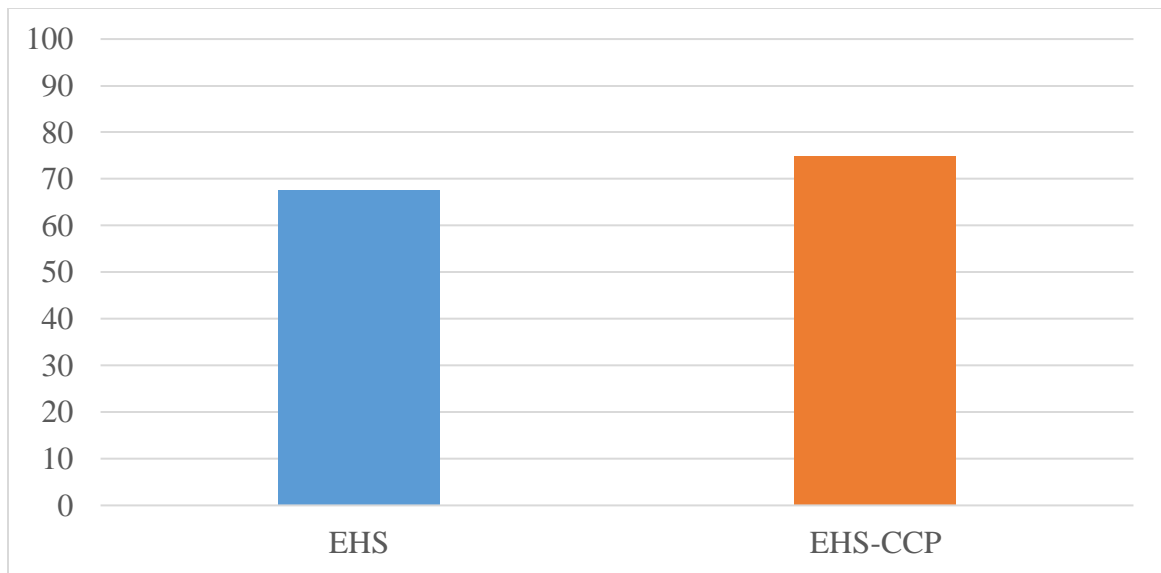


Figure 6. Receptive Language scores by program type.

For the purpose of this study, mean language scores were calculated by program type and age group. The age groups included 12-17 months, 18-23 months, 24-29 months, and 30-36 months. EHS-CCP children tended to have higher Expressive and Receptive Language scores when compared with EHS children. Table 14 lists the means and standard deviations for Expressive and Receptive Language scores by program type and age group. Figure 7 illustrates the means for Expressive Language scores by program type and age group. Figure 8 illustrates the means for Receptive Language scores by program type and age group.

Table 14

Means and Standard Deviations of Language Scores by Program Type and Age Group

	EHS					EHS-CCP				
	Expressive		Receptive			Expressive		Receptive		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
12-17 months	9	44.83	9.45	48.52	7.47	8	53.88	9.39	52.92	7.00
18-23 months	15	54.02	10.56	55.11	7.55	15	61.61	21.84	62.00	17.40
24-29 months	10	76.90	15.68	73.33	10.06	11	82.13	18.81	80.91	17.83
30-36 months	16	89.66	15.27	86.46	16.75	16	96.61	8.25	93.96	7.90

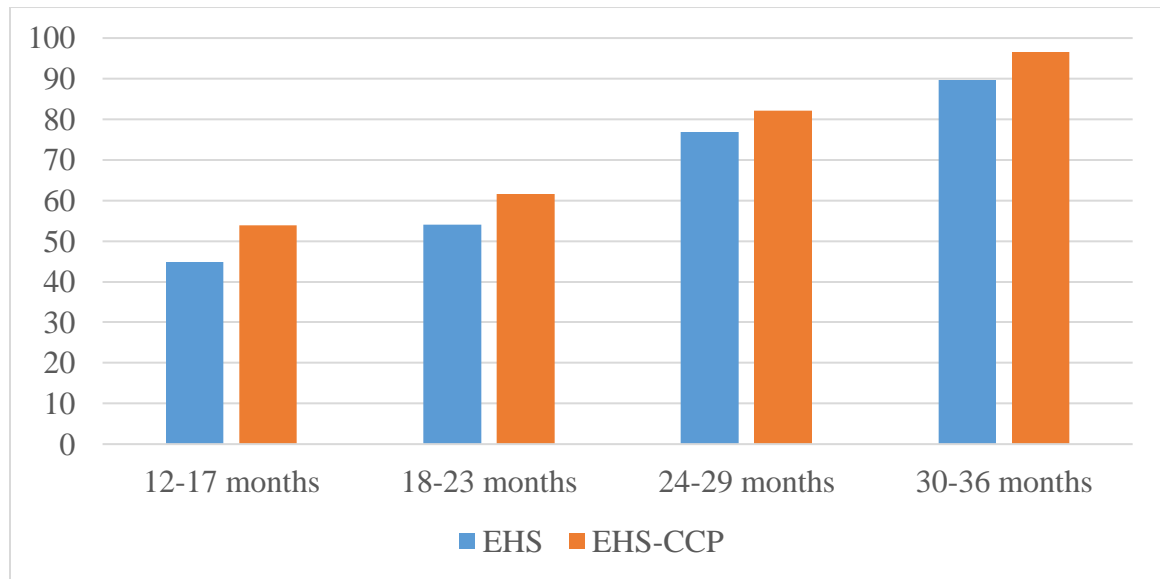


Figure 7. Expressive Language scores by program type and age group.

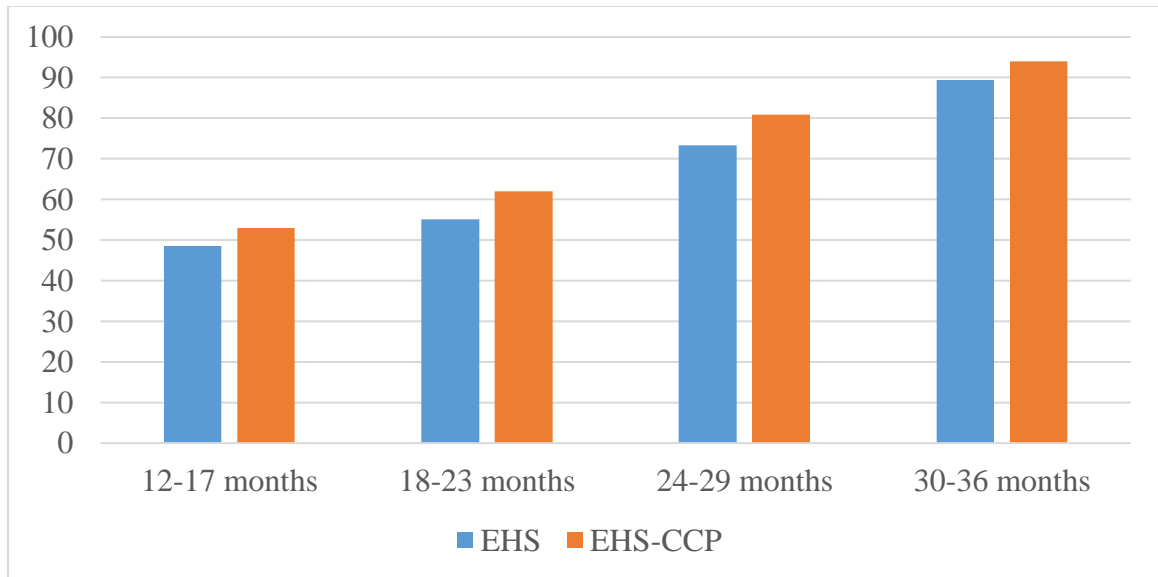


Figure 8. Receptive Language scores by program type and age group.

Factorial ANOVAs were selected to compare Expressive and Receptive Language scores by program type and by age groups. There was a significant difference in Expressive Language score by program type ($F(1, 95) = 5.04, p = 0.03$) and age group ($F(3, 95) = 46.06, p = 0.00$). EHS-CCP children scored higher in Expressive Language. Expressive Language scores increased significantly as age increased. There was a significant difference in Receptive Language scores by program type ($F(1, 95) = 7.28, p = 0.01$) and age group ($F(3, 95) = 50.70, p = 0.00$). EHS-CCP children scored higher in Receptive Language. Receptive Language scores increased significantly as age increased.

Research Question 5

Which variables or combination of variables are the best predictors for children's Early Lap Language domain scores, when considering FIQ-SF scores, PASS Barriers to Parent Involvement scores, and selected demographic variables?

Multiple linear regressions were calculated to determine if Receptive Language scores or Expressive Language scores were predicted by select variables, including FIQ-SF scores, PASS Barriers to Parent Involvement scores, and a parent's highest level of education. There was a trend towards the variables serving as predictors for Expressive Language scores, $F(5, 94) = 1.96, p = 0.09$. There was also a trend towards the variables serving as predictors for Receptive Language scores, $F(5, 94) = 1.95, p = .09$.

Summary

Calculations were completed to answer five research questions. Based on the results, EHS parents reported more offered parent involvement opportunities in their center as well as participation in these opportunities. EHS-CCP parents scored higher on FIQ-SF subscale, Home-Based Involvement, while EHS parents scored higher on Home-School Conferencing and School-Based Involvement. There was a significant difference in Receptive and Expressive Language scores by program type and age group, but there was no significant difference by individual age group.

CHAPTER V

DISCUSSION

Introduction

The EHS-CCP grant was created by President Barack Obama in 2014 in an effort to increase access to quality child care (Administration for Children & Families, 2014). Since then, the grant funds have been dispersed to multiple Head Start Grantees throughout the United States (Early Childhood Development, 2015). One of the goals for the EHS-CCP program is to increase children's school readiness and parents' success (Administration for Children & Families, 2014). The purpose of this study was to determine the differences in parent involvement and children's language scores in EHS and EHS-CCP programs operating under the Head Start Grantee, ChildCareGroup.

A total of 105 parents completed the Family Background Information Survey which consisted of a demographic survey, theFIQ-SF (Fantuzzo et al., 2013), and the PASS Barriers to Parent Involvement (Ringenberg et al., 2005). Children's Receptive and Expressive Language scores were collected for 100 children from the ChildCareGroup corporate office.

Overview of Findings and Discussion

Demographics

According to the demographic survey results, mothers made up the majority of the sample, and they were more likely to be between the ages of 26 to 35 years old. While EHS-CCP parents were primarily African American (74.1%), half of the EHS parents

were African American (45.1%) and half were Hispanic (47.1%). The locations of the participating centers support these findings, as each center is located in a different neighborhood within the city of Dallas. It was reported that EHS-CCP parents attended college more than EHS parents. This finding is supported by the requirements for admission to the EHS-CCP program. EHS-CCP qualifications require parents to be employed or enrolled as a student (Administration for Children & Families, 2014); while EHS parents are not required to be employed or attending school to meet enrollment qualifications (Office of Head Start, 2018).

Research Questions

Research Question 1. Is there a difference in parent involvement opportunities provided by Early Head Start centers and Early Head Start-Child Care Partnerships centers, as reported by the Family Background Information Survey?

Based on the results, EHS parents were offered more parent involvement opportunities in their centers ($M = 8.25$) compared to EHS-CCP parents ($M = 6.19$). EHS parents also reported higher rates of participation in parent involvement opportunities ($M = 5.98$) compared to EHS-CCP parents ($M = 4.04$). This finding supports the view of Epstein and Salinas (2004) on parent involvement. Epstein and Salinas (2004) stated that parents are more likely to participate if they receive an invitation.

Based on the percentages of the participation rates, EHS parents were most likely to attend a center event (73%), while EHS-CCP parents were most likely to complete a parent survey (70%). According to the results, EHS parents reported that they were 36% more likely to be offered the opportunity to attend a center event and only 3% more likely

to be offered the opportunity to complete a parent survey. These findings further support the view of Epstein and Salinas (2004).

Research Question 2. Is there a difference in parent involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the Family Involvement Questionnaire–Short Form (FIQ-SF) (Fantuzzo et al., 2013)?

EHS parents scored higher on Home-School Conferencing ($M = 3.41$) and significantly higher on School-Based Involvement ($M = 2.60$). These findings were supported by the parent involvement opportunities and participation results, which concluded that EHS parents were offered more opportunities and participated at higher rates. The parent involvement opportunities were primarily center-based activities, with 10 of the 11 activities taking place at the center (ex. Lead a learning activity in the classroom, Attend a center event, Serve on a parent committee). Epstein's (1992) Parent Involvement Framework is aligned with the FIQ-SF subscales (Fantuzzo et al., 2000). Based on the results in this study, it can be concluded that the EHS program is aligned with Epstein's parent involvement types, Volunteering and Collaborating, as well as Communicating and Decision Making.

EHS-CCP parents scored higher on the FIQ-SF subscale, Home-Based Involvement. Based on the alignment between Epstein's (1992) framework and the FIQ-SF subscales, it can be concluded that the EHS-CCP program is aligned with Epstein's parent involvement types, Parenting and Learning at Home.

Research Question 3. Is there a difference in Barriers to Parent Involvement for Early Head Start parents and Early Head Start-Child Care Partnerships parents, as measured by the Parent and School Survey (PASS) (Ringenberg et al., 2005)?

EHS parents reported more barriers to parent involvement than EHS-CCP parents. This finding was supported by the demographics, which reported that EHS parents were more likely to be employed for wages (64.7%) and less likely to have only one child in the household (15.7%). Bolen, McWey, and Schlee (2008) found that barriers to parent involvement could include work schedule, while Ansari and Gershoff (2016) found that number of young children can serve as a barrier to parent involvement. Parents' level of education could serve as a barrier to parent involvement (Guttentag et al., 2014; Love et al., 2005; Mendez, 2010). According to the demographics, EHS parents' highest level of education was more likely to be a high school diploma (35.3%) compared to EHS-CCP parents (11.1%).

EHS and EHS-CCP parents reported Lack of Time and Work or School Schedule as their highest barriers. The barriers can be interdependent with work or school schedules causing lack of time.

Research Question 4. Is there a difference in language development for Early Head Start children and Early Head Start-Child Care Partnerships children, as measured by the Early Learning Accomplishment Profile Language domain (Early LAP) (Hardin & Peisner-Feinberg, 2001)?

EHS-CCP children scored significantly higher on the Early LAP. This finding can be supported by the concept that language development is influenced by parent

involvement (Blake et al., 2006; Vygotsky, 1986), specifically child-directed speech (Hart & Risley, 1995) and quality book reading (Cline & Edwards, 2013). According to the FIQ-SF item percentages, EHS-CCP parents were more likely to spend time with their child working on reading and writing skills (42.6%) compared to EHS parents (33.3%). Sharkins et al. (2017) found that parents' education serves as a factor in children's language development. According to the demographics, EHS-CCP parents were more likely to have attended college (82.6%) compared to EHS parents (51.1%).

Research Question 5. Which variables or combination of variables are the best predictors for children's Early LAP Language domain scores, when considering FIQ-SF scores, PASS Barriers to Parent Involvement scores, and selected demographic variables?

Although various researchers found that language development was influenced by parent involvement (Arnold et al., 2008; Bradley et al., 2011; Cline & Edwards, 2013; Guttentag et al., 2014), neither the FIQ-SF scores nor the Barriers to Parent Involvement scores were significant predictors of Receptive or Expressive Language scores in this sample.

Parents' education levels were not a significant predictor in this sample. This finding was contrary to those of Sharkins et al. (2017) who reported that parents' education was a factor in language development of children in Early Head Start programs.

Limitations

There were two limitations to this study. The first limitation was the small sample size. The researcher was provided with 232 parent names before recruitment. Only 105

parents were recruited due to parents being absent from the center. Some parents had sick children and stayed home, and some families been dropped from the program for numerous reasons. An increase in participants could have provided the researcher with more accurate findings.

The second limitation was the lack of information about the differences between the ChildCareGroup EHS and EHS-CCP programs. While information was limited in the ChildCareGroup handbook, more information could have been made available through an interview with a ChildCareGroup administrator. This study could have utilized a mixed methods approach, in which the researcher could have related the parent and children scores with responses from an interview with an EHS and EHS-CCP administrator.

Implications

The results in this study can be utilized by EHS and EHS-CCP administrators, teachers, and parents to increase parent-teacher communications. The findings can be used by EHS and EHS-CCP administrators to develop professional development curriculum and to gain knowledge about the relationship between family needs and barriers to parent involvement.

In addition, early childhood professionals may determine strategies to improve parent involvement at home and at school. Findings from the Family Background Information Survey can be used to create stimulating parent involvement opportunities and encourage participation.

The results of this study can also be used to influence policy makers to reevaluate the EHS and EHS-CCP programs, in regards to parent involvement opportunities and

subsequently children's language development. The findings from the section of the Family Background Information Survey concerning parent involvement opportunities can be used to discuss the need for increased funding to provide additional opportunities. Lastly, this study can shape future research by placing an emphasis on the need for more literature on parent involvement in EHS-CCP settings.

Recommendations

There are several recommendations that can be made based on these findings. The following are recommendations for early childhood practitioners, policy makers, and researchers.

Early Childhood Practitioners

Results indicated that while EHS parents experienced more barriers, they were offered more parent involvement opportunities and subsequently participated at higher rates than EHS-CCP parents. It was also reported that EHS-CCP parents were less likely to participate in Home-School Conferencing and School-Based Involvement. The EHS-CCP program includes a part-time Family Advocate in each center while the EHS program has a full-time Family Advocate in each center. This could result in EHS-CCP parents having fewer opportunities for daily face-to-face communications with the Family Advocate. According to Epstein (1995) and Fantuzzo et al. (2000), children are most successful when parents engage in effective communication with administrators and teachers. The following recommendations are suggested in an effort to increase parents' participation and decrease barriers to involvement:

- 1) Ensure that EHS-CCP staff are using the Head Start Program Performance Standards (U.S. Department of Health and Human Services & Administration for Children and Families & Office of Head Start, 2016) as a guide to offering parent involvement opportunities;
- 2) Increase presence of Family Advocates at centers and ensure that Family Advocate are communicating regularly with parents to assess for on-going needs; and
- 3) Offer professional development for staff members to increase knowledge of effective strategies that encourage engagement in offered parent involvement activities.

Policy Makers

ChildCareGroup EHS-CCP parents reported significantly lower parent involvement opportunities offered compared to EHS parents. This finding was accompanied by lower participation rates for EHS-CCP parents. In an effort to increase parent involvement rates in EHS-CCP parents, the following recommendations are addressed to policy makers:

- 1) Increase access to in-house parenting workshops by providing funds for more community partners to present workshops to parents; and
- 2) Provide funding to increase access to professional development opportunities on parent involvement for EHS-CCP staff.

Future Research

Research findings may provide early childhood practitioners and policy makers with information about parent involvement and language development in EHS and EHS-CCP setting. The following recommendations are addressed to researchers:

- 1) Investigate the perspectives of EHS and EHS-CCP teachers and administrators concerning connections between parent involvement and children's language development;
- 2) Assess the impact of parenting workshops, conducted in small cohorts, on children's language development; and
- 3) Conduct a longitudinal study to follow EHS and EHS-CCP children to determine if FIQ-SF scores, PASS Barriers to Parent Involvement scores, and parents' highest level of education are related to Receptive and Expressive Language scores at age five.

Summary

The results from this study are supported by theory and prior research findings. Based on the results of this study, the ChildCareGroup EHS program is more likely to offer more parent involvement opportunities and encourage participation when compared to the EHS-CCP program. Recommendations were made in an effort to increase access to parent involvement opportunities, and therefore increase participation, for EHS-CCP parents. While there was a significant difference in parent involvement for EHS and EHS-CCP programs, as well as a significant difference in language development for each

program, parent involvement was not predictive of language scores. Limitations of this study were discussed and recommendations for future research were made in an effort to better account for the relationship between parent involvement and language development. This study may benefit the early childhood field, specifically early childhood practitioners, policy makers, and researchers that work with EHS and EHS-CCP programs.

REFERENCES

- Administration for Children & Families. (2014). *101: Early Head Start-Child Care Partnerships*. Washington, DC: Department of Health and Human Services.
- Ansari, A., & Gershoff, E. (2016). Parent involvement in head start and children's development: Indirect effects through parenting. *Journal of Marriage & Family*, 78(2), 562–579.
- Arnold, D. H., Zeljo, A., Doctoroff, G. L., & Ortiz, C. (2008). Parent involvement in preschool: Predictors and the relation of involvement to preliteracy development. *School Psychology Review*, 37(1), 74-90.
- Bardige, B. S., & Segal, M. M. (2005). *Building literacy with love: A guide for teachers and caregivers of children birth through age 5*. Washington, DC: Zero to Three.
- Bates, E., Bretherton, I., & Snyder, L. (1988). *First words to grammar: Individual differences and dissociable mechanisms*. Cambridge, MA: Cambridge University Press.
- Bauman, D., & Wasserman, K. (2010). Empowering fathers of disadvantaged preschoolers to take a more active role in preparing their children for literacy success at school. *Early Childhood Education Journal*, 37(5), 363-370.
- Blake, J., Macdonald, S., Bayrami, L., Agosta, V., & Milian, A. (2006). Book reading styles in dual-parent and single-mother families. *British Journal of Educational Psychology*, 76, 501-515.

- Bolen, M., McWey, L., & Schlee, B. (2008). Are at-risk parents getting what they need? Perspectives of parents involved with child protective services. *Clinical Social Work Journal*, 36(4), 341-354.
- Bradley, R. H., McKelvey, L. M., & Whiteside, M. L. (2011). Does the quality of stimulation and support in the home environment moderate the effect of early education programs? *Child Development*, 82(6), 2110–2122.
- Brooks, R., & Meltzoff, A. N. (2005). The development of gaze following and its relation to language. *Developmental Science*, 8(6), 535–543.
- Bulotsky, S. R. J., Bouza, J., Bichay, K., Fernandez, V. A., & Gaona Hernandez, P. (2016). Extending the validity of the Family Involvement Questionnaire-Short Form for culturally and linguistically diverse families from low-income backgrounds. *Psychology in the Schools*, 53(9), 911–925.
- Caldwell, B., & Bradley, R. (1984). *Home Observation for the Measurement of the Environment*. Little Rock, AR: University of Arkansas at Little Rock.
- Chen, D., & Dote-Kwan, J. (2018). Promoting emergent literacy skills in toddlers with visual impairments. *Journal of Visual Impairment & Blindness*, 112(5), 542–550.
- ChildCareGroup. (2018). *Early childhood program parent handbook: 2018-2019*. Dallas, TX: ChildCareGroup.
- Cline, K. D., & Edwards, C. P. (2013). The instructional and emotional quality of parent-child book reading and Early Head Start children's learning outcomes. *Early Education and Development* 24, 1214-1231.

- DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior & Development*, 9(2), 133-150.
- DeLoatche, K., Bradley-Klug, K., Ogg, J., Kromrey, J., & Sundman-Wheat, A. (2015). Increasing parent involvement among Head Start families: A randomized control group study. *Early Childhood Education Journal*, 43(4), 271–279.
- Downer, J. T., Lopez, M. L., Grimm, K. J., Hamagami, A., Pianta, R. C., & Howes, C. (2012). Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the classroom assessment scoring system in diverse settings. *Early Childhood Research Quarterly*, 27(1), 21–32.
- Early Childhood Development. (2015). *Early Head Start-Child Care Partnerships and Early Head Start expansion awards*. Retrieved from:
<https://www.acf.hhs.gov/ece/early-learning/ehs-cc-partnerships/grant-awardees>
- Epstein, J. L. (1992). *School and family partnerships*. In M. C. Alkin (Ed.), *Encyclopedia of educational research* (6th ed., pp. 1139-1151). New York, NY: Macmillan.
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76, 701-712.
- Epstein, J. L. (2010). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. L., & Salinas, K. C. (2004). Partnering with families, and communities. *Educational Leadership*, 61(8), 12-17.
- Fantuzzo, J., Gadsden, V., Li, F., Sproul, F., McDermott, P., Hightower, D., & Minney, A. (2013). Multiple dimensions of family engagement in early childhood

- education: Evidence for a short form of the Family Involvement Questionnaire. *Early Childhood Research Quarterly*, 28(4), 734–742.
- Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92(2), 367–376.
- Fernald, A., Marchman, V. A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 months. *Developmental Science* 16(2), 234-248.
- Frog Street. (2017). *Curriculum and programs*. Retrieved from <http://www.frogstreet.com/curriculum/>
- Guttentag, C. L., Landry, S. H., Williams, J. M., Baggett, K. M., Noria, C. W., Borkowski, J. G., Ramey, S. L. (2014). “My Baby & Me”: Effects of an early, comprehensive parenting intervention on at-risk mothers and their children. *Developmental Psychology*, 50(5), 1482–1496.
- Halliday, M. A. K. (1973). *Explorations in the functions of language*. London, UK: Edward Arnold.
- Hardin, B. J., & Peisner-Feinberg, E. S. (2001). *The Early Learning Accomplishment Profile (Early LAP) examiner’s manual and reliability and validity technical report*. Lewisville, NC: Kaplan Early Learning Company.
- Hart, B., & Risley, T. R. (1995). *meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Henrich, C., & Gadaire, D. (2008). Head Start and parent involvement. *Infants and Young*

Children, 21, 56-69.

Keys, A. (2015). Family engagement in rural and urban Head Start families: An exploratory study. *Early Childhood Education*, 43, 69-76.

Love, J. M., Kisker, E. E., Ross, C., Raikes, H., Constantine, J., Boller, K., Vogel, C. (2005). The effectiveness of Early Head Start for 3-year-old children and their parents: Lessons for policy and programs. *Developmental Psychology*, 41(6), 885–901.

Marjanovič-Umek, L., Fekonja-Peklaj, U., Sočan, G., & Tašner, V. (2015). A socio-cultural perspective on children's early language: A family study. *European Early Childhood Education Research Journal*, 23(1), 69–85.

McGillion, M., Pine, J. M., Herbert, J. S., & Matthews, D. (2017). A randomized controlled trial to test the effect of promoting caregiver contingent talk on language development in infants from diverse socioeconomic status backgrounds. *Journal of Child Psychology & Psychiatry*, 58(10), 1122-1131.

McWayne, C., Campos, R., & Owsianik, M. (2008). A multidimensional, multilevel examination of mother and father involvement among culturally diverse Head Start families. *Journal of School Psychology*, 46(5), 551-573.

Mendez, J. L. (2010). How can parents get involved in preschool? Barriers and involvement in education by ethnic minority parents of children attending Head Start. *Cultural Diversity and Ethnic Minority Psychology*, 16(1), 26–36.

- Messerschmidt, J., Ramabenyane, J., Venter, R., & Vorster, C. (2008). The facilitative role of adults in the language development of Afrikaans- and Sesotho-speaking preschool children. *European Early Childhood Education Research Journal*, 16(3), 283–296.
- National Center on Parent, Family, and Community Engagement. (2018). *Head Start Parent, Family, and Community Engagement Framework* (2nd ed.). Washington, DC: Office of Head Start.
- Office of Head Start. (2015). *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington, D.C.: Administration for Children and Families
- Office of Head Start. (2016). *Head Start Program Performance Standards: 45 CFR Chapter XIII*. Washington, D.C.: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.
- Office of Head Start. (2018). *About the Office of Head Start*. Retrieved from <https://www.acf.hhs.gov/ohs/about>
- Play and Learn. (2018). *The play and learn program*. Retrieved from <https://playandlearn.com/the-play-learn-curriculum/>
- Pratt, M. M., Lipscomb, S., & Schmitt, S. (2015). The effect of Head Start on parenting outcomes for children living in non-parental care. *Journal of Child & Family Studies*, 24(10), 2944-2956.
- Ringenberg, M., Funk, V., Mullen, K., Wilford, A., & Kramer, J. (2005). Test-retest reliability of the Parent and School Survey (PASS). *The School Community Journal*, 15(2), 121-134.

- Robyak, A., Masiello, T., Trivette, C. M., Roper, N., and & Dunst, C. J. (2007). Mapping the contemporary landscape of early literacy learning. *Center of Early Literacy Learning, 1*(1), 1-11.
- Schilder, D., & Leavell, A. (2015). Head Start/Child Care Partnerships: Program characteristics and classroom quality. *Early Childhood Education Journal, 43*(2), 109–117.
- Schoon, I., Parsons, S., Rush, R. & Law, J. (2010). Childhood language skills and adult literacy: A 29-year follow-up study. *Pediatrics, 125*(3), 459–466.
- Sharkins, K. A., Leger, S. E., & Ernest, J. M. (2017). Examining effects of poverty, maternal depression, and children’s self-regulation abilities on the development of language and cognition in early childhood: An early head start perspective. *Early Childhood Education Journal, 45*(4), 493-498.
- Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. A. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready intervention. *Journal of School Psychology, 49*(3), 361–383.
- Squires, J., & Bricker, D. (2009). *Ages & Stages Questionnaires®, Third Edition (ASQ-3): A Parent-Completed Child Monitoring System*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Swingley, D. (2008). The roots of the early vocabulary in infants’ learning from speech. *Current Directions in Psychological Science, 17*(5), 308–312.

- U.S. Department of Health and Human Services. (2013). *Early Head Start & CCDF background fact sheet*. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/presidents_initiative_draft_fact_sheet_revised_4_8_508.pdf?nocache=136562502
- Vogel, C., Brooks, G. J., Martin, A., & Klute, M. M. (2013). Impacts of Early Head Start participation on child and parent outcomes at ages 2, 3, and 5. *Monographs of the Society for Research in Child Development*, 78(1), 36–63.
- Vygotsky, L.S. (1978). *Mind in society: The Development of higher psychological processes*. Cambridge, MA: Presidents and Fellows of Harvard College.
- Vygotsky, L.S. (1986). *Thought and language*. Cambridge, MA: Massachusetts Institute of Technology.
- Vygotsky, L. S. (1987). *Thinking and speech*. In *The collected works of L.S. Vygotsky. Problems of general psychology* (Vol. 1, pp. 37–285) (translated by Norris Minick). New York, NY: Plenum Press.
- Wen, X. X., Bulotsky-Shearer, R. J., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories. *Early Childhood Research Quarterly*, 27(4), 640-653
- Whittmer, D. S., & Petersen, S. H. (2018) *Infant and toddler development and responsive program planning*. New York, NY: Pearson Education.
- Zimmerman, I. L., Steiner, V. G., & Pond, R. E. (2002). *Preschool Language Scale, Fourth Edition*. San Antonio, TX: Psychological Corporation.

APPENDIX A

Permission to Use Tools

Permission to Use Parent and School Survey (PASS)

9/25/2019

Texas Woman's University Mail - Permission to use PASS



Joy Bolden <jbrown53@twu.edu>

Permission to use PASS

3 messages

Joy Bolden <jbrown53@twu.edu>
To: Matthew.Ringenberg@valpo.edu

Sat, Feb 9, 2019 at 9:53 AM

Hello Dr. Ringenberg,

My name is Joy Bolden, and I am a doctoral candidate at Texas Woman's University, in Denton, TX. My area of concentration is Early Childhood Development and Education. I am writing to ask permission from you and your colleagues to use the Parent and School Survey (PASS), items 25-30.

The purpose of my dissertation is to compare parent involvement and children's language development in Early Head Start and Early Head Start-Child Care Partnerships centers, operating under the Head Start grantee Child Care Group in Dallas, TX. I would like to use the PASS, items 25-30, to measure barriers to parent involvement.

The results of this study will support Early Head Start and Early Head Start-Child Care Partnership teachers' and administrators' efforts to increase parent involvement and children's language development. I look forward to hearing from you soon, and I thank you in advance for the opportunity to utilize the instrument.

--

Joy Bolden, M.A.
Doctoral Candidate
Department of Family Sciences
Texas Woman's University

Matthew Ringenberg <Matthew.Ringenberg@valpo.edu>
To: Joy Bolden <jbrown53@twu.edu>

Sat, Feb 9, 2019 at 5:11 PM

Hello Joy

Thank you for asking. Yes, please feel free to use those items. It is an important topic. I wish you well. If you don;t mind, when you are done, would be willing to share what you found?

Best wishes

Matt Ringenberg
[Quoted text hidden]

Joy Bolden <jbrown53@twu.edu>
To: Matthew Ringenberg <Matthew.Ringenberg@valpo.edu>

Sat, Feb 9, 2019 at 11:14 PM

Dr. Ringenberg,

Absolutely! Thank you!

Joy Bolden
[Quoted text hidden]

--

Joy T. Bolden, M.A. Doctoral student Family Sciences Department Texas Woman's University

Permission to Use Family Involvement Questionnaire – Short Form (FIQ-SF)

9/25/2019

Texas Woman's University Mail - Permission to Use Family Involvement Questionnaire - Short Form



Joy Bolden <jbrown53@twu.edu>

Permission to Use Family Involvement Questionnaire - Short Form

Joy Bolden <jbrown53@twu.edu>
To: GSE Penn Child Research Ctr <gsepcrc@gse.upenn.edu>

Tue, Feb 19, 2019 at 10:41 AM

Thank you!

On Tue, Feb 19, 2019 at 9:11 AM GSE Penn Child Research Ctr <gsepcrc@gse.upenn.edu> wrote:

Hi Joy,

We received your check for the FIQ form. Thank you for your payment. Attached is the cover letter for the manual and the assessment tool.

Thank you,

Fei Tan
Penn Child Research Center

From: Joy Bolden <jbrown53@twu.edu>
Sent: Monday, February 18, 2019 3:20 PM
To: GSE Penn Child Research Ctr

Subject: Re: Permission to Use Family Involvement Questionnaire - Short Form

Hello Ms. Tan,

You should be receiving my payment and signed contract via mail. I mailed the items about 2 weeks ago. Please let me know if you need any other information.

Thank you,

Joy Bolden

On Mon, Jan 21, 2019 at 9:19 AM GSE Penn Child Research Ctr <gsepcrc@gse.upenn.edu> wrote:

Dear Joy,

Thank you for your interest in the Family Involvement Questionnaire (FIQ). If you would like a copy of the current version of the instrument as well as the scoring guidelines, please complete the attached contract and send it to me at the address below with a check for \$100, made out to the Trustees of the University of Pennsylvania, to cover the cost of processing your request.

The attached invoice is for your records, whether you decide to purchase the instrument or not. This does not need to be returned.

Sincerely,

Fei Tan
C/O Katie Barghaus
University of Pennsylvania
370I Locust Walk, Room C-20

APPENDIX B

Consent to Participate in Research

TEXAS WOMAN'S UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Title: Parent Involvement and Children's Language Development

Investigator: Joy Bolden..... jbrown53@twu.edu

Advisor: Lin Moore, PhD..... lmoore@twu.edu

Summary and Key Information about the Study

You are being asked to participate in a research study conducted by Ms. Joy Bolden, a student at Texas Woman's University, as a part of her dissertation. The purpose of this research is to investigate parent involvement and children's language development in Early Head Start and Early Head Start-Child Care Partnerships centers operated by Child Care Group. You have been asked to participate in this study because you are a parent of a child enrolled in an Early Head Start or Early Head Start-Child Care Partnerships center, and you have participated in at least one hour of parent involvement activities in the last six months. As a participant, you will be asked about your family background and experiences with parent involvement activities. The survey will be completed online using a tablet that is provided by the researcher. Your child's *Early LAP* language scores for the 2018-2019 school year will be collected from Child Care Group. The researcher will use a code name to protect you and your child's confidentiality. The total time commitment for this study is 20 minutes. The greatest risks of this study include potential loss of confidentiality and loss of anonymity. We will discuss these risks and the rest of the study procedures in greater detail below.

Your participation in this study is completely voluntary. If you are interested in learning more about this study, please review this consent form carefully and take your time deciding whether or not you want to participate. Please feel free to ask the researcher any questions you have about the study at any time.

Description of Procedures

As a participant in this study you will be asked to spend 20 minutes of your time to complete a survey. You may complete the survey here at the center on a tablet provided by the researcher. The survey will ask about your family background and experiences with parent involvement activities. Child Care Group will provide your child's *Early LAP* language scores for the 2018-2019 school year after your parent survey is completed. If you choose to participate in the study you will be directed to an assigned area in the center that is quiet. Before you begin the survey, you will be assigned a code name. This code name will be assigned to your child's *Early LAP* language scores when they are collected. In order to be a participant in this study, you must be a parent of a child enrolled in an Early Head Start or Early Head Start-Child Care Partnerships center, and

you must have participated in at least one hour of parent involvement activities in the last six months.

Potential Risks

A possible risk for this study is lost time, as the surveys will take approximately 20 minutes to complete.

There is a risk for fatigue. You may take a break as needed.

Another risk in this study is loss of confidentiality in all internet transactions. Confidentiality will be protected to the full extent allowable by law. You will not provide your real name for this research. The researcher will obtain a master list containing your child's name, and will assign a code name for your child. The code name will be used to match your survey to your child's data. No one but the researcher will know your child's real name. The master list containing your child's name with the assigned code will be stored in a locked file cabinet in the researcher's office. Your child's *Early LAP* scores will be stored on a password protected flash drive that is stored in a locked file cabinet in the researcher's office. Only the researcher will have access to the master list and *Early LAP* scores. Following completion of the study, all *Early LAP* scores will be deleted and expunged and the master list of children's names and codes will be shredded and discarded.

There is a potential loss of anonymity. As a participant, your anonymity cannot be guaranteed if you complete the survey in a public place. The data from your survey will be tied to your child's identity.

There is a potential for coercion. Participation is voluntary and you may withdraw from the study at any time. Participation or lack of participation will not affect the services provided to you or your children. The Head Start Agency is not conducting this research study. Child Care Group is aware of the study; the study is being conducted by the researcher.

Any personal information collected for this study will not be used or distributed for future research even after the researchers remove your personal or identifiable information (e.g. your name, date of birth, contact information).

The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will try to help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

Participation and Benefits

There are no direct benefits to participants. The findings from this study will be useful to the center administrators when planning parent involvement initiatives in the future.

Questions Regarding the Study

If you have any questions about the research study you should ask the researcher. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu.

Completion of the survey constitutes your consent to participate in the research study.

☐ I agree

☐ I do not agree

TEXAS WOMAN'S UNIVERSITY

CONSENTIMIENTO PARA PARTICIPAR EN LA INVESTIGACIÓN

Título: Participación de los padres y desarrollo del lenguaje de los niños.

Investigador: Joy Bolden, M.A..... jbrown53@twu.edu

Asesor: Lin Moore, Ph.D.....lmoore@twu.edu

Resumen e información clave sobre el estudio

Se le pide que participe en un estudio de investigación realizado por la Sra. Joy Bolden, una estudiante de la Universidad de Mujeres de Texas, como parte de su disertación. El propósito de esta investigación es investigar la participación de los padres y el desarrollo del lenguaje de los niños en los centros Early Head Start y Early Head Start-Child Care Partnerships operados por Child Care Group. Se le ha pedido que participe en este estudio porque es padre de un niño inscrito en un centro de Early Head Start o Early Head Start-Child Care Partnerships, y ha participado en al menos una hora de actividades de participación de los padres en las últimas seis meses. Como participante, se le preguntará acerca de sus antecedentes familiares y experiencias con las actividades de participación de los padres. La encuesta se completará en línea utilizando una tableta provista por el investigador. Los puntajes de idioma de Early LAP de su hijo para el año escolar 2018-2019 se obtendrán de Child Care Group. El investigador usará un nombre en código para protegerlo a usted y a la confidencialidad de su hijo. El tiempo total comprometido para este estudio es de 20 minutos. Los mayores riesgos de este estudio incluyen la posible pérdida de confidencialidad y la pérdida de anonimato. Discutiremos estos riesgos y el resto de los procedimientos del estudio con mayor detalle a continuación.

Su participación en este estudio es completamente voluntaria. Si está interesado en obtener más información sobre este estudio, revise cuidadosamente este formulario de consentimiento y tómese su tiempo para decidir si desea participar o no. No dude en preguntar al investigador cualquier pregunta que tenga sobre el estudio en cualquier momento.

Descripción de los procedimientos

Como participante en este estudio, se le pedirá que dedique 20 minutos de su tiempo para completar una encuesta. Puede completar la encuesta aquí en el centro en una tableta provista por el investigador. La encuesta preguntará

acerca de sus antecedentes familiares y experiencias con las actividades de participación de los padres. Child Care Group proporcionará los puntajes de idioma de Early LAP para el año escolar 2018-2019 después de que se complete su encuesta de padres. Si elige participar en el estudio, se le dirigirá a un área asignada en el centro que está en silencio. Antes de comenzar la encuesta, se le asignará un nombre de código. Este nombre de código se asignará a los puntajes de lenguaje de Early LAP de su hijo cuando se recopilen. Para participar en este estudio, debe ser padre de un niño inscrito en un centro de Early Head Start o Early Head Start-Child Care Partnerships, y debe haber participado en al menos una hora de actividades de participación de padres en los últimos seis meses.

Riesgos potenciales

Un posible riesgo para este estudio es la pérdida de tiempo, ya que las encuestas demorarán aproximadamente 20 minutos.

Existe un riesgo de fatiga. Puede tomar un descanso si es necesario.

Otro riesgo en este estudio es la pérdida de confidencialidad en todas las transacciones de Internet. La confidencialidad estará protegida hasta el máximo permitido por la ley. Usted no proporcionará su nombre real para esta investigación. El investigador obtendrá una lista maestra que contiene el nombre de su hijo y le asignará un nombre de código a su hijo. El nombre del código se utilizará para hacer coincidir su encuesta con los datos de su hijo. Nadie más que el investigador sabrá el nombre real de su hijo. La lista maestra que contiene el nombre de su hijo con el código asignado se almacenará en un archivador cerrado en la oficina del investigador. Las puntuaciones de Early LAP de su hijo se almacenarán en una unidad flash protegida por contraseña que se almacenará en un archivador cerrado en la oficina del investigador. Solo el investigador tendrá acceso a la lista maestra y los puntajes de Early LAP. Una vez finalizado el estudio, todos los puntajes de Early LAP se eliminarán y borrarán, y la lista maestra de los nombres y códigos de los niños se destruirá y descartará.

Existe una potencial pérdida de anonimato. Como participante, su anonimato no se puede garantizar si completa la encuesta en un lugar público. Los datos de su encuesta estarán vinculados a la identidad de su hijo.

Existe un potencial de coerción. La participación es voluntaria y puede retirarse del estudio en cualquier momento. La participación o la falta de participación no afectará los servicios que le brindamos a usted o a sus hijos. La agencia Head

Start no está realizando este estudio de investigación. Child Care Group está al tanto del estudio; El estudio está siendo realizado por el investigador.

Cualquier información personal recopilada para este estudio no se utilizará ni se distribuirá para futuras investigaciones, incluso después de que los investigadores eliminen su información personal o identificable (por ejemplo, su nombre, fecha de nacimiento, información de contacto).

Los investigadores intentarán prevenir cualquier problema que pueda ocurrir debido a esta investigación. Debe informar a los investigadores de inmediato si hay un problema y ellos tratarán de ayudarlo. Sin embargo, TWU no proporciona servicios médicos ni asistencia financiera para las lesiones que pueden ocurrir debido a que usted participa en esta investigación.

Participación y Beneficios

No hay beneficios directos para los participantes. Los hallazgos de este estudio serán útiles para los administradores del centro cuando planifiquen iniciativas de participación de los padres en el futuro.

Preguntas sobre el estudio

Si tiene alguna pregunta sobre el estudio de investigación, debe preguntar al investigador. Si tiene preguntas sobre sus derechos como participante en esta investigación o sobre la forma en que se realizó este estudio, puede comunicarse con la Oficina de Investigación y Programas Patrocinados de Texas Woman's University al 940-898-3378 o por correo electrónico en IRB@twu.edu.

Completar la encuesta constituye su consentimiento para participar en el estudio de investigación.

() Estoy de acuerdo

() No estoy de acuerdo

APPENDIX C

Recruitment Flyer

Parent Involvement and Children's Language Development

Joy T. Bolden, M.A.

jbrown53@twu.edu

Purpose:

The purpose of this research is to investigate parent involvement, including opportunities and barriers, in Early Head Start and Early Head Start-Child Care Partnerships centers.

Participant Eligibility:

Participation is voluntary. A parent or primary caregiver with a child enrolled in an Early Head Start or Early Head Start Child Care Partnerships center for at least six months, who has participated in a parent involvement activity for at least one hour in the last six months. Parent Involvement activities include

- Assist in classroom
- Assist in center
- Lead a learning activity in the classroom
- Lead a learning activity at home
- Attend parent meetings
- Attend center events
- Attend parent workshops
- Serve on a parent committee
- Participate in parent surveys
- Create a school readiness goal
- Attend a case management meeting
- Complete a risk assessment



There is a potential risk of loss of confidentiality in all email, downloading, electronic meetings, and internet transactions.

Participación de los Padres y Desarrollo del Lenguaje de los Niños

Joy T. Bolden, M.A.

jbrown53@twu.edu

Propósito:

El propósito de esta investigación es investigar la participación de los padres, incluidas las oportunidades y las barreras, en los centros Early Head Start y Early Head Start-Child Care Partnerships.

Elegibilidad del participante:

La participación es voluntaria. Un padre o cuidador primario con un niño inscrito en un centro de Early Head Start o Early Head Start-Child Care Partnerships durante al menos seis meses, que ha participado en una actividad de participación de los padres durante al menos una hora en los últimos seis meses. Las actividades de participación de los padres incluyen

- Asistir en el aula
- Asistir en el centro
- Dirigir una actividad de aprendizaje en el aula.
- Dirigir una actividad de aprendizaje en casa.
- Asistir a las reuniones de padres
- Asistir a los eventos del centro.
- Asistir a talleres para padres
- Servir en un comité de padres
- Participar en encuestas de padres
- Crear una meta de preparación escolar
- Asistir a una reunión de gestión de casos
- Completar una evaluación de riesgos



Existe un riesgo potencial de pérdida de confidencialidad en todos los correos electrónicos, descargas, reuniones electrónicas y transacciones por Internet.

APPENDIX D

Surveys

Demographic Survey

Please answer the following questions as they apply to you and your oldest child currently enrolled in the Early Head Start program. Select **ONE** answer for each question listed below unless specified differently.

1. What is your gender?
☐ Female ☐ Male
2. What is your age?
☐ 18 – 25 years old
☐ 26 – 35 years old
☐ 35 – 45 years old
☐ 45 – 59 years old
☐ 60 years or older
3. What race or ethnicity do you identify with? **Select all that apply**
☐ African American or Black
☐ Asian or Pacific Islander
☐ Native American or American Indian
☐ White, Latino or Hispanic
☐ White, not Latino or Hispanic
☐ Other _____
4. How many adults live in your home, including yourself? **Circle ONE**
1 2 3 4 5 6 7 8+
5. What is your current employment status? **Check all that apply**
☐ Employed for wages
☐ Self-employed
☐ Out of work and looking for work
☐ Out of work but not currently looking for work
☐ A homemaker
☐ A student
☐ Retired
☐ Unable to work
6. When are you available to spend time with your child at home? **Select all that apply**
☐ Morning
☐ Afternoon
☐ Evening
☐ Not available

7. Highest level of education
☐ Primary school (PreK to 8th grade)
☐ Some High school, no diploma
☐ High school diploma or equivalent (ex. GED)
☐ Some college credit, no degree
☐ Trade/technical/vocational training
☐ Associate degree
☐ Bachelor's degree
☐ Graduate degree
8. Number of children in your household, including your Early Head Start child.
Circle ONE
1 2 3 4 5 6 7 8+
9. What is the age of your Early Head Start child? **Circle ONE**
0-6 months 7-12 months 13-18 months 19-24 months 25-30 months
31-36 months
10. Gender of child enrolled in Early Head Start.
☐ Male ☐ Female
11. What is your relationship to the Early Head Start child?
☐ Mother/Step-mother
☐ Father/Step-father
☐ Grandmother
☐ Grandfather
☐ Foster parent
☐ Other _____
12. About how many hours do you volunteer at the Early Head Start center **each week?**
This can include attending parent meetings, attending parenting classes, assisting in the classroom, assisting in the center, leading a learning activity in the classroom or at home, attending program events, contributing to the center by purchasing program supplies, or serving on a committee on the center or agency level.
☐ 0-1 hour ☐ 1-2 hours ☐ 2-3 hours ☐ 3-4 hours ☐ 4+ hours
13. Do you have more than one child enrolled in Early Head Start?
☐ Yes ☐ No

Please answer the following questions by checking the appropriate boxes.

In the last 6 months, which volunteer activities were offered by your Early Head Start center? Which volunteer opportunities have you participated in? **Check all that apply**

Parent Involvement Activity	Offered	Participated
Assist in classroom		
Assist in center		
Lead a learning activity in the classroom		
Lead a learning activity at home		
Attend parent meetings		
Attend center events		
Attend parent workshops		
Serve on a parent committee		
Participate in parent surveys		
Create a school readiness goal		
Complete a risk assessment		

Parent and School Survey – Barriers

How difficult do the following issues make involvement with your child's school?

		A lot	Some	Not an Issue
1.	Lack of Time	1	2	3
2.	Time of Programs (Ex. parent meetings, center events)	1	2	3
3.	Small Children	1	2	3
4.	Transportation	1	2	3
5.	Work Schedule or School Schedule	1	2	3
6.	Other (Specify _____)	1	2	3

Encuesta demográfica

Responda las siguientes preguntas según se apliquen a usted y a su hijo mayor actualmente inscrito en el programa Early Head Start. Seleccione UNA respuesta para cada una de las preguntas enumeradas a continuación, a menos que se especifique lo contrario.

1. ¿Cuál es tu género?
☐ Mujer ☐ Hombre
2. ¿Cuál es tu edad?
☐ 18 - 25 años
☐ De 26 a 35 años
☐ 35 - 45 años
☐ 45 - 59 años
☐ 60 años o más
3. ¿Con qué raza o etnia te identificas? Seleccione todas las que correspondan
☐ Afroamericano o negro
☐ Asiático o isleño del Pacífico
☐ Nativo americano o indio americano
☐ Blanca, latina o hispana
☐ Blanco, no latino o hispano
☐ Otro _____
4. ¿Cuántos adultos vive tu hogar, incluyéndote a ti? Un círculo
1 2 3 4 5 6 7 8+
5. ¿Cuál es su situación laboral actual? Seleccione todas las que correspondan
☐ Empleado por salarios
☐ Trabajadores por cuenta propia
☐ Fuera del trabajo y buscando trabajo.
☐ Sin trabajo pero actualmente no está buscando trabajo.
☐ Un ama de casa
☐ Un estudiante
☐ Retirado
☐ Incapaz de trabajar
6. ¿Cuándo está disponible para pasar tiempo con su hijo en casa? Seleccione todas las que correspondan
☐ Mañana
☐ Después de mediodía
☐ Noche

- ☐ No disponible
7. Nivel más alto de educación
- ☐ Escuela primaria (PreK a 8vo grado)
 - ☐ Alguna escuela secundaria, sin diploma
 - ☐ Diploma de escuela secundaria o equivalente (ej. GED)
 - ☐ Algún crédito universitario, sin título
 - ☐ Formación comercial / técnica / profesional.
 - ☐ Grado asociado
 - ☐ Licenciatura
 - ☐ Diploma de graduación
8. Número de niños en su hogar, incluido su hijo de Early Head Start. Un círculo
1 2 3 4 5 6 7 8+
9. ¿Cuál es la edad de su hijo de Early Head Start? Un círculo
0-6 meses 7-12 meses 13-18 meses 19-24 meses 25-30 meses 31-36 meses
10. Género del niño inscrito en Early Head Start.
☐ Macho ☐ Femenino
11. ¿Cuál es su relación con el niño de Early Head Start?
- ☐ Madre / Madrastra
 - ☐ Padre / padrastro
 - ☐ Abuela
 - ☐ Abuelo
 - ☐ Padre adoptivo
 - ☐ Otro _____
12. ¿Cuántas horas hace trabajo voluntario en el centro de Early Head Start cada semana?
Esto puede incluir asistir a reuniones de padres, asistir a clases para padres, ayudar en el aula, ayudar en el centro, dirigir una actividad de aprendizaje en el aula o en el hogar, asistir a eventos del programa, contribuir al centro mediante la compra de suministros del programa o servir en un comité En el centro o nivel de agencia.
- ☐ 0-1 hora ☐ 1-2 horas ☐ 2-3 horas ☐ 3-4 horas ☐ 4+ horas
13. ¿Tiene más de un niño inscrito en Early Head Start?
☐ Si ☐ No

Por favor responda las siguientes preguntas marcando las casillas correspondientes.

En los últimos 6 meses, ¿qué actividades de voluntariado ofreció su centro de Early Head Start? ¿En qué oportunidades de voluntariado has participado? Marque todo lo que corresponda

Actividad de participación de los padres	Ofrecido	Participó
Ayudar en el aula		
Ayudar en el centro		
Dirigir una actividad de aprendizaje en el aula		
Dirigir una actividad de aprendizaje en casa.		
Asistir a juntas de padres		
Asistir a los eventos del centro		
Asistir a talleres para padres		
Servir en un comité de padres		
Participar en encuestas de padres		
Crear una meta de preparación escolar		
Completar una evaluación de riesgos.		

Encuesta de padres y escuela - Barreras

¿Qué tan difíciles hacen los siguientes temas para involucrarse con el centro de su hijo?

		Mucho	Algunos	No es un problema
1.	Falta de tiempo	1	2	3
2.	Tiempo de los programas (ej. Reuniones de padres, eventos del centro)	1	2	3
3.	Niños pequeños	1	2	3
4.	Transporte	1	2	3
5.	Horario de trabajo o horario escolar	1	2	3
6.	Otra (especificar _____)	1	2	3