

Head Start Family and Child Experiences Survey

FACES 2014

SELF-GUIDED TRAINING

Module 2.2

**FACES 2014 Family Engagement Plus
Study Instruments**

Prepared by

Jerry West, Ph.D.

University of Maryland, College Park

**For Child Care and Early Education Research Connections,
National Center for Children in Poverty, Columbia University**

**With support from the Office of Planning, Research and Evaluation,
Administration for Children and Families,
U.S. Department of Health and Human Services**

The development of these training materials benefited greatly from comments and suggestions provided by the staff of the Office of Planning, Research and Evaluation. Thanks is also extended to students at the graduate program of the College of Education, University of Maryland at College Park for their feedback and to participants in the summer data training program at the Inter-university Consortium for Political and Social Research, University of Michigan, who pilot tested the training. Any errors remain the responsibility of the Research Connections project.

Family Engagement Research Questions

- **What do family engagement efforts look like in Head Start?**
 - **How are families engaged at home and in the community?**
 - **What staff in programs are involved in family engagement efforts and in what ways?**
 - **How are comprehensive services provided in Head Start?**
 - **How do parents and staff characterize their relationships and interactions with one another?**
-

The Family Engagement Plus study was designed to answer questions about the engagement and service provision experiences of Head Start families. This Plus study provides information about the efforts Head Start programs and staff make to support families and to engage parents in their children's development. The study is designed to answer questions about the ways parents are engaged in their children's learning inside and outside of the home. It also provides information about the direct providers of these services – family service staff.

The questions that can be answered, some of which are listed on the slide, require data that go beyond what are collected in the Core studies. However, in some cases, researchers will want to combine data from the Core study instruments (for example, parent survey or center director survey) with the data collected through the Family Engagement parent and family service staff interviews.

Topic 2.2.1
Family Engagement Parent Interview

Introducing the Family Engagement Parent Interview

- **In spring 2015, a 60-minute telephone interview was conducted with a sample of parents whose children participated in FACES 2014**
 - **Parent respondent was typically the child's mother**
 - **Interview included both open-ended questions and more traditional survey items (close-ended questions)**
 - **Interviews were audio recorded and transcribed for later coding**
-

A 60-minute telephone interview was conducted with 315 parents who were sampled to participate in the Family Engagement Plus study. Key features of the interview and its administration are summarized on the slide. The interviews were conducted in English or Spanish. Remember, the parents selected to complete this interview (and their children) are not necessarily served by the family service staff participating in the study.

Family Engagement Interview with Head Start Parents: Topics

- **Relationships and communication with Family Service Staff (FSS)**
 - Parents' perspectives on FSS knowledge, practices and attitudes
 - Frequency and nature of parent and FSS interactions
 - Parents' perspectives on FSS flexibility and openness, availability and respect for family and its culture
 - **Head Start experiences and program practices**
 - Parents' participation in Head Start activities
 - Parents' satisfaction with Head Start's efforts to promote their child's development and program's support in assisting families to meet their needs.
 - Parents' perception of program practices
-

Parents were asked about their relationships and communication with family service staff (FSS), their Head Start experiences, and their perceptions of program practices. Open-ended questions from the Head Start Voices Pilot Study were used to solicit information about parents' experiences with their child's Head Start program and its services. Their relationships and communication with FSS were captured by close-ended survey items from the parent-family service staff version of the Family and Provider/Teacher Relationship Questionnaire (FPTRQ). The Family Engagement parent interview also included 16 items from the Strengths-Based Practices Inventory. Answers to these questions can be used to better understand the extent to which Head Start programs focus on family strengths and competencies rather than on deficits.

Key topics included in the interview are listed on this slide.

The Family Engagement parent interview did not ask demographic questions because these were asked in the Core parent survey and can be merged with data from the interview.

Topic 2.2.2
Family Service Staff Interview

Introducing the Family Service Staff Interview

- **In spring 2015, a 60-minute telephone interview was conducted with a sample of family service staff (FSS) who worked in one of the 60 programs with child-level data collection**
 - **Interview included both open-ended questions and more traditional survey items (close-ended questions)**
 - **Interview was audio recorded and transcribed for later coding**
-

A 60-minute telephone interview was conducted with 145 family service staff who were selected from the 60 programs participating in the Classroom + Child Outcomes Core. Key features of the interview and its administration are summarized on this slide. Again, as a reminder, the family service staff chosen for this interview are not necessarily serving the parents (and children) participating in the study.

Family Engagement Interview with Family Service Staff: Topics

- **Relationship and communication with families**
 - Knowledge and beliefs about families served
 - Interactions and engagement with families
 - Frequency with which family cultural background is used when planning activities and setting goals
 - Respect for parents and families
 - Beliefs about job duties
 - Job satisfaction
 - Training and coursework
 - **Background and experience**
 - Demographics (age, gender and race/ethnicity)
 - Household income
 - Languages spoken
 - Education and credentials
 - Work experience
-

Family service staff (FSS) were asked about their relationships and communications with families using items from the Voices Pilot Study (<https://www.researchconnections.org/childcare/resources/27342>) and the FSS version of the FPTRQ.

To understand more fully the association between the background and experience of FSS their relationships and communications with Head Start families, respondents were asked about their education, work experience, and languages spoken. The interview also collected basic demographic data.

This slide lists some of the topics found in the Family Engagement FSS interview. Knowledge (FSS knowledge about families served), Practices (FSS interaction and engagement with families), and Attitudes (FSS beliefs about families).

Topic 2.2.3
Parent and Teacher Core Surveys:
Supplemental Items

Introducing the Supplemental Parent and Teacher Survey Items

- **In spring 2015, supplemental items were added to the Core parent and teacher surveys**
 - **Parents completed one of two supplemental modules that focused on**
 - **Parents' relationships and communication with teachers**
 - **Families' receipt of community services and sources of social support**
 - **Roughly one-half of parents completed each of the two modules**
 - **Teachers reported on their relationships and communication with parents**
-

Supplement items were added to the Core parent and teacher surveys in spring 2015. Parents answered questions about their relationships and communication with Head Start teachers, their family's receipt of community services and different sources of social support. These items were combined to form two modules with one module being completed by each sampled parent in order to limit the burden on parent respondents.

Teachers were asked questions about their relationships and communications with parents. Unlike parents, all teachers responded to the same set of items.

Parent Supplement: Relationships and Communications with Teachers

- **Parents assigned to this supplemental item set answered questions from the parent-teacher version of the Family and Provider/Teacher Relationship Questionnaire (FPTRQ) short form**
 - **The questions focused on parent perspectives about teachers in three areas:**
 - Knowledge
 - Practices
 - Attitudes
-

The items in this module, which came from the parent-teacher version of the FPTRQ short form, focused on three areas: Knowledge (parents' perspectives on teacher knowledge about the families served), Practices (parents' perspectives on teacher interactions and engagement with families) and Attitudes (parents' perspectives on teachers' beliefs about families).

Parent Supplement: Social Support and Receipt of Community Services

- **Parents answered questions about sources of social support when the family faces emotional, financial, and parent problems and emergency**
 - **Parents were also asked about the community/government services household members received in the past 12 months such as**
 - **Job training**
 - **Child care**
 - **Transportation**
 - **Counseling**
 - **Medical and dental care**
-

Items in this module asked parents where they turned for support when the family faces different types of problems and in emergencies. Parents were also asked about different services that household members received during the past year.

Teacher Supplement: Relationships and Communication with Parents

- **Head Start teachers reported on their relationships and communication with parents using items from the teacher version of the FPTRQ short form.**
 - **Questions focused on three areas:**
 - Knowledge
 - Practices
 - Attitudes
-

Teachers were asked a set of questions focused on three areas: Knowledge (teacher knowledge about the families served), Practices (teacher interaction and engagement with families) and Attitudes (teacher beliefs about families).

Module 2.2 Review

- **To review some of the key themes and take-away-messages from Module 2.2, please answer the questions in the Module 2.2 Review Quiz.**
Reference slides at the end of this module.
 - **Once you have answered all the questions, check your answers using the Module 2.2 Review Quiz Answers.** *Reference slides at the end of this module.*
-

Resources

- **FACES 2014 User's Manual**
 - Chapter III – Data collection instruments
 - Appendix C – Instrument content matrices
 - Appendix D – Instruments
 - **Instrument content matrices in the FACES 2006 and FACES 2009 user's manuals**
-

Each of the Family Engagement study instruments (and the supplemental items included on the Core parent and teacher surveys) is described in more detail in User's Manual (See Chapter III, Section B, starting at pg. 103). The content of each of the instruments is summarized in a set of matrices that you will find in Appendix C. The instruments themselves can be found in Appendix D. The supplemental item sets are a part of the Core study instruments; they are not separate instruments in Appendix D.

MODULE 2.2
REVIEW QUIZ & ANSWERS

Module 2.2 Review Quiz

1. Which of the following questions could be explored using data from the Family Engagement Plus study (Check all that apply)?
 - a. How are families engaged in Head Start and in their children's learning?
 - b. How are comprehensive services provided in Head Start?
 - c. How do Head Start parents and staff characterize their relationships and interactions with one another?
 - d. Do children and families whose services are provided by family service staff with more years of education and experience have more positive outcomes than those whose services are provided by less educated and less experienced staff?

2. In order to describe the background, education and work experience of parents who participated in the Family Engagement parent interview, data from the Core parent survey must be merged with data from the parent interview.
 - a. True
 - b. False

3. All parents and all teachers answered the same set of questions as part of the Family Engagement supplemental item sets.
 - a. True
 - b. False

ANSWER: False. The items added to the parent and teacher surveys were not the same, and the supplemental items included in the parent survey were grouped into two modules with a random half of parents completing each of the two.

Module 2.2 Review Quiz Answers

- 1 *ANSWER: Questions a, b and c could be examined using data from the Family Engagement parent and family service staff (FSS) interviews and supplemental questions on the Core parent and teacher survey. Question d requires that the sampled children and families be linked to their provider. This is not possible given the way that the FSS sample and Core child/parent sample were selected. The two samples are independent of one another. Children and families in the Core sample may or may not be in the caseloads of any of the FSS selected for the Plus study.*

 - 2 *ANSWER: True. Background questions (e.g., age, race/ethnicity) and questions that ask about a parent's education and employment were not included in the Family Engagement parent interview because they were asked in the Core parent survey. Because parents who were interviewed had also answered the Core survey, the data from both sources can be merged.*

 - 3 *ANSWER: False. The items added to the parent and teacher surveys were not the same, and the supplemental items included in the parent survey were grouped into two modules with a random half of parents completing each of the two.*
-