

RESEARCH CAPSTONE

PARENT CIVIC PRACTICE IN THE PUGET SOUND EDUCATIONAL SERVICE DISTRICT

Presented by

Sarah Sindelar

Interdisciplinary School of Arts & Sciences

In partial fulfillment of the requirements for the degree of: Master of Arts in Policy Studies

University of Washington

Bothell, Washington

August 10, 2018

Acknowledgements: First, I would like to extend my sincere gratitude to my graduate advisor in the School of Interdisciplinary Arts & Sciences, Director of the Master of Arts in Policy Studies, Keith Nitta for offering a clear structure of support toward the completion of this project. I would also like to thank my professors Bruce Kochis and Charlie Collins for their Social Science expertise, interview insight and writing advice. In pursuit of this parent engagement project I was privileged to also receive guidance from Lori Pittman, Policy and Advocacy Advisor PSESD, I appreciated the resources, insight, and policy expertise. Sarita Thornburg, Director of Evaluation and Strategy for advancing my research proposal. Kellie Morrile, Educare Site Director, offered guidance in making community connections. Robert Reynya and other Family Support Staff at Educare Seattle were also very helpful. I would also like to share my gratitude for the parents involved in the Early Learning Policy Council, especially the study participants. Finally, I thank my colleague, John Benner for sharing his research expertise on the P-6 Parent Engagement Study from the University of Washington in conjunction with the PSESD.

Abstract

This study highlights parent voices while documenting Parent Committees at Head Start and Early Childhood Education and Assistance Program (ECEAP) Early Learning Programs/Preschool centers. It focuses on Parent Committees from preschool sites within the Puget Sound Educational Service district (PSESD). This research contributes to the model of shared governance for increasing civic practice among parents in the Early Learning community. To better understand committee membership and shared governance, five parents were interviewed. Four themes emerged from these interviews about member attendance, agenda setting, access to funding, as well as personal growth and development. All the Parent Committees represented in the study sample experience limited membership; those who are active consider the impact they can have with broader parent involvement. The research suggests that parent committees, as a part of federally and state funded Early Learning programs can support parents to become more engaged in building the future of their child's education. These programs could do more to develop Parent Committee membership and increase participation.

Introduction

This study examines Parent Committees of Early Child Education Assistance Programs (ECEAP) and Head Start Early Learning programs administered by the Puget Sound Educational Service District (PSESD). By highlighting the link between parents and the academic outcomes of children, while showing the process of community engaged practice for positive social outcomes, it creates a platform for change. This research questions how parents organize around school decision making and budgets, as well as other forms of parent civic practice. The aim is to understand effective parent governance and engagement. Through this study, the researcher hopes to describe existing organizational structures and pathways of communication between governing bodies.

This project relies on the process of bonding social capital to encourage systems to change and is supported by a *Transformative* theoretical perspective. This lens focuses alignment of community-based research questions with specific policy agendas engineered to increase beneficial social outcomes.

In Washington State there are consistently barriers to opportunity for children of color causing significant disparities that show up later in life in performance at school. Table 1 (Road

Map Project, n.d.) In the PSESD Parent Committees are lacking involvement at preschool sites. Of 170 preschool sites included in the 2017-18 PSESD Policy Council Composition Chart (Attached), only 22-25 sites were represented by elected parents in attendance in the months April, May, and June 2018. "Success for each child and eliminate the opportunity gap," is the mission of the PSESD (PSESD Web site, 2018). The function of parent governance is integrated with the agency's mission to overcome racial inequity and the opportunity gap in education experienced by families within its service region. Participation in Parent Committees and the PSESD Early Learning Policy Council (Policy Council) empowers parents to share their experiences and advocate for their children in schools.

At another level, parents can be directly involved in face to face conversations with lawmakers through their participation in programs like Head Start and ECEAP. A ripple effect of increased abilities among individuals is felt and groups develop capacities on the pathway to an improved future. (Anne T. Henderson, 2016).

Bonding social capital means bringing together community organizations as well as educational and service institutions for the betterment of community and individual experiences with health and resource equity. For this study the researcher relied on the structure and methodology of Social Sciences to answer questions that came about directly through personal lived experiences as a member in the community of the study population. Within the Puget Sound Educational Service District there is an opportunity to continue to develop individual civic practice and to work to transform this practice into community collective efficacy. This community change dynamism is a building block in the foundation of economic justice. This study alone cannot exactly diagnose the problem of access equity,

however may it facilitate a conversation about dedication to civic practice and group capacity.

Participatory research is effective for empowerment as research subjects become co-producers of knowledge. In Early Education, research and policy can align with the potential to overcome the opportunity disparity in education.

Background

The background of this study comes from my individual experience as a parent with a child in an Early Learning program. Published research on child care from the Washington State Department of Social and Health Services has historically gathered and analyzed data on the connections between working mothers, childcare assistance and welfare dependency. (Day Care Subsidies for Job Training of Recipients of Aid to Families with Dependent Children: A Program Evaluation, 1979). Historical studies have included reports on background characteristics, training experiences, employment, earned income, characteristics of the children and life satisfaction of participants. (Day Care Subsidies for Job Training of Recipients of Aid to Families with Dependent Children: A Program Evaluation, 1979) Studies have also reported the cost to the state in the provision of child care subsidies.

Preparation for this report required exploration of literature that describes organizing parents and care-givers as leaders in educational settings. (Cossyleon, 2018) Community organizing can be a mode for parents to become civically engaged people. By being involved in their child's educational community, they influence the community more broadly. Through involvement with the educational community parents can become advocates that contribute to good outcomes for children that can be measured in High School graduation rates and college enrollment and success (2018). Capturing the Ripple Effect develops and presents its own of *Theory of Change* that applies to parents of preschool aged children. It aims to overcome social injustices in communities through political advocacy and civic engagement. The main results reported showed gains for parents and gains for children and communities.

Parent involvement is important to any child's' academic achievement. One level of involvement is parent governance. PSESD Early Learning has established a formal structure of shared governance as required by federal and state standards (PSESD Web site, 2018) (early learning Policy and Procedure on Policy Council and Governance Guidance Doc). A parent Committee includes all families enrolled at a site and meets regularly to build community, learn together and plan activities at the center. This comes from a section of the 2017-2018 Seattle Educare family handbook.

As an agency the PSESD conducts self-evaluation on a regular basis (PSESD Web site, 2018) How does an organization overcome dilemmas they face? Who is the expert in a setting? This research highlights parent voices as experts within the Early Learning community of PSESD. Preschools are community settings where civic practice can be developed to increase community efficacy.

This study is an example of parent engagement turned into public scholarship. The point is to answer those questions of community politics and civic engagement for people in the community of Early Learning policy and advocacy to ultimately get to the root socio-economic oppression to undo it and cultivate equity in public spaces with special consideration to the distribution of shared resources.

The purpose of this research is to engage the community of parents served by ECEAP and Head Start Early Learning Programs within the Puget Sound Educational Service District. Through the application of this research design, data collection methodology, and deductive reasoning the researcher will come to conclusions about how parent committees

are not fulfilling a responsibility to support parents in civic practice and parents are missing out on valuable opportunities to shape our communities and the future.

Research Design and Methodology

Parents were interviewed about their site's Parent Committee to answer the question: *How do Parent Committees, as a part of federally and state funded Early Learning programs, support parents to become more engaged in building the future of our children's education?*

The data for this report comes from a sample population of parents who serve on Policy Council. The entire study population includes parents from federally, and state funded preschool program sites administered through the PSESD. The sample population is a sub-set of parents who actively participate in shared governance. Each member came to the council either through the Parent Committee at their preschool or child care site or through prior connections to a preschool or child care site. Participants for this study were recruited on site at the PSESD through face to face conversations as well as with an interview sign-up sheet after presenting the research proposal at the July 17, 2018 Policy Council Meeting.

This research involved human subjects of a low risk category and was determined to be exempt with review from the University IRB. A complete review and approval process were conducted directly with the PSESD following their policy and procedure for research partnerships including a questionnaire and cover letter to the Director of Evaluation Strategy at PSESD followed by a vote for approval by parents on the Policy Council.

Data collection occurred during face to face interviews with five parents active on the Policy Council. Conversations were audio recorded with written and verbal consent of the interviewee. (Figure 1) Data analysis provided an opportunity to describe actions of parent governance, to see how the site supports the activities of parent governance as well as how participatory parents self-identify. Data was stored, participant confidentiality was protected

on a secured laptop and not replicated in an uncontrollable manner through email to other parties or printed and left unsecured.

Also, through this project the researcher developed civic practice with other parents and gained perspective through informational interviews. First there was an approval process in accordance with the PSESD's policy and procedure, then a recruitment process, followed by an interviewing, transcribing and analysis. The data was collected in five interviews. The interviews were analyzed for common themes or viewpoints among participants with the aim of creating recommendations for parent committee enhancement.

The interview instrument included questions designed to: 1) Find out about how many parents are involved in a parent committee at a given site, 2) identify events and activities that parent committees have planned, and 3) consider how parent members have engaged with other families by developing relationships with other parents at school events. These questions are aimed understanding Parent Committee membership, structure, communication and community building practices.

Questions were designed to find out whether Parent Committees are a part of the parent leadership experience for families in the PSESD Early Learning service district. The researcher hypothesized that sites lacked a vibrant civic culture among service recipients and providers. This study delivers the insight of parent participants on how they identify themselves within the preschool setting in relation to their child's education. The parent perspective is important to this research so that further considerations may be made for the growth and development of Parent Committee membership.

PSESD research approval process: Community based research proposals must complete a formal review process with the Director of Evaluation and Strategy at the PSESD and must be approved by parents. The proposal was submitted along with a completed PSESD research questionnaire (Figure 3) and University of Washington IRB documentation. After initial review and approval, the proposal was presented to the Policy Council. There was a period of questioning and answering. Once all questions were asked and answered, a representative on the council motioned for a vote and the proposal was approved by the council.

Recruitment process: Once the parent representatives voted to allow this study to take place, the recruitment process could begin. After the vote, the researcher announced a request for permission to contact members for participation. Simultaneously passing around an "Interview Sign-up" sheet on a clipboard where potential participants could voluntarily list their contact information. Thirteen councilmembers gave their permission during that time. Twelve of 13 volunteers offered email contact information. Contact information was requested and participants were asked if text messaging was 'okay'. Thirteen of 13 confirmed it was. Recruitment letters were sent to 11 email contacts (Figure 2) One recruitment attempt was made in-person to schedule an interview, with follow up text messaging and phone calls to confirm.

Interview Protocol: Interviews were scheduled in a location convenient to the participant and were held in local libraries, the PSESD, a private residence and at one pre-school site. Interviews were projected to last 45 minutes and the same instrument was used as a guide for talking points in each setting (Figures 4 & 5). Interviewees were reminded that they

could end the process at any time and were asked to sign a document of informed consent. Interviews were audio recorded for data accuracy. Participants were compensated \$30 for their time. Recordings were stored on a personal recording device and accessed only by the researcher solely for the purposes of this study.

Audio recordings were initially transcribed using an application for transcription called *Transcribe*. After the application transcription was complete, the researcher made comparisons between the text and audio content for accuracy and readability and pulled out quotations relating to the four themes that surfaced: 1) Narrow Membership, 2) Meeting Agendas, 3) Communication Outreach, and 4) The Ripple Effect.

Findings

After qualitative analysis of interview transcripts four themes emerged from parents interviewed: 1) Narrow Membership, 2) Meeting Agendas, 3) Communication Outreach, 4) The Ripple Effect. The first represents an apparent limitation in membership numbers and is the most significant finding in this report. The second theme comes out of consideration for the structure and processes of the parent committee when asking how things get done. The third shows how members are engaged and connected with throughout their participation in the Early Learning program. The fourth theme is about how individual participants conceive of the potential collective efficacy of their group.

Themes	Examples	Recommendations
<i>Narrow Membership</i>	<p>“The parent committee at my site is just me”</p> <p>“The first year, our parent committee, I think all but one meeting, I was the only person”</p> <p>“I was told we could not have a parent committee because it just didn't work with everybody's schedule and I said ‘But you didn't ask all the parents’”</p>	<p>Broaden Membership.</p> <p>Develop a protocol for recruiting and retaining members.</p> <p>Having regular meetings allows interested members to plan to be there.</p> <p>“Involve all the parents”</p>
<i>Meeting Agendas</i>	<p>“We have different staff there every time and some staff, they like to run the meeting”</p> <p>“They already had an agenda set out and we would just do what was on the agenda and since nobody came it was really short”</p> <p>“They would just always run the meeting”</p>	<p>Tell parents what to expect. Develop supportive procedural documents to guide parents in running the meetings and create a planning culture for parents to set the agenda for future meetings. Say yes to meetings.</p> <p>“I wish they were more open to what our ideas were”</p> <p>“I wish the staff really listened to parents and what the parents had to say.”</p>
<i>Communication Outreach</i>	<p>“Because we are busy parents we need many reminders”</p> <p>“I didn't know what to expect, I didn't know if I should have an agenda”</p> <p>“They have to provide a good service”</p> <p>“There is no interest for family support to give that information to parents.”</p>	<p>Use many modes including text messaging and remind members often of scheduled events.</p> <p>“In the parent committee, they are talking about calling people, texting people, I don't know if they do it but, in my case, I feel like I am a member of the parent committee and I never got a text.”</p>
<i>The Ripple Effect</i>	<p>“I tell them ‘come on you need to be there.’ If we don't raise our voice other people are going to make the change that belongs to us”</p> <p>“The idea would be for the parents, for each of us to have an interest in our children's' education.”</p> <p>“It's about our children. So a committee should be parents getting together, making decisions regarding the programs, and speaking up, advocating for our children”</p>	<p>Increase the audience for public policy matters relating to Early Learning. Create opportunities for civic practice that allows for social organizing in publicly funded spaces.</p> <p>“The one thing that would be better for all the centers, for all the parents would be more involvement. More Parents, more changes”</p>

The data was collected in a total of five face to face interviews that ranged in duration from 15 minutes, 53 seconds to 38 minutes, 21 seconds. The average length of an interview was 26 minutes, 8 seconds. This differed from the expected interview length of forty-five

minutes. As the researcher became more adept at delivering the interview protocol the conversations became more nuanced with increased duration improving the data collection process. This study found that 5 out of 5 parents wished their Parent Committees to have increased membership.

To follow is a description of the results table by theme, starting with *Narrow Membership*. This theme is primary because there is great potential for civic development in broadening membership of Parent Committees. I began each interview asking participants about the Parent Committee at their school site. All five interviewees confirmed only a few other parents were ever involved in on site committee meetings and many suggested they were the singular representative for the parent body. “The Parent Committee at my site is just me.” One parent questioned the idea of their school’s committee saying, “I’m not even sure it does exist.”

One parent participant eloquently described the problem of limited membership: “The sad thing is we’re just a few people and I think it’s not right.” This suggests that those who are already involved are experiencing *Narrow Membership*. Participants also encourage broadening Parent Committee membership. Another parent put it clearly: “As a member of the Parent Committee at my center I think there should be more participation from the parents.”

Next, *Meeting Agendas*, came from the participants’ statements about the structure of their site’s Parent Committee. The researcher was interested in how often parent groups met, how the meetings transpired, and who took on roles to get a picture of how this governing body is currently shaped. Setting the agenda entails determining the timing and framing of

information sharing. One parent described the situation like this: “Usually the one who has the agenda is the teacher, in this case the family support. She has an agenda with all the steps to follow.” Another parent said, “They already had an agenda set out and we would just do what was on the agenda.” These examples show that parents experienced limited to no responsibility over the schedule or scope of the work they could accomplish as a committee.

Communication Outreach the third theme that emerged from interviewing parents.

One parent described how they discovered PSESD Policy Council: “The teachers give us flyers.” Some people are curious and responsive to this form of recruitment however others need more encouragement. Another parent commented, “In the Parent Committee, they are talking about calling people, texting people, I don’t know if they do it but, in my case, I feel like I am a member of the Parent Committee and I never got a text.” Parents requested convenient modes of communication to relay committee scheduling information. Parents understand the constraints of their working lives. Parents need to be looped into constant communication about events and opportunities to support their Early Learning Community. One parent commented, “Because we are busy parents we need many reminders.” Even though they were busy the parents interviewed were driven to be involved in their children’s lives. A parent explained, “I have always liked to know about things... because of my kid’s education, I need to know.”

The *Ripple Effect* is the fourth theme. The parents described how their impact could increase. They imagined the impact to their communities if they could collectively solve more of the problems they face. One parent actively encouraged their peers to join in for this purpose saying: “I tell them ‘come on you need to be there.’ If we don't raise our voice other

people are going to make the change that belongs to us.” People see their Parent Committee as an opportunity. It may be due to exposure to training in advocacy created within the programs. It remains imperative to produce research in the context of Early Learning about how well-prepared parent leaders make change in their lives, schools and communities because of the ties between positive social outcomes in education, personal development and community improvement.

Conclusion and Recommendations

Limitations: Since this research encompasses parent leaders to inform program staff in the field of Early Education as well as advocates, public officials and policy makers, it is important to describe potential limitations in this study that may exist. For instance, during recruitment the parents most involved might have been more likely to volunteer their voice and time. This means the parent voices in this study are more likely to appreciate and encourage participatory behavior. Some parents may be disgruntled about how a matter or issue was handled at their site and looking for the proper channel to have their concern heard which could also potentially generate bias among results. The recruitment method described was unlikely to reach parents who are classroom volunteers not on Policy Council. These parents would have a picture of what program resources looked like with in the classroom setting and are often also advocates for their children as well.

The existing structure of Parent Committee lacks parent involvement in large numbers. This is the most significant finding of this study because all five interviewees made statements about low attendance with membership. Another study could calculate the percentage of total families represented on committee per site in the region. A study of that nature would potentially be able to verify the significant finding here. The parent voices represented in this study shared concern for the inclusiveness and racial equity experienced by families who receive Early Learning services. This echoes the intention of the PSESD to provide racially equitable services and it shows how a mission, education and training disseminate throughout

a body politic. A group of engaged citizens can work together to develop existing community assets or protect shared resources if they fall under threat.

One parent spoke about limitations in communication that are linked to low membership. “If the information we were given at policy council was really shared at our Parent Committee, it will make a difference but because it stays with us, it doesn’t.” The insight here is the recognition of how without a broad base of parent participation the information gained at policy council could not be shared widely. The consequence is that fewer parents at sites are looped into major program shifts and funding distinctions as well as research proposals, etc. that are approved by the more centralized governing body at PSESD. With limited membership the information just does not reach all the parents undermining the potential collective efficacy of the group.

Parent Center Committee Guidance

Purpose

This describes reasons for establishing a Parent Center Committee. It explains the critical roles parents can play on the committee, and ways to document the committee's activities.

Guidance

The Parent Center Committee meeting builds community among families by offering parents opportunities to plan events, activities and trainings together that enhance their own adult learning, and support their child's school readiness by increasing their knowledge in the development, education, health and nutrition of their children.

Every parent and guardian of children enrolled in your program are part of the Parent Center Committee. If your center has services at more than one location, your center can determine if the Parent Center Committee and the parent funds will be for the entire center, or if each individual site will have their own. Opportunities for parents to meet must be offered regularly throughout the year.

Parent Center Committee meetings provide parents with leadership opportunities. Parents share in decision making and may decide to elect parents to serve as Chairperson, or Co-Chairpersons, Secretary, and Treasurer. The Parent Center Committee may elect parents in these roles for the entire program year, or may rotate rolls as they so determine. The Center Policy Council Representative and/or Parent Center Committee leader or representative are responsible for signing documents related to the use of parent funds for all types of family events.

Centers are expected to ask parents from the previous year to participate in the Parent Center Committee meeting to help with planning and implementing the first fall family event. This provides an opportunity to set the stage for future events and activities. "Getting to know you" or "Ice breaker" activities, time to explore interests, and opportunities for parents to engage in various ways are important elements to include in your first meeting.

Documentation

As with all aspects of the program, documentation is important. The Parent Center Committee, with support of center staff, must document their ideas, planning and decisions they make at their meetings. They also must document family events, activities and trainings. Documentation may include any of the following:

- Minutes showing evidence that parents have designed events, activities and trainings for themselves
- Minutes which show decisions made (e.g., approval of use of Parent Funds)
- In-kind documentation related to family events, activities and training
- Marketing materials such as newsletters and flyers to announce upcoming meetings, events, activities and trainings
- Agendas to show what meetings, events, activities and trainings have occurred
- Sign in sheets that indicate parent attendance
- Evidence of parent evaluation of family events, activities and trainings

All documentation listed above must be kept at the Center or individual site, in the Family Engagement Notebook, or for Family Childcare (FCC), at PSESD in the Family Engagement Notebook.

Related Documents

Family Engagement Documentation Procedure

Parent Fund Expenditure Report

Parent Fund Procedure

Parent Fund Budget Planning Form

Planning Family Engagement Opportunities, Events and Activities Guidance

Parent Fund Policy



Early
Childhood
Education &
Assistance
Program

U.S. Department of Health & Human Services

Parent Committee Meeting

September 27, 2016 5-6pm

Agenda

Welcome

- Introduction
- Introduce Staff
- Introduce Parents

What is Parent Committee?

- Has a budget. Based on enrollment
- meets regularly
- how to meet responsibilities with Budget ↓ center needs

Policy Council

- What is Policy Council
- Who is in policy council
- Why
- When
- Electing Representatives

Parents want pictures

Educare Closure Dates

- Explain Professional development days

- Federal Programs are (ECAP) monitored regularly

Parking

New Security

- Why doors are locked throughout the day
- Be prepared to show I.D. especially for new/one time pick up's

Feb. Advocacy Day

Parent Mailboxes

- Please check them periodically

Information Board

Question & Concerns

Appendix

Figure 1

Developing Civic Practice with Parents of Preschoolers Consent Form

You are being asked to participate in a research study of how parents govern in federally funded Preschool and Early Learning programs. **Your participation is voluntary.** I am asking you to be a part of this study because of your current involvement in Policy Council for Early Learning at the Puget Sound Educational Service District. Carefully read this form. Please ask any questions you may have prior to deciding to take part in this study.

The purpose of this study is to learn about parent committees at Head Start and ECEAP sites through informational interviews.

If you agree to participate in this study I will conduct an interview with you. Interviews will be audio recorded.

All participants interviewed for the *Developing Civic Practice with Parents of Preschoolers* research study must provide formal written consent. Parents of preschoolers who actively participate in leadership or parent governance who participate in this study will not be asked to reveal any personally identifiable information before, during or after the interview process. Anonymity will be maintained in the final report.

I do not anticipate you being exposed to any risk by being a part of this study.

Compensation for your time will be \$30.00.

Data for this project will be kept private. Only I, the researcher will have access to the records of this study. Audio recordings will be deleted after they are transcribed which is estimated to be one month after completion of the interviews.

Your involvement is voluntary. At any time you can decline to answer a question or end the interview with no affect to your current relationship with the researcher or the Early Learning Policy Council.

If you have any questions, please ask now. Or contact the researcher directly by phone or email. 425-280-1321, rileys2@uw.edu

If you have any questions or concerns about your rights as a subject in this study you may contact the Institutional Review Board Human Subjects Division.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above and receive answers to my questions. I consent to participate in this study.

Name:

Date:

Signature:

Figure 2

Dear Participant,

I am contacting parents who currently participate in policy council in order to conduct informational interviews as part of my capstone research project for the UW Bothell Policy Studies degree program.

Please respond if you are interested in contributing your voice.

Interviews will last 45 minutes and will be audio recorded and transcribed. Participants will not be asked to reveal personally identifiable information before, during or after the interview as a part of data collection. Anonymity will be maintained in the final report. Participants will be compensated \$10 for their time.

This is a qualitative research study to describe governing bodies of parent leaders in the Early Learning environment. I aim to develop a set of descriptive characteristics of parent governance in Washington state and federally funded Early Learning and Preschool programs in the Puget Sound region. I also hope to develop a conceptual model of the pathways of communication between site specific and regional parent councils. Head Start and ECEAP Early Learning programs support parents through civic engagement and skillbuilding. Outcomes for children are linked to parent involvement.

Sincerely,

Sarah Sindelar

University of Washington
Interdisciplinary School of Arts & Sciences
Master of Arts in Policy Studies
T: 4252801321
E: rileys2@uw.edu
www.uwb.edu/policystudies/people/currentstudents

Research Questionnaire



Guidance

Any individual or organization wishing to collaborate with the Puget Sound ESD Early Learning Program on a research project must complete this Research Questionnaire. Submit the completed questionnaire to the PSESD Strategy, Evaluation, and Learning team with a cover letter that addresses how the project will meet the criteria for participation as outlined in the *Research Policy*.

Questions	Yes/No	Explanation
Does the research project comply with FERPA, HIPAA, and any other related laws and regulations?	Yes	
Will the research methods preclude harm, humiliation, or personal discomfort to any children, parents, or staff?	No	There are no anticipated harms from participating in this study. The only potential cost to participants would be for travel and parking.
Will the research project provide significant resources, such as services, training, material, or money, to the program?	No	There are no significant training, service or financial contributions to the program. Only minimal financial reimbursement will be provided to participants for their time in the form of \$30 cash.
Will the research project advance knowledge and understanding about questions relevant or of interest to the PSESD Early Learning program and its participants?	Yes	The research project seeks to describe parent governance from the perspective of current parent leaders participating in policy council and site specific parent committees.
Are the research questions and approach in line with the PSESD Early Learning philosophy?	Yes	he research questions and study design align with the PSESD Early Learning philosophy in these ways...
Does the research project allow for staff and parent participation in the design and implementation of the project?	Yes	The design will be influenced through continued discussion with PSESD Family Engagement staff and leadership parents to specifically address confidentiality and racial equity.
Will the research project place an undue burden on staff that prevents them from carrying out normal duties in our existing program?	No	There is no burden on staff to participate in this study.
Will the research entity reimburse the program for significant cost of additional staff time?	No	There is no reimbursement for additional staff time. There is no anticipated time that PSESD staff are required to participate.
Will there be stipends for parent participants?	Yes	Parent participants will receive \$30 cash stipend for their time participating in the interview. The cost of the stipend will be incurred by the researcher. Children are allowed to attend interview.
Does the project meet all criteria established by the respective research institution's Human Subjects Review Committee (if applicable)?		Pending Institutional Review Board Human Subjects Division approval
Will the research entity ensure that written permission is obtained from parents prior to initiating research activities involving individual children and/or parents?	Yes	The researcher will obtain informed written consent from participants prior to interviewing them for this study.
Will the research entity provide interpretation/translation services?	No	The research entity will not provide translation services.
Will the research entity provide an advance copy of research results to PSESD Early Learning?	Yes	The researcher will be able to provide the final report and data analysis to the PSESD Early Learning.

Email this Questionnaire and a cover letter describing the proposed project to: Sarita Siqueiros Thornburg at sthornburg@psed.org.

Related Documents

Research Policy
Research Procedure



Revised 08/2017

Page 1 of 1

01.004.02 TDixon

Figure 3 (above)

Figure 4

Interview Protocol:

Developing Civic Practice With Preschool Parents Research Project

I am working on my research capstone project for parent engagement in early learning Specifically in state and federally funded programs to show how individuals become involved to increase community capacities around education for early childhood development.

The interview usually takes 45 minutes. If you have any questions, feel free to stop the interview at any time.

Have you read the consent form, and do you consent?

Do you have any questions about me personally, or my project before beginning?

Figure 5

Interview Questions:

- I.
 1. What do you think about the parent committee at your site?
 - a. Is that what most parents think too?
 2. Did you become active in the parent committee at your preschool right away? a. How did you hear about it?

- II.
 1. What does parent committee do?
 - a. Do you have meetings? Please tell me about a typical meeting.
 - b. Do you follow any formal processes?
 - c. Can you describe a project you worked on with your committee?
 - d. What are some of the decisions you have made as a committee?

- III.
 1. How do you communicate between Policy Council and parent committee?
 2. What do you think is the most important information to pass along?
 - a. Among other parents or site staff
 - b. From the PSESD to your site
 - c. From your preschool to PSESD
 3. How does participating in Policy Council benefit your school's parent committee?

- IV.
 1. Why do you participate?
 2. Have you felt your leadership role change?
 3. Have you gained new abilities since you began?
 4. What specific impact do you feel you can have on your child's Early Learning experience from being on a parent committee?

- V.
 1. What should a parent committee be?
 2. Would you say you could impact your community more broadly and in what ways?

Works Cited:

Clifford, R.M., Crawford, G.M., Stebbins, H., Reszka, S.S., and Coatney, B. 2009. Financing Services for 3~ and 4~ year olds in a PreK-3rd School. *Issues in PreK-3rd Education*, (#2). Chapel Hill: The University of North Carolina, FPG Child Development Institute, FirstSchool.

Day Care Subsidies for Job Training of Recipients of Aid to Families with Dependent Children: A program evaluation. 1979. Washington State Department of Social and Health Services, Analysis and Information Services Division.

The Educare Learning Network Research and Evaluation Committee. 2014. *A National Research Agenda for Early Education*.

Ginn, Carla S. 2017. Stepping stones to resiliency in families: a longitudinal, mixed methods study following a two-generation preschool program (10630386). Available from Proquest Dissertations & Theses Global. (19233083884). Retrieved from

<https://search.proquest.com/docview/19233083884?acocuntid=14784>

Goodall, Janet and Montgomery, Caroline. 2014. Parental involvement to parental engagement: a continuum, *Educational Review*, 66:4, 399-410 DOI: 10.1080/00131911.2013.781576.

Henderson, A. T., Kressley K. G., and Frankel S. 2016. Capturing the Ripple Effect: developing a *Theory of Change* for evaluating parent leadership initiatives, Final Report, Phase I. Providence, RI: Brown University, Annenberg Institute for School Reform.

Nyhan, Paul. 2011. The Power of PreK-3rd: How a small foundation pushed Washington State to the forefront of the PreK-3rd Movement. Foundation for Child Development, Madison, NY.

Robbins, P. K. and Wiener, S. 1978. Child Care and Public Policy. Lexington, MA: Lexington Books. ISBN: 0-669-02088-5.

Useful Websites:

Washington State Department of Children Youth and Families. June 2018.

<<https://www.dcyf.wa.gov/>>

Department of Early Learning [US]. Washington State Department of Early Learning. June 2018.

<<https://del.wa.gov/>>

Educare Seattle. May 2018.

<<http://www.educareseattle.org/>>

PSESD- Home. May 2018.

<<https://www.psesd.org/>>

The Road Map Project Feb. 2018.

<<http://roadmapproject.org/>>