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An Evaluation Of The Head Start Parent, Family, And Community Engagement (Pfce) Framework On The Perception Of A Father'S Role And The Father'S Involvement Facts With The Head Start Programs

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AN EVALUATION OF THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT (PFCE) FRAMEWORK ON THE PERCEPTION OF A FATHER'S ROLE AND THE FATHER'S INVOLVEMENT FACTS WITH THE HEAD START PROGRAMS

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ABSTRACT

In 2011, the Head Start Office introduced the Parent, Family, and Community Engagement (PFCE) Framework to all Head Start programs (Department of Health and Human Services, 2011a). This framework was developed to increase parent involvement in getting children ready for kindergarten. The goal of the framework was to provide technical resources and skills to improve the parent involvement level in Head Start parent involvement activities. The goal of this study is to explore the perception of the role of the father and Head Start programs' father involvement facts at eight selected Head Start programs.

Interview, survey, and activity observation were used. Specifically, the Paternal Involvement in Child Care Index (PICCI) score and father/father figures' demographic information, family/community coordinator interview answers were gathered from the Head Start programs that participated in the study. Three statistical techniques, independent *t*-test, Mann-Whitney U test, and multiple-regression were used for quantitative data analysis, and qualitative data was generalized into a flow chart and a father involvement model based on Bronfenbrenner's ecological system theory.

TABLE OF CONTENTS

LIST OF APPENDIXES

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

The goal, of growing positive family relationships, was one of the recommendations of the Head Start Planning Committee when the Head Start program started in 1965 (Cooke, 1965). As stated in Cooke Report's goal 5, below, the objectives of a comprehensive program should include:

> a. Improving the child's physical health and physical abilities. b. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline. c. Improving the child's mental processes and skills with particular attention to conceptual and verbal skills. d. Establishing patterns and expectations of success for the child which will create a climate of confidence for his future learning efforts. e. Increasing the child's capacity to relate positively to family members and others while at the same time strengthening the family's ability to relate positively to the child and his problems. f. Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems. g. Increasing the sense of dignity and self-worth within the child and his family. (p. 8–9)

The Head Start Performance Standards developed three additional standards to encourage parental involvement through, participation in policymaking and curriculum development, to understand children's needs, and to assist children as they prepare for kindergarten.

Children with higher parent involvement perform better on achievement and developmental tests (Hill & Craft, 2003; Marcon, 1999; Steiner, 1976). According to the 2011 U.S. Census Bureau, approximately one quarter of children under age 18, live without their biological father in the home. Nearly half (49.39%) of African-American children, 18.17% of Caucasian/European children, and 10.57% of Asian-American children, live in father-absent homes. The remaining statistics, approximately 25%, live in single or multiracial homes (U.S. Census Bureau, 2015a).

Statement of the Problem

Approximately 21.6% of children in the United States abide in households that receive food stamps (U.S. Census Bureau, 2015b). Among these households, 10.8% of children reside with a mother only. Children who live in households that receive food stamps, on average, are three times more likely to be poor, compared to children who live with two parents, a father only, or those who do not live with any parent (Vespa, Lewis, & Kreider, 2013). These children are more likely to use drugs or alcohol (American Academy of Pediatrics, 2010), drop out of high school (Chapman, Laird, Ifill, & Kewal Ramani, 2011; U.S. Census Bureau, 2011), experience health, emotional, and behavioral problems (Deleire & Kalil, 2002), be subjected to child abuse and neglect (Sedlak et al., 2010), commit crime (SAGE Open, 2015), become pregnant as teenagers (Brooks-Gunn, & Duncan, 1997), become obese (Liu, 2007), have higher possibilities for poor academic performance (Corlew, 2009), and challenges to their development (Kramer, 2001) than their peers who live with married, biological (or adoptive) parents (Sanders, 2012).

Head Start Parent, Family, and Community Engagement (PFCE) Framework

On Father's Day 2009, President Barack Obama gave a speech from the White House in which he stated:

> In many ways, I came to understand the importance of fatherhood through its absence—both in my life and in the lives of others. I came to understand that the hole a man leaves when he abandons his responsibility to his children is one that no government can fill. We can do everything possible to provide good jobs and good schools and safe streets for our kids, but it will never be enough to fully make up the difference. That is why we need fathers to step up, to realize that their job does not end at conception; that what makes you a man is not the ability to have a child but the courage to raise one. (White House, 2009, p. 29)

President Obama recognized the importance of responsible and committed fathers in the success of children in financial, emotional, and intellectual domains, and in supporting the spiritual well-being of children. One year after the speech, the President's Fatherhood and Mentoring Initiative was launched (White House, 2010). In response to this initiative, the Head Start Bureau has been focusing on ways to improve the services offered to families in Head Start programs and more specifically on fathers' involvement (White House, 2012).

The Parent, Family, and Community Engagement (PFCE) Framework is an initiative by the Department of Health and Human Services (2011a) intended to offer systemic, integrated, comprehensive, outcome-based, and data-driven strategies to help parents and families become responsible and committed to their children. Department of Health and Human Services agencies utilize the PFCE Framework to train their staff at the beginning of an academic year and refresh the training throughout the year. Head Start family/community involvement

coordinators organize family involvement activities with teachers and staff to make family involvement activities successful (Department of Health and Human Services, 2011a). Based on Head Start Program Performance Standards (Department of Health and Human Services, 2015b), Head Start programs would complete family assessments that supplemented the individualization of activities for families and send program report findings back to the Office of Head Start annually (Department of Health and Human Services, 2015b).

Purpose of the Study

The purpose of this study was to examine the impact of the PFCE Framework on fathers or father figures who participated in Head Start's programs of father involvement activities. This impact was investigated through an analysis of answers from the Paternal Involvement in Child Care Index (PICCI) surveys that were filled out by father figures who had children in Head Start programs, observation of father involvement activities, and interviews with family/community involvement coordinators. Comparisons were made between participants in Head Start programs from urban and suburban areas. The findings from this study provided data that aid in appreciating and understanding father involvement as a strategy for assisting children to grow into successful adults.

Research Questions

Four research questions were adopted to evaluate the effectiveness of father involvement programs. The questions and their related hypotheses are presented below:

1. Does program location, and the availability of family/community involvement coordinators, in Indiana's 39 Head Start programs, serve as indicators of the level of father involvement between the initiative group and non-initiative group?

2. Does the ethnic culture of the father have an effect on the score of the father's involvement?
3. Do education, age, and working hours predict scores on father involvement?
4. In Indiana's Head Start programs (four in the initiative group and four in the non-initiative group), which father involvement activities among the initiative groups and non-initiative groups are identified as effective according to the family/community involvement coordinator reports from the past five years? What future father involvement plans are proposed based on these reports.

Significance of the Study

The Department of Health and Human Services (HHS) published the Head Start Program Performance Standards in 1975. Family involvement is covered in Head Start Program Performance Standard 1304.40 Family Partnerships session. Family partnership has played a big role in Head Start programs from its inception. However, the Head Start Impact Study (HHS, 2005) found that some children enrolled in Head Start had not experienced significant and lasting achievement compared with children who had attended high-quality Pre-K programs. Consequently, the results provided HHS the incentive to revise the Head Start Performance Standards in 2007. It took eight years to present the new proposed performance standards, titled "Vision for the Future of Head Start" (Children and Families Administration, 2015).

The new proposed performance standards (Department of Health and Human Services, 2015a) were meant to ensure that all Head Start programs produced the best possible outcomes. There were five significant changes embedded in the new standards (Lieberman, 2015), (a) moving to a full-day and full-year program, (b) removing overly burdensome and/or redundant requirements, (c) limiting suspension and prohibiting expulsion, (d) monitoring and addressing

chronic low attendance, and (e) allowing for local innovation. Family engagement affected a change in chronic low attendance. Studies showed that low attendance was correlated with low academic achievement and continued when children entered higher grades (Morrissey, Hutchison, & Winsler, 2014).

Findings of this research study should provide Head Start program directors, family/community coordinators, and teachers with information to better understand the parameters of father involvement, and to identify effective strategies used to support father involvement. The PFCE Framework was used to get families involved and engaged.

At the outset of this study, it was hoped that the PICCI results would suggest that the PFCE Framework could impact father involvement. However, non-initiative groups were not willing to participate, so comparative findings could not be identified. Nevertheless, findings from the initiative group did yield insights to guide Head Start's current father involvement approaches. Effective approaches from participating Head Start programs that had high PICCI scores are discussed in this study.

Four years after Head Start began in 1965; Westinghouse Learning Corporation (Grotberg, 1969) conducted research to examine the effectiveness of Head Start programs and concluded there was no significant difference between Head Start children and non-Head Start peers in most aspects of cognitive and affective development. This outcome was unexpected and disappointing (Huss, 2010).

However, Head Start programs were not solely focused on children's cognitive and affective development. Midco Educational Associates (1972) found that Head Start parents who were highly involved in the learner and decision-making roles appeared most satisfied, showed more self-confidence and higher self-esteem, had a greater sense of internal focus of control,

greater assurance about their future, were more involved in efforts to change community institutions, and were more active in high-quality programs. Washington, Oyemade, and Gullo (1989) explored the relationship of parent involvement with the economic and social sufficiency of Head Start families and children. They discovered that only 5.8% of fathers of children in these programs were employed before their children began their Head Start experiences. They further found that of those 5.8%, only 7.7% of fathers had earned college credits or degrees before Head Start involvement. However, fathers from high-involvement centers were 31% more likely to be employed compared to fathers from low-involvement centers.

Many father involvement activities had been used to enhance the father's involvement level. In particular, the PFCE Framework had been used as a guide for family involvement, but there was a need to further understand the role of father involvement in support of their children's learning and achievement. Based on a combination of survey, interview, and observation methods, I tried to understand the effectiveness of each program's father involvement strategies. This study aimed at understanding if the PFCE Framework was effective in the use of father involvement strategies, which was designed to improve the benefits children could obtain from their fathers' increased involvement. Then, the results could be recommended to other Head Start programs that may be experiencing similar father involvement struggles.

Definition of Terms

Specific terms are defined in this study to maintain clarity and consistency, as a variety of interpretations are used in the professional field of early childhood education and fathering. The Head Start terms and abbreviations used in this study are in accordance with Head Start regulations. To facilitate father involvement through consensus, terms used were extracted from Head Start Performance Standards (Department of Health and Human Services, 1998), the Parent,

Family, and Community Engagement Framework (PFCE, 2011b), and Radin's Paternal Involvement in Child Care Index (Radin, 1985).

A *father figure* refers to "as biological fathers or other men who participate in the care, rearing, or support of children within the context of the family" (Fagan and Iglesias, 1999, p. 244). In this study, a father figure referred to a male adult who lived with or had regular contact with a child participating in Head Start. The father figure could be a child's biological father, step-father, grandfather, uncle, cousin, mother's boyfriend, or any significant male person.

A *Head Start program* refers to a program funded by the Federal Government under the Individuals with Disabilities Education Act, and led by a Head Start agency that provides ongoing child-appropriate development services (Department of Health and Human Services, 1998).

A *Parent/Community Involvement Coordinator* refers to a staff member who coordinated events, panels, activities, family nights, volunteers, and all parents who were involved at Head Start and in the community.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this study was to examine the impact of Parents, Family, and Community Engagement (PFCE) Framework on Head Start father involvement, and programs specific to father involvement strategies and outcomes. This literature review provides a brief historical overview of the concept of fathering in U.S. history. The review concludes with research literature related to Head Start programs father involvement strategies.

The Concept of Fathering in U.S. History

In the past five centuries, the role of the father had changed from moral model and breadwinner to gender model. Currently, the father-role includes active parenting and sharing childcare duties (Pleck & Pleck, 1997; Rotundo, 1985). Rotundo (1985) stated that there were three major periods in the history of American fatherhood: (a) Patriarchal Fatherhood (A. D. 1620-1800), (b) Modern Fatherhood (A. D. 1800-1970), and (c) Androgynous Fatherhood (A. D. 1970 to 1985). During the Patriarchal Fatherhood period (A. D. 1620-1800), a good father was in charge of teaching his son the knowledge of farming and acted as a moral model in an agricultural society. During the Modern Fatherhood period (A. D. 1800-1970), the structure of society changed to a more commercial society. Farming knowledge was no longer the most important skill that a father had to teach his son. Modern fathers might not stay home all the time, but they were still the breadwinners in the family. In the Androgynous Fatherhood period (A. D. 1970 to 1985), the second-wave feminism resulted in many women going into the

workforce. A successful father actively participated in daily child care, and interaction with sons and daughters had less gender-stereotyping.

Pleck and Pleck (1997) indicated that there were four historical fathering trends in U.S. history. In the first trend, fathers were regarded as the moral teachers. From Puritan times (A.D. 1650-1750) to the Colonial period (A. D. 1630-1763) until early Republican times (A. D. 1783-1815), the role of fathers was to educate their children to become good Christians. The second trend of fathering occurred between Industrialization (1850) and the Great Depression (1930), when good fathers were defined as good breadwinners. The third trend started in the 1930s and continued into the early 1940s, when fathers were regarded as male-role models, especially for their sons. The last trend, identified by Pleck and Pleck (1997), of fathering began around the mid-1970s, when fathers became more active, nurturing, and caretaking parents.

Parental Involvement

Since the 1970s, fathers have been expected to participate actively in daily child care and to interact with their children without gender stereotypes (Rotundo, 1985). There were definitions of fathering from other researchers, and parent involvement contributed to different parts of a child's life. Eccles and Harold (1993) and Georgiou (1999) confirmed that greater parental involvement could contribute to children's higher academic achievement. Hass et al. (1984), Fan and Chen (2001), Fehrmann, Keith, and Reimers (1987), and Hong and Ho (2005) all indicated that parents with high expectations for their children's academic achievement were more involved. Homework supervision or cognitive involvement was also defined as part of parent involvement (Brito & Waller, 1994; Epstein et al., 1997; Keith et al., 1986). School involvement was also part of the package of parent involvement (Brito & Waller, 1994; Epstein,

1986, Epstein et al., 1997; Fan & Chen, 2001; Fehrmann, Keith, & Reimers, 1987; Grolnick & Slowiaczek, 1994).

Comparatively, Epstein et al., 1997, presented a different timeline for parental participation in school decision-making processes, stating that parental participation in school decision-making was not mentioned until 1997. Community collaboration was the latest concept added to parental involvement components until Epstein et al. (2002) established the parent involvement program.

Overall, the most recent and complete definition of parent involvement was established by Epstein et al. (1997). This parental involvement program included five dimensions. These included parenting, helping with homework, communicating with the school, volunteering at the school, and participating in school decision-making. Community collaboration was added to this parental involvement program in 2002 (Epstein et al., 2002). Fan (2001) stated that parental involvement had a positive effect on children's academic growth. A positive relationship was also found between parental involvement and student achievement outcomes (Epstein, 1991; Fan & Chen, 2001; Jeynes, 2003, 2007; Singh et al., 1995).

The literature implies that good teaching alone does not make a good school. Based on the literature, good teaching benefits from collaboration with parents, school administration, and community resources. Support and involvement from parents was identified as especially important because parental participation built a foundation for future success (Keith et al., 1986).

Most medicine containers, bottles, and packets list side effects, and this appears to be true for parental involvement as well. Teachers, as well as parents, may have mixed feelings about parental involvement (Nakagawa, 2000). The psychological and emotional distance between teachers and parents, as mentioned in the literature seemed, at times, hard to balance. The

literature identified that teachers would like to have parents involved in their classrooms whenever possible, but, adversely, the literature showed that it would not be helpful if parents were too involved, or tried to take over a class. Positive parent involvement was a recurrent impression as a best outcome for the students/children.

However, not everything turned out as expected. Some researchers had found no relationship, or a negative relationship between parental involvement and student achievement (Fan & Chen, 2001; Ford 1989; Keith et al., 1986; Natriello & McDill, 1989; Reynolds, 1992; Storer, 1995). Teachers tried to get parents involved, but the parents who needed to be involved hardly ever showed up. Some parents got involved with their children's education in negative ways. Robin and Harris (2014) discovered that parental help with homework did not help children score higher on standardized tests. Goldberg (2012) mentioned that parental involvement with homework caused more behavioral problems in school.

However, research literature revealed that it was never too late for parents to jump in and help. According to Epstein (1992), "students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved" (p. 1141). There was a great deal of evidence to support that positive parental involvement contributed to children's academic achievement. Communication and parental aspirations had consistent direct effects for both initial achievement status and subsequent academic growth (Hong & Ho, 2005). Some effective parental involvement programs will be discussed at the end of this chapter.

There were a number of factors that predicted parental involvement with school activities. First, family social economic status (SES) was a strong predictor of parental involvement (Grolnick et al., 1997). As opposed to low and high SES families, families that had moderate

SES were more likely to participate in their children's education or school events. Parents with low SES were less involved in their children's schooling than parents with high SES (Ho & Willms, 2000). However, some findings that father's race cannot predict family/father involvement (Hofferth, 2003, Claridge & Fisch, 2008).

Second, a parent's education level played a vital role in parental involvement (Davis-Kean, 2005; Grolnick & Slowiaczek, 1994). Parents with high school diplomas and higher education tended to spend more time to help their children study. The educational level of the parents had a greater impact on parental involvement strategies than parental occupation and income (Al-Matalka, 2014).

Third, the difficulty a parent faced in getting permission to leave work to help out at school (Finders & Lewis, 1994), cultural differences with the teachers (Tinkler, 2002), or psychological barriers due to personal academic failures (Lazar & Slostad, 1999) were factors that held parents back from being more involved with their children's schooling. Fourth, parents who thought they played a role in their children's learning tended to get more involved (Georgiou & Tourva, 2007; Grolnick et al., 1997; Hoover-Dempsey, Bassler, & Brissie, 1992).

Fifth, the most serious barriers were language and culture (Mawjee & Grieshop, 2002; Van Velsor & Orozco, 2007). The last barrier of getting parents involved in school was the parent's gender. Compared to fathers, mothers were more involved in a child's school, behavior, cognitive-intellectual, and personal development (Grolnick & Slowiaczek, 1994), and had greater involvement in caregiving, companionship, emotional development, and other expressive tasks (Finley, Mira, & Schwartz, 2008). The research showed that both parents played vital roles in contributing to their child's successful future, and these findings underscored the importance of this research study.

There were also factors that came from parents themselves. Hoover-Dempsey and Sandler (1995) discussed three factors in parental involvement in school, including role construction, sense of efficacy, and invitation. Based on Bronfenbrenner's (1979) theory, parental involvement in their children's education at home and school was influenced by their gender and education, school experience, role(s) at home, awareness of the importance of parent involvement, and feeling welcome at the school by their children, teachers, and parents' friends.

Sheldon (2002) confirmed that the parents' social network also provided social contextual invitations, and substantial motivation for parental involvement in their children's public education. In Bronfenbrenner's (1979) microsystem, the individual's social network also impacted the individual's development. In this study, this individual was the father. He was affected by his own microsystem (age, health, work, friends, neighborhood, family, and church group).

Parent Involvement Models

Social learning theories, social cognitive theory (Bandura, 1986), sociocultural theory (Vygotsky, 1978) and Bronfenbrenner's ecological theory of development (1979) suggested that specific parental beliefs and social contexts might influence parents' decisions about involvement in their children's education. These beliefs affected their involvement choices and activities related to their children's educational outcomes.

Parent Effectiveness Training (PET)

Parent Effective Training (PET) was a technique for improving positive parent-child relationships developed by Thomas Gordon (1970). PET groups meet in weekly 3-hour sessions for eight weeks. The eight sessions include lectures, readings, role playing, and homework exercises. The training focuses on learning human relationship strategies that included the use of

active listening, sending *I-messages*, and a *no-lose* method of resolving conflicts involving negotiating a solution that satisfied parents and children.

Systematic Training for Effective Parenting (STEP)

Systematic Training for Effective Parenting (STEP) was established by Don Dinkmeyer and Gary D. McKay (1975, 1982). The purpose of the STEP training sessions is to help parents raise responsible children. The STEP program has nine sessions:

Session 1: How to Understand Your Child's Behavior and Misbehavior

Session 2: How to Understand Yourself as a Parent - the Child's Emotions and Your Own Emotions

Session 3: How to Encourage: Building Your Child's Confidence

Session 4: How to Listen to Your Child

Session 5: Talking and Problem Solving with Children

Session 6: Natural and Logical Consequences: An Alternative Method of Discipline

Session 7: Applying Natural and Logical Consequences to Influence Children

Session 8: The Family Meeting - Planning Fun and Work Together

Session 9: Developing Self Confidence and Using Your Potential

The STEP model helped parents understand their children and themselves. They learn parenting strategies through the sessions.

The Bowdoin Method (1976)

The Bowdoin Method, established by Ruth Bowdoin (1976) uses 10 easy-to-read booklets for parents with simple cartoons that models positive mother-child communication. The Bowdoin Method focuses on mothers of young children (ages 2–8) and addresses cognitive and

emotional issues. Caro (2011) found that positive interaction through parent-child communication was associated with better academic performance.

The 10 cartoons could be replaced with other technology, such as an eBook, and still fulfill the purpose of increasing parent-child communication. Technology plays an important role for teens with nonresident fathers and maintains their relationships by making nonresident fathers and teens feel part of the same world (Cheek, 2015).

Epstein's Six Types of Parental Involvement (2002)

Epstein (2002, n.d.) defined six types of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The more parents were involved in the school, the stronger the parents felt, as they became more involved in their child's school.

The Hoover-Dempsey Sandler Model

The Hoover-Dempsey Sandler Model (Hoover-Dempsey & Sandler, 2005) was created to increase four student proximal achievement outcomes: academic self-efficacy, intrinsic motivation to learn, self-regulatory strategy use, and social self-efficacy. This model is designed to help parents understand how to prepare their children for successful academic outcomes.

Bandura (1997) found that people who believed that they could be successful were more likely to continue performing in ways consistent with that belief. Students who had high academic self-efficacy performed better academically (Ryan & Patrick, 2001; Schunk, 1991), while students with poor academic self-efficacy had worse academic performance (Corno, 2000; Gutman & Midgley, 2000).

Children's intrinsic motivation for learning was influenced by patterns of parental behavior, and variations in motivation for learning were associated with different patterns of

school achievement (Baumrind, 1989; Gottfried, Fleming, & Gottfried, 1998; Steinberg et al., 1994). Learning was the child's obligation, but it was affected by the student's parents' actions.

Various investigators defined self-regulation as a relatively wide-ranging set of cognitions, metacognitions, and behaviors that promoted learning and developmental success, such as goal-setting, self-monitoring, evaluation of strategy effectiveness, adjustments in strategy use, and active attention to and engagement in learning (Martinez-Pons, 1996; Schunck & Zimmerman, 2003; Stipek & Gralinski, 1996). Strong self-regulatory skills were associated with higher levels of school success (Zimmerman & Martinez-Pons, 1988, 1990). In the Marshmallow Experiment, Mischel et al., (1989) found that teenagers who had waited longer for the marshmallows as preschoolers were more likely to score higher on the SAT, and their parents were more likely to rate them as having greater abilities to plan, handle stress, respond to reason, exhibit self-control in frustrating situations, and concentrate without becoming distracted.

Social self-efficacy refers to individuals' beliefs that they were capable of initiating social contact and developing new friendships (Gecas, 1989). Educators and parents realized that learning skill (e.g. team work) built students' social capability as well as their academic skills.

The Hoover-Dempsey Sandler model lessons. Six lessons were used to promote father involvement. Brief descriptions of each lesson presented in this model are below.

Lesson one: Promoting responsible fatherhood is hard work.

Lesson two: Father-involvement services and child-support enforcement may not mix easily.

Lesson three: Fatherhood programs need to intervene earlier. Lerman and Ooms (1993)

found that 57% of unwed fathers with children no older than two years of age visited their children more than once per week, but only 23% who had children seven and a half or older were in frequent contact with their children.

Lesson four: Programs that focus on increasing visitation for low-income fathers may not do enough to improve child well-being.

Lesson five: Strengthening cohabitation may not be sufficient for improving child well-being.

Lesson six: Fatherhood programs need to begin to talk about marriage.

These parental involvement models provided the basis for positive and efficient plans.

The History of the Head Start Program

A few years before the fathering trend changed to actively parenting and sharing child care duty, a child-development program for disadvantaged children was mentioned and developed in the Senate Report on the Economic Opportunity Act (1964):

> A balanced program of educational assistance might include, although it need not be limited to, the following: creation of, and assistance to, preschool day care, or nursery centers for 3-to-5-year-olds. This will provide an opportunity for a Head Start be cancelling out deficiencies associated with poverty that are instrumental in school failure. ... Such special education programs could be open to all needy children. (p. 20)

The pioneer Head Start program began in 1964. President Lyndon B. Johnson gave a speech about the War on Poverty in which he mentioned that "through programs of work and retraining for unemployed fathers and mothers we can help them support their families in dignity while preparing themselves for new work" (Johnson, 1964, para. 76). The War on Poverty was led by Sergeant Shriver, who invited Dr. Robert Cooke, a pediatrician at John Hopkins University, and

Dr. Edward Zigler to develop a project to help poor people leave poverty. Dr. Urie Bronfenbrenner was also a member of the Head Start Planning Committee (Zigler & Styfco, 2004). He was appointed to a federal panel about the development of disadvantaged children in 1964 and 1965 and helped form the Head Start Program in 1965.

Head Start began with an eight-week Head Start project led by Cooke and Zigler. This Head Start summer program enrolled 5,006,000 disadvantaged children and had a total budget $84 million ($150 per student), three-fourths of which was used for daily needs, 6% for health, 8% for nutrition, 1.7% to recruit parents and provide social services, 2% for research, evaluation, and training, and the last 5% to pay administrators who ran the programs (Vinovskis, 2005).

In 1984, President Reagan funded over one million dollars in the Human Services Reauthorization Act (Civic Impulse, 2016a). The first Early Head Start was initiated by President Clinton in the Head Start Act Amendments of 1994 (Civic Impulse, 2016b). President Clinton launched the Head Start Expansion Initiative in 1997 to expand services from half-day to full-day and full-year (Department of Health and Human Services, 1997). In 2007, President Bush emphasized the quality of Head Start (Improving Head Start for School Readiness Act of 2007). In 2009, President Obama passed the American Reinvestment and Recovery Act (2009) and added more than 64,000 sites for Early Head Start and Head Start programs. Currently, the Administration for Children and Family (ACF) (2013) is under the Department of Health and Human Services (HHS), which supervises Head Start programs.

President Obama announced the Early Education Plan in 2013. Under the Early Education Plan, Early Head Start grantees partnered with center-based and family child care providers who agreed to meet Early Head Start Program Performance Standards and provide

comprehensive, full-day, full year high-quality services to infants and toddlers from low-income families (ACF, 2013).

Family Involvement Standards and Initiatives in Head Start

Head Start Performance Standards (1965)

The goals of the Head Start program were set in the recommendations of the Head Start Planning Committee (Cooke, 1965):

1. Improving the child's physical health and physical abilities.
2. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.
3. Improving the child's mental processes and skills, with particular attention to conceptual and verbal skills.
4. Establishing patterns and expectations of success for the child that will create a climate of confidence for future learning efforts.
5. Increasing the child's capacity to relate positively to family members and others, while at the same time strengthening the family's ability to relate positively to the child and his/her problems.
6. Developing in the child and his/her family a responsible attitude toward society, and encouraging society to work with the poor in solving their problems.
7. Increasing the sense of dignity and self-worth within the child and his/her family. (p. 8–9)

Parent involvement played a vital role in the Head Start Performance Standards because parents were their children's first and lifelong teachers. Head Start programs assisted parents by providing opportunities for parents to work with the staff and the community, enhancing

their parenting skills, and gaining knowledge that promoted their child's physical and mental wellness.

Head Start Fatherhood Initiative (1995)

According to the recounting of Gore (1998), the Clinton Administration, in 1995, began a government-wide initiative to enhance fathers' roles in their families. Gore further asserted that the initiative recognized the nation's future rested in strong families, and that both mothers and fathers were central in ensuring the well-being of their children. The President also recognized that community support was important to fostering changes in the lives of fathers. He also recognized that communities be aware of resources and supports to help in this effort. To enhance support of fathers, all federal agencies were tasked with reviewing their policies and programs (Gore, 1998).

In implementing the initiative, Gore (1998) shared that the Department of Health and Human Services responded by expanding and refining their efforts in support of fathers, and by proposing new initiatives. The Head Start Bureau began providing support to local Head Start fatherhood efforts (Gore, 1998). Ten workgroups were established across the country: Accepting the Leadership Challenge (ALC), Pinellas County Head Start, Florida; The Dad Show, Austin, Texas; F.A.M.I.L.Y. Fathers Advocating Male Involvement in the Lives of Youth, Philadelphia; Father Support Group, Worcester, Massachusetts; Good Guys for Head Start, Biddeford, ME; The Male Involvement/Empowerment Project, Mississippi; Male Involvement: The St. Bernardine Model, Baltimore, Maryland; Mississippi Band of Choctaw Indians Male Involvement Initiative, Philadelphia, MS; SHARE Male Involvement Project, Greenville, SC; and The Significant Male Task Force, Washington, D.C. (Father Involvement Initiative, 1998).

Revised Head Start Performance Standards (1998)

HHS (1998) revised the Head Start Performance Standards to include EHS services for infants, toddlers, and pregnant women and required that at least one teacher in each Head Start preschool classroom had a Child Development Association Credential (CDA).

Parent, Family, and Community Engagement (PFCE) Framework (2011)

The Office of Head Start (OHS) released a research-based approach to promote family well-being and engagement in children's learning and development from birth to age eight. The framework outlined program-wide practices to support family wellbeing, relationships between parents and children, families as teachers and adult learners, families' social connections, parent leadership and advocacy, and positioning families to make the best transition into kindergarten.

New Head Start Performance Standards (2016)

Head Start Performance Standards have not been updated since 1998. HHS proposed Head Start Performance Standards in 2015 and took comments and feedback until August 15, 2015. There were five significant changes in the new Head Start Performance Standards. The first change was moving to full-day and full-year programs. Currently, Head Start centers provide services for at least three and a half hours per day and 128 days per year. The new proposed minimum is six hours per day and 180 days per year. The second change was removing overly burdensome and/or redundant requirements. HHS had reorganized, removed, and updated these standards to reduce the burden on providers, limit micromanaging, shifting Head Start to an outcomes-focused culture. The third change was limiting suspension and prohibiting expulsion. The proposed regulations stated that suspension needs to be either prohibited or severely limited at Head Start programs. Head programs are required to engage a mental health consultant, collaborate with parents, and utilize appropriate community resources

because a child's inappropriate behavior represents a serious safety concern for themselves or other children. The fourth change was monitoring attendance and addressing chronic absenteeism. HHS proposed increased support services, such as additional home visits for children who had four or more consecutive unexcused absences or who were frequently absent. The final change was allowing for local innovation. This increased flexibility could encourage local innovation, such as class size, curriculum, and professional development and would allow programs to address better the needs of their communities (Department of Health and Human Services, 2015c).

The new Head Start Performance Standards (Department of Health and Human Services, 2016) started in November 2016. Under the authority at 42 U.S.C. 9801 et seq., subchapter B of 45 CFR chapter XIII was revised (HHS, 2016). Following standards were revised in the new Head Start Performance Standards. There are Part 1301 Program Governance, Part 1302 Program Operation, Part 1303 Financial and Administration Requirements, Part 1304 Federal Administrative procedures, and Part 1305 Definitions. Part 1301 Program Governance and Part 1302 Program Operation are related to family involvement. Part 1301 Program Governance emphasis on encouraging parents serve at Policy council and Parent Committee in order to make decisions to ensure school readiness strategies and academic successful. Under Standard 1302. 34 Parent and family engagement in education and child development service, the interaction and communication are expected, and at least two parent conferences and two home visits per school year are required. Standard 1302. 50-1302.53 especial mention that family engagement services need to be provided in bilingual and biliteracy.

Theoretical Framework of Father Involvement

Bronfenbrenner's (1979) Ecological Systems Theory

Bronfenbrenner developed the Ecological Systems Theory in 1979. In his theory, he divided the environment into five different layers. These five layers included microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The first layer was the microsystem. He described the microsystem as "the complex relations between the developing person and environment in an immediate setting containing the person" (Bronfenbrenner, 1977, p. 515). The microsystem was the most influential layer because it had the closest relationship to the person and was in direct contact with the person. Bronfenbrenner (1979) argued that, "recognition of this relationship provides a key to understanding developmental changes not only in children but also in adults who serve as primary caregivers-mothers, fathers, grandparents, teachers, and so on" (p. 5). Referring to the father figures, each system interacts with each other and influences father figures in various ways (Bornstein & Cheah, 2006; Bronfenbrenner, 1979). In this study, the family/community coordinators are the key elements in the child's ecosystem. If family/community involvement coordinators understand father figures' microsystems, they have the opportunity to provide workshops, training, and activities that would be consistent with father figures' statuses in their home environments. For example, based on the work of Bronfenbrenner, the father figures' relationships have impact on the children's development and interaction with their children's mothers or their children.

The second layer was the mesosystem. The mesosystem was "the interrelations among major settings containing the developing person at a particular point in his or her life" (Bronfenbrenner, 1977, p. 515). The mesosystem featured interactions between a person's

microsystems. The mesosystem is the layer that provides the connection between children's microsystems (Bronfenbrenner, 1979). For example, in the father figures' microsystem, this would include the connection between children's mother and other family members, between neighborhood, and colleagues (Berk, 2003). This would also include intervention programs like Head Start employees that interact with the family. When there is more frequent interaction between the children's mother and other family members, and frequent communication between the home and the workplace, these interactions will promote father figures' value. This increase of value is expressed through the building of trusting relationships inside the mesosystem (Conners & Epstein, 1995). When family/community involvement coordinators understand father figures' mesosystems, they can help father figures build and strengthen the bridge of interaction and communication with people and the environments that surrounding them.

The third layer was the exosystem. The exosystem was "an extension of the mesosystem that encompasses, among other structures, the world of work, the neighborhood, the mass media, agencies of government (local, state, and national), the distribution of goods and services, communication and transportation facilities, and informal social networks" (Bronfenbrenner, 1977, p. 515). The exosystem referred to a setting that did not involve persons as active participants, but affected them indirectly. Emery & Laumann-Billings (1998) reported that the unhealthy individual and community connections in the exosystem will impact the family negatively. Therefore, elements in the community have tremendous power and potential for influencing or impacting a family negatively. For children's welfare, family/community involvement coordinators have critical opportunities to create events that will strength father figures' exsosystem by involving them in more community activities.

The fifth level was the macrosystem. The macrosystem encompassed the cultural environment in which persons lived and all other systems that affected them. Bronfenbrenner (1977) theorized the macrosystem covered the culture or subculture to determine how children and their caregivers were treated or interacted with each other/others in different settings. The macrosystem affects all components of the ecological system throughout the interactions of all other layers. For example, father figures' parenting behavior and expectations of children's developments differ by cultures. Father figures with different cultural background have different parenting behavior and expectation of their children's development (Van Campen, & Russell, 2010). Cultural values are passed on from generation to generation. It is a system that includes both clear and hidden values, customs, rituals, relationships with others, and patterns of behaviors within a shared group (Bhattacharya, Olsen, & Scharf, 2007). Children and father figures learn and develop the values, beliefs, and behaviors that are dominant within their cultural group (Bredekamp, 2011).

Bronfenbrenner (1986) later added the chronosystem to his ecological theory, explaining it as "change or consistency over time in the characteristics of the person's life" (p. 40). The chronosystem was made up of changes over the lifespan in family structure, socioeconomic status, employment, residence, and so on. Changes in the family structure, economic status, or parental effectiveness have critical impact on children's development. Children react differently to environmental changes depending on their personalities, and as children get older, they are better able to determine how new change will affect them (Berk, 2003). VitalSmarts (2015) issued a report, *Silence at school: parents fail to communicate life altering events that affect student performance* that identifies five life-event areas can damage a child's ability to learn if parents fail to communicate: "death in the family, major illness, divorce or other family

disruption, mood changes or possible drug use" (para. 4). Younger children have less coping skills, limited understanding of family changes, and have greater challenges in adapting to these significant changes. Family/community involvement coordinators have a critical opportunity to communicate, support and enhance the positive roles of the father figure. For example, Family community coordinators could reach out to father figures through a home visit, telephone call, surveys, or inviting father figures to the center. Also, they could involve father figures in community or program events supporting and appreciating their complex roles as father figures. Through family/coordinator support, father figures and families would benefit from community support during those complex challenges of life that include divorce, loss of income, change of residence, and other elements of poverty. By supporting the chronosystem of the father figure, the entire family has the opportunity to benefit, and in particular the health and being of the child.

In interpreting the work of Bronfenbrenner, it was critical to consider the four major socio- ecological principles of community intervention. These include the following: (a) interdependence, (b) distribution of resources, (c) adaptation, and (d) succession. The community intervention/collaborations were emphasized in Head Start Performance Standards (2016) as well,

> §1302.71 Transitions from Head Start to kindergarten. (c) Community collaborations for transitions. (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13)23 of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school. (p. 50)

PFCE Framework is one of the Head Start community involvement/collaboration initiatives. The goal of an intervention is to identify, manage and conserve resources to solve problems and to enhance development to benefit the community as a whole (Rappaport, 1981). In community psychology, the key principal of community collaboration is participation (Rappaport, 1981). In the community collaboration, community participants and psychologists are playing equal roles (Greenwood & Levin, 2003). Therefore, Head Start family/community involvement coordinators would need to consider father figures as equal partners in their father-related activities. This equal partnership can be articulated through planning, implementation, involvement, and leadership of father figure initiatives in the program.

Research by Van Wyk and Naidoo (2006) specified that "community interventions are more likely to succeed when they are responsive to community needs, when the community owns, or has a direct voice in the intervention, and when local partnership are established with communities" (p. 278). Consequently, a successful father related event would need to response to father figures' needs, when father figures own it, or has a direct voice in the father-related event, when coordinators and father figures' partnership are established within the Head Start program. This direct voice can be achieved when program family/community coordinators, empower, mentor, and foster engagement participation, and intentionally guide father figures into leadership decision making roles.

Empowerment is the central value and strategy used in community psychology (Rappaport & Seidman, 2000). The value and principle of community and citizen participation is the center of community collaboration (Wandersman & Florin, 2000). If community leaders, or in this study the family/community coordinator, serves in an engaged positive role, the outcomes have the potential for positive outcomes for the father figure and child. On the other

hand, if program family/community personnel are not engaged and do not value father engagement, the likelihood for positive father figure events will not have positive outcomes for either parent or child. (Epstein, 2007; Naidoo et al, 2007)

The work of Naidoo et al. (2007) illustrated this important relationship. He indicated that "community psychology is concerned with conducting research that is responsive to community interests and needs, is useful to community life, and has practical benefits for the community" (p. 438). Hence, the father related events that are planned for father figures should be relevant and responsive to father figures' interests and needs. Also, these activities should be useful to father figures' lives and have practical benefits for father figures.

Bronfenbrenner (1979) emphasized that "the developmental importance of ecological transitions derives from the fact that they almost invariably involve a change in role, that is, in the expectations for the behavior associated with a particular position in society" (p. 6). What was society's expectation of being a good father in terms of ecological theory? Here "society" could refer to a father's family, relatives, workplace, friends, and other Head Start fathers. Based on the theory, all people who were surrounding or related to the father would create an expectation of a good father image. This includes community program directors, teachers, and others who interact with the father figures. Generally, given clear and positive community messages, systems and programs, fathers would be influenced to and try to reach those expectations. When there are messages of high expectations of positive father figures, there are changes and evidence of fathers engaged in models of best practice. For example, positive fathering and fatherhood were shaped by making comparisons with friends (Harrington, Deusen, & Ladge, 2010).

Adamsons, O'Brien, and Pasley (2007) used an ecological view to examine the father involvement in biological fathers and stepfathers. The researchers found that marital satisfaction on the part of stepfathers was positively related to the father involvement. They also found that when mothers had a higher number of work hours, biological fathers exhibited a lower quality of father involvement. Ball and Moselle (2007) reported child health is affected by fathers' involvement from an ecological perspective, as well. Pleck (2007) discussed the strengths and weaknesses of why father involvement could have positive consequences for child development in Bronfenbrenner's ecological theory.

Extensive research (Epstein, 2007; Haak, 2007; Moussa-Inaty & De La Vega, 2103) has been conducted using the socio-ecological model of Brofenbrenner. For example, Epstein (2007) adopted Bronfenbrenner's ecological theory to explain the relationship between parents' demographic and psychological characteristics and parent involvement in children's reading and math achievement. Haak (2007) used Bronfenbrenner's ecological theory as her conceptual framework to discover the teacher's and parent's beliefs of parental involvement in schooling. In another study, Moussa-Inaty and De La Vega (2013) implemented Bronfenbrenner's ecological theory as their research theoretical framework to explore the perspective of parent involvement in the United Arab Emirates. Bronfenbrenner's theory was used to explain this study's subject, variables, and research questions.

Subjects

The participants in this study were father figures with children who were participating in Regional Head Start Programs. According to Bronfenbrenner, parent involvement did not necessary mean participation on committees or organizing for political action, but rather having parents become 'captivated' by their own children, supportive of their education, and irrationally committed to the idea that their children mattered" (Zigler & Muenchow, 1992, p. 101).

Therefore, data was collected to gain insights into how the role of father was impacted by the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

Variables

In Bronfenbrenner's ecological theory, the individual in the microsystem was the child. In this study, the individual of the microsystem was the father figure. Father figures' microsystems such as race, education, age, and working hours may affect their willingness to be involved. Other variables in the microsystem were program size, the availability of family/community involvement coordinators, and father involvement strategies applied in the Head Start programs. These independent variables were not directly related to the individual (i.e., the father figures), but were related to social welfare services they received in the exosystem.

Research Questions

The research questions were based on the analysis of research on Bronfenbrenner's theory and previous work examining the role of the father figure. There were four research questions in this study. Each question addresses an aspect of the five layers of Bronfenbrenner's (1979, 1986) socio-ecological theory. Research questions one and four were not directly related to father figures but were about the social welfare services provided to the father figures during their child's enrollment from a Regional Head Start Program. These two research questions were discussed in terms of the exosystem. Research questions two and three were directly related to the father figures themselves; therefore they were explored in terms of the microsystem.

CHAPTER 3

METHODOLOGY

This chapter describes the research design and procedures that were used in the study, including the participants, instruments, research questions, data collection, and data analysis. The chapter is organized into the following sections: (a) research questions, (b) research design and variables, (c) selected Head Start programs, and (d) data collection and analysis procedures.

Research Questions

The purpose of the study was to evaluate the impact of the Head Start Parents, Family, and Community Engagement (PFCE) Framework on Head Start fathers' involvement. The study was led by the following research questions:

Research Question One

Do programs' location and the availability of family/community involvement coordinators in Indiana's 39 Head Start Programs between the initiative group and non-initiative group indicate the level of father involvement?

Location. Head Start programs located in a city with 50,000 or more people were identified as urban Head Start programs, while those located in a city with 2,500 to 50,000 people were identified as suburban Head Start programs (United States Census Bureau, 2011).

Availability of family/community involvement coordinators. Head Start programs with family/community involvement coordinators were identified as family/community involvement coordinators Head Start programs. Head Start programs that did not have a

family/community involvement coordinator and all the program events and activities organized by the director were identified as without family/community involvement coordinators Head Start programs.

Groups. The initiative group was represented by Head Start programs that participate in the Head Start Parents, Family, and Community Engagement (PFCE) Framework and were classified as such. The non-initiative group was represented by Head Start programs that did not participate in the Head Start Parents, Family, and Community Engagement (PFCE) Framework and were classified as such.

Table 1

Eight Participation Head Start Programs (30 father figures from each program)

	With Coordinator		Without Coordinator	
Location	Urban	Suburban	Urban	Suburban
Non-initiative Group	30	30	30	30
Initiative Group	30	30	30	30

Null hypotheses were:

1) There is no significant difference in father involvement scores across location.
2) There is no significant difference in the father involvement scores across the availability of family/community involvement coordinators.

3) There is no significant difference in the father involvement scores across the initiative group and non-initiative group.
4) There is no significant difference in the availability of family/community involvement coordinators across the initiative and non-initiative group.

Research Question Two

Do father figures' races affect scores of father involvement?

The null hypothesis was:

1) There is no significant difference in father involvement scores between father figures' races.

Research Question Three

Does the linear composite of education, age, and working hours predict a significant proportion of the variance in father involvement scores?

The null hypothesis was:

2) Education, age, and working hours do not predict scores on father involvement.

Research Question Four

In Indiana Head Start Programs (four in the initiative group and four in the non-initiative group), what are the effective father involvement activities among the initiative groups and non-initiative groups according to the past five years' family/community involvement coordinator reports? What are their future father involvement plans based on the past five years' reports?

Research Design

This study was designed to examine the differences father's involvement levels in Head Start programs, participate in the Head Start PFCE Framework. Three measurement instruments were adopted in this study: the Program Basic Information survey, the Paternal Involvement in

Child Care Index (PICCI) modified for the purposes of this study and including father/father figures' demographic information, and Family/Community Coordinator Interview Questions.

The research design for this study had three components. In the first component, the basic information of Head Start programs in Indiana was collected through the Program Basic Information survey. The Program Basic Information survey was used to understand the size and locations of Head Start programs and whether they participate in the Head Start PFCE Framework. The study used the Program Basic Information survey to identify each program as an initiative site or a non-initiative site and to categorize the Head Start programs as located in an urban (50,000 or more people) or suburban (at least 2,500 and less than 50,000 people) area (United States Census Bureau, 2011).

In the second component of the study, I visited four participating Head Start programs during a father involvement-related event to distribute and collect the PICCI and the father/father figures' demographic information instruments. The results were used to examine the relationship of father's involvement levels in interaction, availability, and responsibility with father's age, education, race, and working hours.

In the last component of the study, I interviewed all eight family/community involvement coordinators at Head Start programs from the urban and rural areas using the Family/Community Coordinator Interview Questions. I also observed two father involvement-related activities. The results of the interviews and observations were analyzed and summarized as a guide for future father involvement strategies.

Identification of Variables

Three groups of variables were explored to evaluate the effectiveness of the Head Start PFCE Framework: program variables, participant demographic variables, and outcome variables.

Program Variables

The program variables included the programs' location and the availability of family/community involvement coordinators. These variables were collected by the Program Basic Information (Appendix E). Another program variable, the father involvement strategy, was collected by The Family/Community Coordinator Interview Questions (Appendix F).

Participant Demographic Variables

The participant demographic variables included fathers' race, education, age, and father's working hours. These variables were collected by the PICCI (Appendix D), Section A.

Outcome Variables

The purposes of the Head Start PFCE Framework were ensuring school readiness and promoting family involvement. Consequently, a Head Start program's participation in the Head Start PFCE Framework was the dependent variable. The outcome variables included the mean scores of fathers' involvement levels in interaction, availability, and responsibility (collected from the PICCI).

Participants

Four Head Start program branches were mentioned in the Institute for Child, Youth, and Family Policy (n.d.). They are Regional Head Start programs that serve children from age three to five; Early Head Start programs serve pregnant women and children ages zero to two; American Indian and Alaska Native Head Start and Early Head Start (AI/AN) programs serve primarily Native-American or Alaskan-Native children and pregnant women (age requirements are the same as traditional Head Start and Early Head Start). Migrant and Seasonal Head Start (MSHS) programs serve pregnant women and children from birth to age five from migrant and seasonal farmworker families.

The sample for the study was selected from the 39 Regional Head Start grantees in Indiana. All 39 Head Start directors were asked to finish a program survey. Among these 39 Head Start programs, eight Head Start programs that were from the initiative group responded to the researcher. No potential participants from the non-initiative group agreed to participate. Three Head Start program are located in an urban-area and five are in a suburban-area. Family/community involvement coordinator interviews and PICCI survey were conducted at these eight Head Start programs. Two father involvement-related activities were observed at two rural Head Start programs. I used the Family/Community Coordinator Interview Questions to interview Head Start family/community involvement coordinators. Father figures from these eight Head Start programs filled out the PICCI on the site or by the take-home folders.

Instruments

Three major instruments were used in the study to collect data on fathers' involvement levels and effective father involvement activities: the PICCI (including the fathers'/father figures' demographic information), the Program Basic Information Survey, and the Family/Community Coordinator Interview Questions.

The Paternal Involvement in Child Care Index (PICCI)

The original PICCI (Radin, 1982) was created to measure parental responsibilities through both father and mother's answers. It included 21 items that are scored on a Likert-type scale while concurrently asking parents to explain the percentage of responsibility for different childrearing tasks. The original PICCI measured five areas of responsibility. The first area was the statement of involvement and assessed the degree of father's involvement in caring for the child. The second area was child care responsibility, which consisted of 4 items that assessed how involved the father was in the physical care of the child. The third area was the

socialization responsibility, which consisted of three items that assessed father's involvement in setting limits for the child's behavior, helping the child with personal problems, and helping the child to learn. The fourth area was childrearing decisions and consisted of two items that covered decision-making regarding when the child should be disciplined and when the child was old enough to try new things. The last area was paternal availability, which consisted of 10 items that assessed how often the father was present in the home and available for other activities.

Scores for father involvement on different components of the PICCI were obtained by adding each mother's and each father's responses for all items for a given component. In a separate question, mothers and fathers were asked to estimate the amount of time (in hours and minutes) spent by themselves and their spouses in the primary care of children each day.

Validity. Brown (1996) indicated that validity is usually divided into three categories: content, criterion-related, and construct validity. The PICCI was designed to evaluate the degrees of paternal involvement through statements of involvement, child care responsibility, socialization responsibility, child-rearing decisions, and paternal availability (Radin, 1982). To demonstrate construct validity, testers measure the construct it claims to be measuring (Brown, 2000).

Lamb, Pleck, Charnov, and Levine (1985, 1987) proposed three dimensions of father involvement: engagement, availability, and responsibility. McBride's (1990) and McBride and Milles's (1993) Interaction/Accessibility Time Chart was used to examine four categories of engagement (defined as using play, functional, parallel, and transitional), accessibility, and responsibility. Lamb, Pleck, Charnov, and Levine's (1985 & 1987) model and McBride's (1990) and McBride's and Mills's (1993) Interaction/Accessibility Time Chart demonstrated that PICCI was measuring the paternal involvement it claimed to be measuring.

Reliability. The PICCI included 21 items that were scored on a Likert-type scale. Section A, the last part of Question 5 asked about father's working hours per week. The answers were summated scales: a) none, b) less than 12 hours, c) 13–25 hours, d) 26–39 hours, and e) more than 40 hours. In Section B on the role of the father/father figure in childcare, Question 1 asked about how much time the caregivers (father and other adults) take care of the child: a) less than 2 hours, b) 2 up to 4 hours, c) 4 up to 6 hours, d) 6 up to 8 hours, and e) more than 8 hours. The same logic was applied with Questions 3 to 6 about the frequency of the father's availability. The answers were 1 to 5. 1 indicated 0–1 days/week, 2 indicated to 2–3 days/week, 3 indicated to 4–5 days/week, 4 indicated to 5–6 days/week, and 5 indicated 7 days/week.

The original PICCI questions demonstrated highly correlated test-retest results ranging from $r = .60$ to $r = .90$ (Radin & Goldsmith, 1983). However, the original PICCI was modified for this study. The modified instrument to be used for this study included three sections. Section A was fathers'/father figures' demographic information, requesting the respondent's age, race, education, and working hours. Section B was The Role of Father/Father Figure in childcare, which sought information about father figure's use of time as he takes care of his child as a primary caregiver after school on a typical day, time other adults in the household serve as caregivers, who is the decision maker at the household, and the frequency of parenting tasks performed. Section C was Father Figures' availability to the children, which inquired about the amount time father figures are involved with school and home activities with their children.

The validity of the modified PICCI instrument could not be demonstrated statistically, but the following rationale was meant to support the validity of the modified PICCI questions. First at all, support/involvement from parents is especially important because parental participation builds a foundation for future success (Keith et al., 1998). Second, the quality of

interactions between a father and his child has been shown to be directly related to his child's social skills in 3rd grade (Webster et al., 2013). Third, parental emotional availability has an obvious positive or negative effect on the child's behaviors as parents provide support and acceptance (Easterbrooks et al., 2000). Last, reading to the child at home in the child's native language has a measurable impact on the student's literacy (Carter, 2010).

A field test of this modified Paternal Involvement in Child Care Index (PICCI) was scheduled on April 21, 2015, to test the reliability. The modified PICCI was sent home on February 21, 2015, to Head Start fathers from the site in Brazil, Indiana. PICCI data were collected by the site manager on May 15, 2015 and mailed back to me on June 2, 2015. One out of 21 results was invalid due to incomplete survey responses, left 20 surveys for analysis.

Cronbach's alpha was run to establish the internal consistency of the sections, and the following changes were made based on the results. In Section A, Question 5 was revised so that it included a scale. Question 5 was revised from "If yes, number of hours you work outside of home weekly: _____." To "If yes, number of hours you work outside of home weekly is a) none, b) less than 12 hours, c) 13–25 hours, d) 26–39 hours, and e) more than 40 hours."

One answer, "d) me and child's mom both," was added to Question 2 in Section B. The question read: "Who in your family generally makes decisions about when children are old enough to try new things?" This question's answer was changed to a similar scale (five answers for a question) like other questions in this section. The result of Cronbach's alpha tests for Questions 3–6 in Section B is .84, which was acceptable.

The last change was in Section C. Question 1, "Communicate with teacher" was deleted because it was more likely that this was the only question in Section C that occurred at school and not at home. Question 2, "Help my child with homework" was deleted as well because this

was the only question with academic purpose. Questions 5 and 6 were basically the same question asked in different ways, so Question 6 was deleted due to the duplication. The value of Cronbach's alpha was .48 before Questions 1, 2, and 6 were deleted from Section C and .87 after deletion. Statistically, the modified PICCI Section C was reliable.

Program Basic Information Survey

These survey questions were used to gather basic information from all 39 Head Start programs in Indiana. Eight Head Start programs responded for further data collection. The eight selected Head Start programs are all from the initiative group: three located in an urban area and another five located in a suburban area (Appendix E).

Head Start Family/ Community Coordinator Interview Questions

The Head Start Family/Community Coordinator Interview Questions were designed to discover what coordinators believe have been effective father involvement activities based on reports covering the past five years. The questions also explored coordinators' future plans for father involvement (Appendix F).

Data Collection

At the beginning of the study, a letter seeking permission to conduct the research and requesting the agency's participation was sent to each Head Start program director. Once the program participation responses were confirmed, Head Start program directors and family/community involvement coordinators received an email explaining the study and data collection procedures.

I prepared 50 Father Figure Participation Consent forms for each of the eight participating Head Start programs. I met with the father figures in a classroom and reviewed the consent form with them, answered any questions they had, then let them sign the form if they

wished to participate. To ensure confidentiality, the consent form and PICCI survey were distributed to father figures in an envelope and after they completed the questionnaire, and they returned the whole package to me in a sealed envelope. Then, 116 PICCI survey were collected on the site. However, the expected number of PICCI responses was not sufficient; program coordinators sent consent forms and PICCI surveys home in an envelope in order to collect 50 more respondents for the study.

I observed and took field notes on father involvement activity in two participating Head Start programs. Once the program participation responses were confirmed, Head Start program family/community coordinators received a coordinator interview consent form explaining the study and interview procedures. The consent form was signed and collected before the interviews were conducted. A 30-minute family/community coordinator interview was conducted by me on the same day I observed the father involvement-related activities.

Data Analysis

The primary objective of the study was to determine if there were any significant differences across the initiative and the non-initiative groups in the PICCI scores. However, all the respondents were from the initiative group.

1. Fathers'/father figures' involvement level scores in interaction, availability, responsibility from the PICCI served as outcome variables.
2. Fathers'/father figures' involvement level scores in program's location and the availability of father involvement coordinators served as program variables.
3. Fathers'/father figures' involvement level scores in father's race, education, age, and working hours served as participant demographic variables.

The fourth question considered, qualitatively, what activities the institutions believed have proven effective from past practices and what will inform future activities.

4. What are the effective father involvement activities among the initiative group and non-initiative group from the past five years' family/community involvement coordinator reports? What are the plans for the future?

The raw quantitative data was collected from the PICCI scores, and the father involvement strategy and activities (the qualitative data) were gathered through my observations and interviews. These were analyzed as follows for each research question.

Research Question One

The first research question attempted to identify if there were significant differences in PICCI scores by programs' location and the availability of family/community involvement coordinators in eight Indiana Head Start Programs, separated into an initiative group and a non-initiative group. However, since all the data were collected from the initiative group, an independent sample *t* test was applied to analyze the programs' mean scores in location and the availability of family/community involvement coordinators for 2016.

Research Question Two

The second research question examined if there were significant differences in father's race and PICCI scores between the initiative group and the non-initiative group. However, there are no father figures from the non-initiative program. Therefore, father figures' mean scores in race were calculated using SPSS for only the initiative group.

A multiple regression was used to determine if there were significant differences between father figures' race and outcome variables. The PICCI scores served as the outcome variable.

Research Question Three

The third research question examined if there were significant differences in fathers' education, age, and working hours, and PICCI scores in the initiative group. Fathers' education, age, and working hours acted as the participant demographic variables. Father figures' mean scores in education, age, and working hours were calculated using SPSS for the initiative group only. An independent sample *t* test was used to determine if there were significant differences between father figures' age, education and working hours and outcome variables. The PICCI scores served as the outcome variable.

Research Question Four

The fourth research question attempted to determine if there were important differences in effective father involvement strategies that family/community involvement coordinators apply between the initiative group and the non-initiative group. Programs' effectiveness on father involvement strategies was coded. Interview and observation of father involvement activities were adopted to reveal effective father involvement strategies in all participating programs in this study.

The first portion of research question four asked about effective father involvement activities in Indiana Head Start programs from the past five years of family/community involvement coordinator's reports. The second portion of research question four asked what their future father involvement plans were. These research data were expected to provide insight into the effectiveness of the Head Start PFCE Framework on father involvement level scores and activities.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

This chapter discusses the findings of the study as obtained from running the descriptive and statistical analysis in SPSS and qualitative data analysis. The results are discussed with respect to the four research questions of the dissertation. These included:

1. Does program location and the availability of family/community involvement coordinators in Indiana's 39 Head Start programs, serve as indicators of the level of father involvement between the initiative group and non-initiative group?
2. Does the ethnic culture of the father have an effect on the score of the father's involvement?
3. Do education, age, and working hours predict scores on father involvement?
4. In Indiana's Head Start programs (four in the initiative group and four in the non-initiative group), which father involvement activities among the initiative groups and non-initiative groups are identified as effective according to the family/community involvement coordinator reports from the past five years? What future father involvement plans are proposed based on these reports?

The study involved eight Head Start locations, required availability of a family/community involvement coordinator, made use of reports of father figures' roles as reflected through the father involvement score, and included a family involvement coordinator interview. The chapter starts by describing the data gathering process, provides descriptive

statistics, and then offers the report of the results of the three quantitative research questions. Research question one sought to identify significant differences in father involvement scores between initiative and non-initiative groups in two components: the Head Start location and family/community involvement coordinator availability. The second and third research questions examined significant differences in the father figures' race, education, age, and working hours between the initiative and non-initiative groups. One qualitative research question is discussed as well. The last research question investigated fathers' involvement strategies in eight Head Start programs by interviewing the family involvement coordinators. These questions were analyzed using both descriptive and statistical analysis. The following section includes how the data was gathered and processed.

Data Gathering Process

The study utilized two instruments to collect data: The Modified Paternal Child Care Index (PICCI) (Appendix D) and the Family/Community Coordinator Interview Questions (Appendix F). The Modified PICCI, used to collect data on father figures' involvement scores, allowed collection of demographic information, perceived role in child care, and level of availability to their children. The Family/Community Coordinator Interview Questions were conveyed through a seven-item instrument constructed to gather information about the father involvement strategies in all eight Head Start programs. These questions informed the researcher as to how fathers were involved in all eight sites.

Father Figures' Demographic Information

This section includes specific information about the demographics of the father figures. The first part of the Modified PICCI indicated father figures' demographic information and contained five items. The first question asked respondents' age. Respondents were given these

five choices: (a) under age 18, (b) age 19–25, (c) age 26–30, (d) age 31–45, (e) age 45–60, and (f) over age 60. This was to determine if age was a factor in father figure involvement. The second question asked respondents' race/ethnicity. Respondents were given these six choices: (a) Black or African-American, (b) Asian, (c) White/Caucasian, (d) Hispanic or Latino, (e) American Indian/Native Alaskan, (f) Native Hawaiian or other Pacific Islander, and (g) two or more races. This was to determine if race was a factor in father figure involvement. The third question asked about respondents' educational levels. Respondents were given four choices: (a) 12th grade and under, (b) high school diploma/GED, (c) bachelor's degree, and (d) master's degree or higher. This question was to determine if education level was a factor in father figure involvement. The following section describes the results regarding fathers' availability.

Father Figures' Availability

The second section of the Modified PICCI had six questions. Question one required father figures to determine the number of hours spent with their children in a typical day. Their choices were: (a) less than two hours, (b) two up to four hours, (c) four up to six hours, (d) six up to eight hours, and (e) more than eight hours. This was to determine if spent time with their children was a factor in father figure involvement. Question two required father figures to determine the number of hours another adult in the same household spent with the children in a typical day. Their choices were: (a) less than two hours, (b) two up to four hours, (c) four up to six hours, (d) six up to eight hours, and (e) more than eight hours. This was to determine if other adults spending time with the children was a factor in father figure involvement.

The rest of the questions were used to identify how often father figures performed parenting tasks as reflected on an ordered response option scale. To evaluate father figures' availability, the Modified PICCI was used. There were five frequency choices: (a) zero to one

day a week, (b) two to three days a week, (c) four to five days a week, (d) five to six days a week, and (e) seven days a week. This is to determine if father figures' availability was a factor in father figure involvement. This information was secured based on Bandura's (1986) projection that specific parental beliefs, education, and social contexts influence the parent's decision regarding involvement. Similarly, information from the fathers was important because the work of Epstein (2002, 2007, and 2015) showed that types of parental involvement matter in areas of child development.

Head Start Family/Community Coordinators

The Family/Community Coordinator Interview Questions included seven items. Question one was about the family involvement coordinator's background information. Question two was about the Head Start's father involvement activity record from 2011 to 2015. Question three was used to identify whether the Head Start program belonged to an initiative or non-initiative group. Question four focused on the strategies of father involvement recruitment. Question five regarded the challenge of involving fathers in organized activities. Question six was related to father involvement in activity topic selection. The last question focused on father involvement activity assessment.

The Head Start Program Participant Consent Letter (Appendix A) and Program Basic Information (Appendix E) was emailed to 39 Head Start program directors in Indiana in September, 2016. Eight directors replied to the email with the completed Head Start Program Participant Consent Letter and Program Basic Information by the end of September, 2016. Family coordinator face-to-face interviews were scheduled from October 5 to November 15, 2016. One hundred and seventy-seven Modified PICCI results were collected at father involvement events or by mail. Some of the father figures' answers were missing values in

education, working hours, role in child care, or availability. Father figures' PICCI surveys with missing values were not included in the analysis. In the following section, the various demographic factors of the participants are described.

Description of Participants

In this section, a description of the participants is offered with respect to the five key questions of the study. Head Start programs, family coordinators, and father figures' demographic information are presented in the following categories: (a) Head Start location; (b) family coordinator's gender and service years; and (c) father figure's age, race/ethnicity, education, and working hours.

Head Start Locations

All the Head Start programs in Indiana were invited to participate; however, only eight programs agreed to participate in the study. Confirmation of whether a facility represented a non-initiative or initiative group was offered by Head Start directors in the Program Basic Information (Appendix E). All eight participating Head Start programs were from the initiative group. No non-initiative programs participated in this study.

The Head Start location was categorized by the size of the city. City sizes were divided into three categories. One category was defined as an urban area with more than 50,000 residents. Another category was defined as a suburban area with at least 25,000 and less than 50,000 residents. The third was defined as a rural area with less than 25,000 residents. Three Head Start programs were located in urban areas and five were located in rural areas. In terms of percentages, 37.5% of Head Start programs were located in urban areas, none from suburban areas, and 62.5% were located in rural areas. Forty-five father figures participating in this study were from urban areas, and 120 father figures were from rural areas.

Family/Community Coordinators

Five female and three male family/community coordinators were interviewed for this study. Three family/community coordinators served Head Start for more than 20 years. Four family/community coordinators worked at Head Start from 10 to 20 years. Only one family/community coordinator worked at Head Start less than 10 years. The education and training needs of the Family/Community coordinator required a bachelor degree in education, social sciences, or human development. Training requirements included training in working with families and community services. Head Start Directors informed me that these positions typically required 3 to 5years in a Head Start program due to the need of understanding the performance standards. In all Head Start Programs, family/community coordinators are required to attend monthly trainings and specific annual training on the PFCE framework as per Head Start Guidelines.

Father Figures

The sample of father figures ranged from 19–60 years of age. This wide range of age clearly showed diverse findings. A majority of the father figure participants were ages 26–45 (66.9%), followed by age 19–25 (17.2%), age 46–60 (11.8%), over age 60 (1.2%), and under age 18 (0.6 %). A total of 166 father figures from eight Head Start programs participated in the study. The father figures were all from the initiative group.

Across all the centers, the majority of the father figures in the sample identified as Caucasian. For the overall distribution of the sample, father figures identifying as Caucasian comprised 76.3% of the sample, followed by Black/African-American who comprised 10.1% of the sample, Hispanic/Latino who comprised 5.9% of the sample, and 5.3% of the father figures identified as two or more races, which did not include American Indian/Native Alaskan, Native

Hawaiian or Other Pacific Islander, and Asian. In other words, 76.3% of father figure participants were Caucasian, and 23.7% were non-Caucasian. Although this study included Caucasian, Asian, Latino, and African-American participants, the majority were Caucasian, therefore generalizations to other populations cannot made.

Similarly, the sample had diverse levels of education. Most of the father figure participants had a high school diploma/GED (72.2%), followed by 12th grade and under (22.5%), and a bachelor's degree (3%). None of the father figures indicated having a master's degree or higher. This is important based on the work of Epstein (1997) and Fan (2001) who both posited that education does have a relationship to higher levels of involvement. In other words, 94.7% of father figure participants did not attend college.

Diversity was also noted in terms of working hours among the participants. Fifty-eight percent of father figure participants worked 40 or more hours per week, approximately 17% worked 26–39 hours, 16% were not working, 3.6% worked 13–25 hours and 3% worked less than 12 hours. The vast majority of father figure participants were working father figures; only 16% were non-working father figures.

Hypotheses Testing

Research Question One: Do Programs' Locations and the Availability of Family/Community Involvement Coordinators in Indiana's 39 Head Start Programs between the Initiative Group and Non-Initiative Group Serve as an Indicator for the Level of Father Involvement?

Null hypotheses are:

1) There is no significant difference in father involvement scores across location.

2) There is no significant difference in the father involvement scores across the availability of family/community involvement coordinators.
3) There is no significant difference in the father involvement scores across the initiative group and non-initiative group.
4) There is no significant difference in the availability of family/community involvement coordinators across the initiative and non-initiative group.

In order to examine differences in PICCI scores between urban Head Start programs and rural Head Start programs, an independent samples *t* test was conducted. Levene's test demonstrated homogeneity of variances between urban and rural programs, $F(1, 165) = 0.723$, $p = .516$. A *t* test assuming homogeneous variances was calculated. The results of this test indicated that there was no significant difference in PICCI scores between the two areas Head Start program, $t(163) = 0.14$, $p = .890$. These results suggest that father figures in the urban Head Start programs ($M = 41.04$, $SD = 11.63$) did not have higher PICCI scores than father figures in the rural Head Start program ($M = 40.78$, $SD = 10.50$). Skewness (-0.62) and kurtosis (-0.19) of PICCI scores are both negative, indicating that the data are slightly left-skewed and flat compared to a normal distribution. It was concluded, however, that PICCI scores were normally distributed given the values were between +1 and -1. Therefore, the null hypothesis was not rejected.

All participating Head Start programs in this study had family/community coordinators. Because of this, there could be no comparison to programs without family/community coordinators. That precluded the researcher from testing the second hypothesis: there is no significant difference in the father involvement scores across the availability of family/community involvement coordinators.

All participating Head Start programs belong to the initiative group in this study. There is no non-initiative group to compare with the initiative group. That precluded the researcher from testing the third hypothesis: There is no significant difference in the father involvement scores across the initiative group and non-initiative group.

All participating Head Start programs from the initiative group have family community coordinators. No non-initiative Head Start programs and no Head Start programs without family/community coordinators participated in this study. That precluded the researcher from testing the fourth hypothesis: There is no significant difference in the availability of family/community involvement coordinators across the initiative and non-initiative group.

Research Question Two: Do Father Figures' Races Affect Scores of Father Involvement?

The null hypothesis is: There is no significant difference in father involvement scores based on father figures' races.

Father figures from among the eight Head Start programs in Indiana that participated in this study filled out the PICCI (N = 165). An independent-samples t test was conducted to compare PICCI scores in Caucasian and non- Caucasian father figures. There was no statistically significant difference between Caucasian father figures (M = 40.10, SD = 10.34) and non- Caucasian father figures (M = 43.56, SD = 12.01); $t(163) = .-1.71$, $p = .089$. Therefore, the null hypothesis was not rejected. There was no difference in PICCI scores between Caucasian and non- Caucasian father figures. These results suggested that father figures' ethnicity did not have an effect on PICCI scores. Levene's test for equality of variances was not found to be violated for the present analysis, $F(1,163) = 0.20$, $p = .659$.

Skewness (1.854) and kurtosis (5.510) of father figures' ethnicity were both positive, indicating that the data are slightly right-skewed and peaked compared to a normal distribution.

Dividing each value by its standard error, gives 8.38 for skewness and 14.65 for kurtosis, PICCI scores were non-normally distributed, with skewness of 1.854 (SE = 0.22) and kurtosis of 5.510 (SE = 0.38).

The Kolmogorov-Smirnov and the Shapiro-Wilk tests were used to test the assumption that PICCI scores are drawn from a normally-distributed population. The results of Kolmogorov-Smirnov (Caucasian father figures' PICCI scores, $p = .200$; non-Caucasian father figures' PICCI scores, $p = .001$) and the Shapiro-Wilk (Caucasian father figures' PICCI scores, $p = .065$; non- Caucasian father figures' PICCI scores, $p = .001$) test are significant ($p < .05$) rejecting the null hypothesis means rejecting the assumption of normality for the distribution.

The Mann-Whitney U test demonstrated a significant difference in the distributions of the two groups, whereas the *t* test failed to pick this up due to non-normality. A Mann-Whitney test indicated that PICCI score was greater for non-Caucasian father figures than for Caucasian father figures, U = 1757, $p = .026$. The group of Caucasian father figures had a mean of 40.10 and a median of 42.00. The group of non-Caucasian father figures had a mean of 43.56 and a median of 49.00. The group of non-Caucasian father figures had higher PICCI scores. The group of non-Caucasian father figures' frequency distributions was different because of the non-parametric nature of distribution. The group of non-Caucasian father figures tended to rank higher than the group of Caucasian father figures on PICCI scores. Therefore, the null hypothesis was rejected.

Research Question Three: Does the Linear Composite of Education, Age, and Working Hours Predict a Significant Proportion of the Variance in Father Involvement Scores?

The null hypothesis is: Education, age, and working hours do not predict scores on father involvement.

A multiple regression analysis was conducted to explore whether the linear combination of father figure age, education, and working hours predicted a significant proportion of the variance in PICCI scores. Based on the multiple regression results, the combination of predictors did not predict a significant proportion of the variance in the criterion, indicating that father figures' age, education, and working hours did not have an impact on PICCI scores, $R^2 = .02$, $F(3, 161) = 1.09$, $p = .357$.

Partial regression coefficients were evaluated to assess the individual connection of predictors with PICCI scores. The father figures' demographic backgrounds had no significant partial regression weights, indicating father figures who were older, had more education, or worked more hours were not expected to have higher PICCI scores, after controlling for the other variables in the model. Father figures' demographic backgrounds did not contribute to the multiple regression model. In short, it was found that father figures' age ($b = -0.06$, $p = .943$), father figures' education ($b = -2.50$, $p = .891$) and father figures' working hours ($b = -1.01$, $p = .078$) were not significant predictors.

Prior to interpretation of the multiple regression, the assumptions underlying regression were assessed. An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. Residual Min = -2.98, Std. Residual Max = 1.78). Tests to see if the data met the assumption of collinearity indicated that multicollinearity was not a concern (father figures' age, Tolerance = .98, VIF = 1.02; father figures' education, Tolerance = .98, VIF = 1.02; father figures' working hours, Tolerance = .98, VIF = 1.02). The data met the assumption of independent errors (Durbin-Watson value = 1.84).

The histogram of standardized residuals indicated that the data were approximately normally distributed, as did the normal P-P plot of standardized residuals, which showed points

that were not completely on the line, but close. The scatterplot of standardized residuals predicted values showed that the data did not met the assumptions of homogeneity of variance and linearity.

Descriptive Analysis of PICCI Items

PICCI scores could not be utilized to compare the initiative and non-initiative group, and availability of family/community coordinator, and availability of family/community coordinator across initiative and non-initiative group due to the lack of participants. However, more information was found when analyzing PICCI items individually. For instance, the period of time devoted to caregiving by the father figure most often selected was more than eight hours a day (24.3%). However, for the same category of caregiving for more than eight hours a day, 55.6% of the father figures indicated that another adult took responsibility. The array of percentages of time devoted to caregiving are presented in Table 2.

Table 2

The Percentage of Father Figure and another Adult at the Household Serve as a Caregiver after School Hours on a Typical Day

Number of hours	Father figure (%)	Another adult (%)
Less than 2	19.5	8.9
2 to 3	19.5	7.7
4 to 5	23.1	13.0
6 to 7	11.2	12.4
More than 8	24.3	55.6

In regard to the survey's prompt about who makes decisions as to when a child is old enough to try new things, two thirds of the father figures indicated that they make decisions with the child's mother. This choice was followed by 18.3% of father figures indicating that the choice is made by a girlfriend, and followed next by 9.5% of the father figures indicating that the decisions were being made by other adults in the family. Finally, 2.4% of the father figures indicated that they alone made the choice, and another 1.8% of the father figures indicated that it was the child's mother who made the choice. Even when father figures did not serve as the primary caregivers, the father figures still made decisions with the children's mothers.

The following information describes the time used in bathing and dressing children. One fifth of father figures (20%) bathe and dress their children seven days a week, followed by none to one day a week (21.9%), four to five days a week (20.1%), two to three days a week (18.9%), and five to six days a week (11.8%). Most father figures do not bathe and dress their children daily. The work of Epstein (2007) speaks to gender roles, and the findings of this study seem to support the perception that mothers are engaged in more custodial tasks for young children. Similarly, a Head Start Coordinator, Adam stated that most father figures may think bathing and dressing their children is the mothers' job. However, the stereotypes about parental duties are changed (Executive office of the President of the United State, 2014)

Another query on the PICCI addressed snack preparation and parental involvement. One third of father figures prepare/serve the meals/snacks for their children seven days a week, followed by four to five days a week (21.3%), two to three days a week (19.5%), five to six days a week (13.6%), and none to one day a week (13.6%). More father figures prepare/serve the meals/snacks for their children than bathe and dress their children. David, a Head Start coordinator, indicated that some father figures may not know how to cook or what nutrition their

children need. However, that assertion remains conjecture as this study did not attempt to understand the reasons why certain categories were selected.

Father involvement in academic assistance ranged from once a week to daily involvement. This is important since research (Epstein, 2008; Grolnick et al, 1997) showed that parents who play a role in their children's learning has impact. A bit more than one third (35.5%) of father figures engaged their children in learning activities seven days a week, followed by four to five days a week (22.5%), two to three days a week (17.2%), five to six days a week (13.6%), and none to one day a week (8.9%). This may indicate that, during father events, coordinators might find it useful to address the topic of how to engage children in learning activities at home. The importance of father figures providing academic assistance to their children could also be underscored.

The survey also revealed the results of father discipline. Well over half of father figures (61.5%) guide and discipline their children's behavior seven days a week, followed by five to six days a week (14.2%), four to five days a week (8.3%), two to three days a week (7.1%), and none to one day a week (6.5%). This is an important finding because it shows a keen interest in guiding how children learn and behave, which is a form of parent involvement (Hoover-Dempsey, Bassler, & Brissie, 1992). Given these results, coordinators could capitalize on father figures' current responsiveness to enhance father figures' abilities to effectively guide and discipline children.

The survey further revealed insights as to the father's discussion with their children about interests and concerns. Some degree of care for their children might be assumed as the father figures involved in this study chose to participate and took the time to complete the survey; however, 7.1% indicated they devoted very little time to discussing children's interests with

them. It is unclear what factors contributed to this low level of involvement in this study. It cannot be determined if it is related to skill, knowledge, education, interest, or time. This finding points to needed research to explore how to support and encourage father involvement with their children. Also, if factors were identified, Head Start Coordinators would be more informed to support fathers in family engagement activities.

The survey provided data regarding the amount of time fathers spend in eating with their children. More than half of father figures (55.6%) have meals during the week with their children and family for each of seven days a week, followed by five to six days a week (13%), four to five days a week (13%), two to three days a week (8.9%), and none to one day a week (7.1%). Collectively, 68% of father figures had meals with their children and family at least five days a week. This is an important finding based on the report of Parker and Livingston (2016) who asserted that parental participation builds the foundation for future success. Nearly half of the fathers (48%) say they do not spend enough time with their children. In addition to other times of the day, these meal times could be used to talk about their children's concerns or interests. Coordinators may find it useful to provide father figures with strategies for talking with children in regard to the child's interests or concerns at meal times.

Responses in the PICCI demonstrate father figures' availability when their child arrives home from the school. More than one third (34.3%) of father figures stay at home when their children come home from school over the seven days of a week, followed by none to one day a week (23.7%), five to six days a week (13.6%), four to five days a week (13.6%), and two to three days a week (12.7%). Over one fifth of father figures reported that they were not home when their children came home from school. Some of them left notes on the survey that said that

they were at work during that time period. Only one third (34.3%) of father figures were home when their children came home from school every day.

Contemporary fathers have complex roles where there are many more opportunities to participate, but the demand for economic stability is also competing for time. A Pew Report (Parker & Livingston, 2016) showed that gender roles are converging, but community attitudes toward fathers who stay at home and stay-at-home mothers still are different. The typical belief still prevails in that about half of Americans (51%) think that a child is better off with a mother at home, as opposed to in the workforce, and just 8% say a child is better off with a stay-at-home father. This supports a Pew Report (Parker & Livingston, 2016) showing the primary role of many fathers who need to work and are not at home. Therefore, after-school father events may not be well attended due to conflicting responsibilities and primary expectations of family roles. Coordinators collected this information at the beginning of the school assessment to determine the best timing of events for their particular program.

The survey also provided information about the frequency that fathers play and interact with their children. Close to two thirds (59.2%) of father figures play and interact with their children seven days a week, 14.2% reported playing and interacting four to five days a week, 11.2% reported playing and interacting five to six days a week, 10.1% reported playing and interacting two to three days a week, and 3% reported playing and interacting zero to one day a week. Close to three fourths of father figures played and interacted with their children at least four days a week. How father figures play and interact with their children would likely reveal how deeply they understand children's developmental milestones. Coordinators could consider addressing topics of how father figures interact and play with their children as a means of

helping them understand developmental milestones and how best to support the development of their children.

The survey also revealed that nearly one third (26%) of father figures read to their children seven days a week, followed by four to five days a week (20.1%), two to three days a week (19.5%), none to one day a week (19.5%), and five to six days a week (12.4%). Close to 80% of the father figures read to their children at least every other day. Read-aloud strategies would be an important topic to share with father figures. Coordinators could plan a father event to demonstrate how to find free resources (e.g., check out books at Head Start library or local public library) and how to read to their children more effectively.

The descriptive statistics by PICCI items provided an insight of father figures' most frequent and least frequent activities to do with their children (see Table 3). The most frequent activities father figures do with their children are guiding and disciplining their children, playing and interacting with their children, having meals during the week with their children and family, discussing with their children about their interests or concerns, engaging their children in learning activities, staying home when their children came home from school, preparing/serving the meals/snacks for their children, and reading to their children. Given these findings, it is critical that we more comprehensively understand how to support fathers' interests in disciplining and guiding young children.

The least frequent activities father figures do with their children are being home after school, reading, preparing/serving the meals/snacks, engaging in learning activities, eating meals together during the week, discussing children's interests or concerns, guiding and disciplining, and playing and interacting. A summary of the frequency of parental task outcomes is presented in Table 3. This finding may be the result of the demands of work, but also the issue of

overlapping schedules. Fathers were found to be at work when children arrived at home to discuss their interests and concerns, so it is difficult to ascertain if this is related to interest or simply a time conflict.

Table 3

Frequency of Father Figures Performing Parental Tasks (Percentage of Days per Week)

Items	0–1	2–3	4–5	5–6	7
Guide and discipline my child's behavior	6.5	7.1	8.3	14.2	61.5
Play and interact with my child	3.0	10.1	14.2	11.2	59.2
Have meals during the week with my child and family	7.1	8.9	13.0	13.0	55.6
Discuss with my child about his/her interests or concerns	7.1	11.2	17.8	14.2	47.3
Engage my child in learning activities	8.9	17.2	22.5	13.6	35.5
Stay home when my child comes home from school	23.7	12.4	13.6	13.6	34.3
Prepare/serve the meals/snacks for my child	13.6	19.5	21.3	13.6	29.6
Read to my child	19.5	19.5	20.1	12.4	26.0
Bathe and dress my child	21.9	18.9	20.1	11.8	24.9

Research Question Four: In Indiana Head Start Programs (Four in the Initiative Group and Four in the Non-Initiative Group), what are the Effective Father Involvement Activities among the Initiative Groups and Non-Initiative Groups According to the Past Five Years' Family/Community Involvement Coordinator Reports? What are Their Future Father Involvement Plans Based on the Past Five Years' Reports?

Research question four involved qualitative data analysis procedures, documentation, personal interviews, observation, and strategies for validating findings. This study focused on the knowledge, understanding, and practices of father involvement. Therefore, the following information was examined:

1. A better comprehension of the challenges of achieving father involvement in urban and rural area Head Start programs.
2. An understanding of strategies being used to enhance father involvement across urban and rural Head Start programs.
3. A useful model for father involvement programs.

The purpose of research question four was to report the model and findings that emerged as a result of interviews and observations of the participant family coordinators and father figures. The research question sought to reveal a model that can be derived from family coordinators regarding father figure involvement in urban and rural area Head Start programs.

A protocol of questions was designed to address the qualitative research question for this study. The following questions were used to guide the interview process:

1. Please share your experience as a family/community coordinator in the past five years.
2. Please share insights about the data, more specifically about the type of the activities and number in attendance of the past five years of fatherhood involvement activities.

3. If your Head Start agency participates in the Head Start Parent, Family, and Community Engagement Framework, what activities did you create for it?
4. How did you encourage father/father-figures households to be involved in your activities?
5. What challenges did you find in involving father/father-figures households into father involvement activities?
6. Who selected the topics for fatherhood involvement activities? How were those topics selected?
7. How do you assess the impact of father involvement activities?
    a. What do you consider an effective activity?
    b. How do you know how the activity affected change in the father?

The participants consisted of eight Head Start family coordinators. They came from a variety of settings. Some came from very homogenous Head Start program and others from more ethnically diverse Head Start programs. Each Head Start program volunteer coordinator in the research study was given a pseudonym to protect confidentiality. The interviews and observations were conducted in the fall of 2016. Seven interviews were conducted in the offices of the coordinators. Only one interview was conducted on the telephone. Seven interviews were digitally recorded, transcribed and stored digitally on the researcher's computer hard drive. However, one participant did not consent to the recording and another digital recording was of poor quality. These two interviews were captured by researcher's notes. Once the interviews were transcribed, texts were sent to the participants electronically for their review and clarification. All coordinators confirmed and agreed to the accuracy of the transcription. The father involvement event observations took place in the classroom and the library at the various

Head Start Sites. Overall, across the various facilities, 166 father figures were observed in involvement activities.

Several patterns and models emerged from the data derived from the interviews and observations. The data were analyzed for categorization and comparison of the various aspects of models. In the following section, these patterns and models are described, and the research data is organized responding to the seven interview questions.

Presentation of Data

Head Start Family/Community Coordinators and Their Facilities

This section describes the demographic characteristics of each of the participants in the study. Eight family/community coordinators, introduced through the use of pseudonyms below, were interviewed in this study. They all worked at Head Start programs in the State of Indiana and all individuals participated in the Head Start Parent, Family, and Community Engagement (PFCE) Framework. This group is identified as the initiative group. The next section describes individual coordinators. These eight Head Start Programs are all regional Head Start Programs.

David is an African-American male family/community coordinator at a Head Start located in an urban area. This urban Head Start program serves 1,228 students. David has worked as a family/community coordinator for 12 years. This Head Start program appeared to be a very clean facility with an inviting atmosphere. There was a receptionist, welcome sign, and a sign in sheet for visits. She greeted visitors and informed David by telephone of my arrival. Then, David welcomed and invited me to his office for the interview. David was welcoming in his language and shared that he enjoyed the parts of his job that include fatherhood trainings, workshops, and conferences. He expressed that he was committed to professional training and was interested in updating his knowledge base. He talked about fatherhood involvement with confidence, enthusiasm, and ambition.

Another coordinator was Carrie. She is a Caucasian American female family/community coordinator at a Head Start located in a rural area. This Head Start program served 60 students. She worked for Head Start for 26 years. She had served in many roles throughout her tenure at the program and these included home visitor, a bus driver, and a teacher. She also worked as a coordinator/facilitator for three years. This Head Start program was located in an old church facility which had the kitchen and activity room in the basement. Upon entering the Head Start facility, you see a hallway and classrooms are on both sides. The program staff was welcoming. There was evidence of family events in the center. They had a family event that day at the activity room when I interviewed the coordinator. Carrie was a friendly and supportive person throughout the interview. She was very patient to answer the questions and detailed in her responses about the family and father involvement activities. I observed her interaction with program families at that family event and they were very positive and engaging. Families asked her question, had lively conversations, and she answered them with confidence and a soft voice.

Another coordinator, Gary is an African-American male family/community coordinator at a Head Start, located in an urban area. This urban Head Start serves 285 students. Gary, who is also a licensed social worker, was hired in 2002; thus he has worked for Head Start for 15 years. Although he worked as a fatherhood involvement coordinator from 2002 to 2012, his work responsibilities were distributed at 80% for fatherhood involvement work and 20% for social work during that time period. Beginning in 2013, Gary has worked more as a social worker with 20% of his time devoted to fatherhood involvement work and 80% to social work. This Head Start program was located in an old elementary school. Therefore the physical setting of the program appeared more like an elementary school environment. It was clean, organized, and welcoming. The front area was a welcoming environment with a couch, resource shelf, lamp,

and a receptionist. When I arrived, the staff member asked me the purpose of my visit, and I signed in on their visitor log. Then, she contacted Gary and I re-explained the purpose of the interview. Prior to all visits, the coordinators were aware of the purpose of the study. The interview began in his office. He was the father involvement coordinator in the Head Start program but also was also a trainer and consultant for fatherhood initiatives for other Head Start programs. He had experience as a presenter at state and national level fatherhood and Head Start conferences. With his social work background, he understood the development of young children and the important role of fathers. He was very knowledgeable of how to plan, implement and evaluate fatherhood programs that were based on the needs, interests, and characteristics of his families.

Another coordinator was quite different from Gary, David, and Carrie. Adam was a Caucasian-American male family/community coordinator at a Head Start facility. Like the other programs, this site was located in an urban area. This particular facility was clean and organized. In the front area, there was no welcome sign and two chairs. Unlike, in the other sites, there was little interaction of a welcome. They had a staff member at the front desk to answer the door and phone calls, but the interaction was very brief. When I arrived, the staff member asked me the purpose of my visit and contacted the coordinator, Adam. This urban Head Start program serves 154 students with five classrooms. The program expanded and added two more classrooms due to an increase in enrollment. Adam had worked as a family/father involvement coordinator for five years. Based on our communication before the visit, he expressed that there was a critical need to increase collaboration with higher education. Throughout the interview, it appeared that his concern was focused on this collaboration rather than detailed responses. This finding was an important element of consideration and future study in how Head Starts collaborate with

university programs. Adam finished the interview and collected PICCI survey for the study. A time conflict existed; therefore, I was not able to reschedule to observe the father involvement activity.

Another coordinator in the study was Kate. She was a Caucasian-American female family/community coordinator at three Head Start programs, located in a rural area. It was a clean, friendly and welcoming facility, located in an elementary school. When I arrived, Kate came to the door to welcome me and gave me a facility tour, and then led me to the cafeteria where parents gathered for the dinner. These three Head Start programs served a total of 92 students. Kate has worked at Head Start for 32 years. She has worked as a Head Start facilitator since 1997 (19 years). I interviewed Kate at one Head Start program and observed a father event at another Head Start program where she is the coordinator. Kate was very kind and expressed tremendous passion and interest in father involvement. Therefore, she was very excited to share her information with me and also helped me recruit and include more Head Start programs to the study. In addition to her current coordinator work for the three Head Start programs, Kate also guided and mentored three coordinators in her area. She helped them plan their father involvement activities and programs. She has traveled extensively assisting other Head Start programs.

Like Kate, the next coordinator was also from a rural area. Her name was Jenny and she was a Caucasian-American female family/community coordinator at a Head Start Program. It was very dark facility located in the basement of a senior citizen facility. When I arrived, there was no welcome lobby, but rather two hallways. A teacher greeted me and took me to the Coordinators office. However, Jenny was meeting a parent upon my arrival, so the teacher gave me a school tour and shared how she was previously a parent, but now a Head Start teacher.

This Head Start served 60 students. The interview showed that Jenny began as a teacher in Head Start in 2012. She accepted the position as Head Start facilitator in 2014. Jenny shared that they planned to move to another building in 2017 where they would not need to share the building with senior residents. The facility had few windows with limited nature light. The coordinator's office was in the center of the basement and the classrooms were around the office across the hallway. Compared to other coordinators, Jenny was younger and had less experience in the Head Start program. The interview was conducted during two time periods on the same day due to a planned parent event called Family Night. She expressed during our interview that she lacked confidence in her role because most of the parents were older than her. She stated reservations, but the parents were observed supporting her verbally and in the activities. The observation of parent night showed that parents had a trusting relationship with Jenny.

Another rural coordinator was Cindy. Cindy was a Caucasian-American female family/community coordinator at Head Start Program. The facility was very clean, organized, but appeared overly crowded. Kate, a mentoring coordinator was visiting the facility of Cindy. Kate introduced me to Cindy and we began interview immediately. This Head Start program served 76 students and Cindy worked at this Head Start program for 40 years. Cindy shared that years ago when she did the home visit, moms would stay for the home visit, but dads would go out and sit in the car. Now during the home visit, if dads felt comfortable, she would invite them to sit and talk, and most of them stayed. Therefore, during a home visit, she would talk to both parents. She had been a Head Start coordinator at this program since 1996. She was a coordinator at this Head Start only (she sometime called herself a facilitator instead of a coordinator). Her job included supervising the staff, monitoring licensing standards, directing parents group, and providing social work for full day kids' family. Cindy did not mention that

she was a licensed social worker. Her job was getting complicated because everything needed to be on computer now. Her background in social work included an anecdotal log of recorded family issues by case. It also included parents involvement topics conducted in the homes. It was clear from our conversation that technology was assisting in her profession role as she used Talk to Text on her phone and sent the Social Work Log to her email. Then, she would use the copy and paste when she uploaded it to the website.

Like many other coordinators, Christina was a coordinator in a rural area. She was a Caucasian-American female family/community coordinator at a Head Start program. This Head Start program served 287 students. Christina had worked for Head Start for 26 years; five years as a teacher and 21 years as a coordinator. I conducted this interview by telephone; therefore, I had limited information about the Head Start program's environment. However, through the telephone interview, Christina was very eager to share what she did for the family involvement and what challenged her. She expressed the importance of family involvement and how that would impact their children's education and life in the future. With the computer management software, ChildPlus, she was able to monitor parents' tasks in parenting. She met parents individually if she found they were behind.

The age, gender, and the number of years served at the Head Start programs varied across the sample of eight coordinators. These factors may influence the planning and execution of father involvement activities; however, as Bronte-Tinkew, Burkhauser, and Metz (2012) and Lewin-Bizan (2015) asserted, it is good fathering curriculum and good father training that enhance their father involvement status. The age, gender, and years of service at Head Start programs are offered in order to better contextualize assertions in the analysis. It is significant to consider that age, gender, or years of service may provide insights into more effective curriculum

support and planning. Moreover, these may prove useful to other Head Start coordinators working in similar settings or holding similar demographic characteristics. See a summary of coordinator and program background information in Table 4. Following this summary of background information, the father figures' needs and interests are described.

Table 4

Summary of Coordinators' and Head Start Programs' Background Information

Gender	Race	Service Year	Location	# of Students
Male	African American	12	Urban	1228
Male	African American	14	Urban	285
Male	Caucasian	5	Urban	154
Female	Caucasian	3*	Rural	60
Female	Caucasian	19**	Rural	92
Female	Caucasian	2***	Rural	60
Female	Caucasian	40	Rural	76
Female	Caucasian	21****	Rural	287

Note: *Served 26 years at the Head Start program
** Served 32 years at the Head Start program
*** Served 6 years at the Head Start program
**** Served 26 years at the Head Start program

Reported Needs and Interests of the Father Figures

The assessment of needs and interests of father figures reflected the entire father involvement content. Also, as a researcher in this study, I believe that the strategies of the Head

Start program coordinators may bias the quality of the data or the amount of data collected during a father figure event. Another important consideration was the timing of the information collected. For example, was the data collected during an event, after an event, or even weeks after the event? All of these considerations have the potential of influencing the quality of the data. In the next section, I describe the assessment instruments and the process.

Assessment Instruments. A number of surveys were available to collect information regarding father involvement events. However, the Family Outcome Survey was created by Head Start at the national level. It assessed parents in four areas: (a) families as learners, (b) family engagement in transitions, (c) family connections to peers and community, and (d) families as advocates and leaders. The Family Interests Survey was designed to collect parents' interests in workshop topics (e.g. child development, health and safety, nutrition, mental health, asset building/money management, personal development, parenting/family life, and transition into Head Start) and day and time, and types (e.g. workshop, newsletter, website, or personal contact). It also asked parents' favorite ways to be contacted and if assistance was needed for them to attend the workshops (e.g. transportation, child care, and other).

Adam created The Parent Curriculum and Menu Planning Survey to be used at his facility. It asked two sets of questions. One set was about curriculum. Parents were asked if their children were making progress in learning since their enrollment date in Head Start, if and how children's learning had improved, and also asked for comments and suggestions about Head Start program's curriculum. Another set of questions was about menu planning. Parents were asked if their children had improved their eating habits since they enrolled at Head Start, how they have improved their eating habits, and their comments and suggestions about Head Start program's menu planning.

Another assessment was evident at the Carrie's center. Carrie created the Parents Information Survey and used it at her facility. She shared it with Kate's, Jenny's, and Cindy's facilities. The questions on the Parents Information Survey required parents to indicate their interest in serving in a policy-making position, convenient dates and times for Center Parent Meetings, preferred workshop and training topics, and favored Male Involvement Activities.

In reviewing these different assessments, each provided a distinct and unique focus. Regarding father figures' needs and interests, Family Outcome Survey, Family Interests Survey, and Parents Information Survey were focused on father figures' needs and interests. Parent Curriculum and Menu Planning Survey were focused more on children's benefits than parents' interests and needs.

Assessment administration and review. The first Head Start program, coordinated by David in an urban setting, collected the Family Outcome Assessment three times a year to comprehend fathers' needs and interests. Assessment items addressed family wellbeing, positive parent child relationship, family as lifelong educators, family as learners, family engagement in transitions, family connections to peers and community, and family as advocates and leaders. All the assessment items were examined in the beginning, middle, and end of the school year for each student.

The third Head Start program, coordinated by Gary in an urban setting had a Dad Planning Meeting to talk about the topics in the beginning of August every year. Gary did not create an assessment, but he invited father figures to the Dad Planning Meeting to discuss the topics, dates, and times for the father events. Gary stated, "Dad Planning Meeting works very well. Father figures [who] attend [the] Dad Planning Meeting are the father figures who attended the future father events."

The fourth Head Start program, coordinated by Adam in an urban setting, asked parents to complete the Parent Curriculum and Menu Planning Survey and the Head Start Survey in the beginning of the school year. They wrote down the father involvement activities in which they were interested on the surveys. However, MEN nights were usually planned in June. Adam stated, "Once I sort those Head Start surveys for next year's MEN nights, half of the parents who filled out the survey will be exited [out] of Head Start." He explained that children in Head Start spend about two years only. This is reflective of a regional Head Start Program that serves three to five years of age, with many transitioned into public school. The survey results were limited due to the lack of continuity of children, and early exiting children.

The eighth Head Start program, coordinated by Christina in a rural setting, met with the families even before the children started Head Start. They requested that the father figure come to the initial meeting with the mother or female guardian. The family/community coordinator told them that they expect this Head Start program's parents to attend at least 50% of family events. They asked parents, "Will you attend at least half of parenting workshops?" Parents would be asked to sign the agreement of their parent involvement duty. A beginning of the school year assessment (Family Interest Survey) asked mom and dad's interests separately. They tried to match both parents' interests. If parents could not come to group activities, the coordinator worked with them one on one. The coordinator monitored parents' attendance. If they attended less than they committed, she would talk to them about it. Questions included, "What can we do to help you get there?" Christina shared that they try to hold parents accountable. For example, she would talk to parents like, "Your child is low on reading. Please come to the family event, we would teach you how to make the reading more fun and meaningful." She believed all her parents wanted to be good parents, but they might not know

how. The Head Start staff tried to use the children to get their parents to come to the events. The coordinator told them if they came, they would help their children in learning. Head Start Outcome Assessment, which is same as the first Head Start program's Family Outcome Survey but named differently, was used to collect parents' needs in family well-being, positive parent child relationship, family as lifelong educators, family as learners, family engagement in transitions, family connections to peers and community, and family as advocates and leaders. All the assessment items were examined in the beginning and end of the year for each student.

The rest of the Head Start programs in rural areas, coordinated by Carrie, Kate, Jenny, and Cindy, shared the beginning of the school year assessment strategy. The four coordinators would meet every month to brainstorm and discuss their ideas of doing father involvement activities. They had created the Parent Information Survey at the Head Start facilities for the purpose of comprehending father figures' interests and needs. The Head Start staff asked parents to fill out the Parent Information Survey at the beginning of the school year. Filling out the Parent Information Survey was part of the application. There were four positions (Family Service Advisory, Health Advisory, Volunteer Planner, and Classroom Parent) on the Parent Information Survey. In 2016, the fifth position, Male Involvement Advisory, was added into it. The Male Involvement Advisory met with the family/community coordinator to develop and facilitate Male Involvement activities in the Head Start programs.

The last four Head Start programs have revised the Parent Information Survey in 2016 due to the Fatherhood Initiative. The Parent Information Survey provided several options for fathers to check. Father figures could help Head Start program with playground improvement, dinner and a book, sporting events, wood working, field trip, and other. "What day of the week and time of day would be the most convenient for you for Center Parent

meetings and programs?" is listed on Parent Information survey as well. The following workshops and trainings information were offered on the survey: reading activities, effects of television on children, parenting skills, nutrition, effects of second hand smoke, money management, easy saving energy ideas, adult education opportunities, development of job skills, make-it-take-it, paid aide, and volunteering in the classroom. A summary of Head Start programs' beginning of the school year assessment strategy strategies is presented in Table 5.

Table 5

Summary of Head Start Program's beginning of the school year assessment strategies

Head Start	Beginning of the school year assessment strategies
1st Head Start Coordinator: David	Family Outcome Survey
2nd Head Start Coordinator: Carrie	Parents Information Survey
3rd Head Start Coordinator: Gary	Dad Planning Meeting
4th Head Start Coordinator: Adam	Parent Curriculum and Menu Planning Survey Head Start Survey
5th Head Start Coordinator: Kate	Parents Information Survey
6th Head Start Coordinator: Jenny	Parents Information Survey
7th Head Start Coordinator: Cindy	Parents Information Survey
8th Head Start Coordinator: Christina	Head Start Outcome Survey & Family Interests Survey

A beginning of the school year assessment strategy is used to comprehend father figures' interests and needs. However, when to collect the assessment and how to use it to plan the future is the key. For example, one family/community involvement coordinator collected assessments

in August, but planned their father events in June. Father figures, who provided their thoughts in August, may not be the same father figures' group that comes next August. The father event planning time should follow the assessment collect time; otherwise, the results of the assessment would not reflect current father figures' interests and needs.

Six out of eight Head Start programs collected assessments in the beginning of the school year (August); one collected assessments in the end of the school year (June), and one collected assessments three times a year. The programs that collected assessments in the beginning of the school year tended to understand father figures' interests and needs before they planned the father events. However, Adam claimed that the collected assessments from the beginning of the year did not reflect the needs and interests of current father figures because Head Start staff planned father events in June. The solution for this particular Head Start program would be to reschedule their father event planning time from June to September. The Head Start program, headed by Adam, that collected assessments at the end of the year would face the same challenge, the assessment's answers will not reflect current father figures' interests and needs. However, this coordinator, Adam, just used the Parent Curriculum and Menu Planning Survey as his reference when he planned workshops, trainings, or father events. He did not complain that the survey could not reflect father figures' interests and needs. Adam said "collecting surveys in May is not an issue to this Head Start program."

The Head Start program coordinated by Christina collected the survey three times a year, which would seem to be more effective in terms of getting timely information than other Head Start program that only collected the survey once a year. Christina stated that "using ChildPlus to analyze the results of three surveys help us to understand parents' needs." However, the father events attendance of Christina's Head Start program was not higher than other self-developed

father events. This indicated that conducting more surveys did not really make her results more efficient, and it also took away teachers' time for teaching or teaching preparation.

The location of Head Start programs did not seem to make any difference in regard to the beginning of the school year assessment strategy. The frequency of assessment collection did not bring more fathers to the father involvement events, either. However, the timing of assessment collection impacted the coordinators' understanding of current father figures' interests and needs.

Father Involvement Activities

Commercially-developed activities. Among the eight Head Start programs in this study, only two related information about using commercially-developed father involvement activities. One was a program in an urban area, coordinated by David. The other was a program in a rural area, coordinated by Carrie.

The first Head Start program, coordinated by David in an urban area, adopted the 24/7 Dad Curriculum (National Fatherhood Initiative, 2014). There are 12 sessions in the third edition of 24/7 Dad Facilitator's Manual. The whole kit includes the following 12 sessions: (1) Fathering and 24/7 Dad, (2) Boyhood to Manhood, (3) Dealing with Anger, (4) Knowing Myself, (5) Family Tie, (6) Sex, Love, and Relationship, (7) Power and Control, (8) Competition and Fathering, (9) Improving My Communication Skills, (10) Fun with the Kids, (11) Stress, Alcohol, and Work, and (12) My 24/7 Dad Checklist. A typical session started with a welcome and a warm-up activity. Then, they discussed the session theme, for example, the differences between male and female brains, and learning to be a man and dad were discussed in session 2. All sessions wrapped up with checking th My 24/7 Dad Checklist items. Last, all the sessions finished with a closing, comments, and evaluation. David picked five sessions a year to plan father involvement activities. David used the 24/7 Dad Curriculum to plan father involvement

activities. David analyzed the Family Outcome Survey to gather father figures' needs and interests. Then, he selected the topics from 24/7 Dad Curriculum that matched father figures' needs and interests. David provided an example, My Story, from the 24/7 Dad Curriculum. He shared,

> In the My Story session, I started to share one of the stories about my father and me. Then, a couple of father figures who had a similar story began to join me. We wrapped up with sharing more father-son stories.

David believed that the My Story session is an effective session because father figures listened and shared their father-son stories. Based on the attendance, David assumed that the 24/7 Dad Curriculum was good material and a resource for encouraging father figures to attend the father involvement activities. David said, "The father event attendance increased from 201 in 2014 to 252 in 2015 after we started to use 24/7 Dad Curriculum." It would seem that attendance numbers support David's assumption.

The second Head Start program, coordinated by Carrie in a rural area, emphasized and encouraged parents to complete homework with their children through a program named *Selfie + One*. Fathers or father figures took pictures when they worked with their children at home. Carrie hoped that *Selfie + One* would help parents to create the routine of homework time. She hoped parents could sit down with their kids with the television off and spend certain times to do the homework together for kindergarten readiness. Carrie stated, "Parents and children seem to like *Selfie + One* because children like to take selfies with their parents after they have finished their homework." She also indicated, "After they adopted *Selfie + One*, children are more likely to turn in their homework because children want to share their selfies with teachers and other children at the facility."

Self-developed activities. Among the eight Head Start programs, seven offered information regarding self-developed father activities. Among these seven Head Start programs, the father activities were varied. Since David started to adopted the 24/7 Dad Curriculum for the father involvement activities, he stopped offering self-developed father activities.

The second Head Start program, coordinated by Carrie in a rural area, has held Breakfast with Dad activities since 2012. Head Start staff met at Head Start to plan and discuss what to do with father figures for the Breakfasts with Dad. For example, fathers and children had breakfast first and then went fishing. Carrie said, "If the Breakfast with Dad was held indoors, usually we did crafts." Carrie emphasized, "We liked to do lots of parent-child activities at the father events."

Carrie's Head Start program began Breakfast with Dad (Dad & Me) four years ago. Staff discussed and selected topics for Breakfast with Dad, including fishing, crafts, and handouts. Carrie wanted families to know, "Kids could learn from daily life." Carrie provided an example of how children could learn from daily life. Carrie said, "When you go grocery shopping, kids can learn numbers, colors, vegetables, and fruits." Carrie emphasized, "All the family events were all about kindergarten readiness, which included Breakfast with Mom, Breakfast with Dad, or Parents Day."

The PFCE Framework provided funding to promote father involvement. Carrie mentioned that

> A grant that provided funding from the PFCE Framework was used to invite a guest speaker, Mr. Jeff Newnum. He was from Indiana Father Initiative, to talk at one of their Head Start fatherhood involvement events. Mr. Newnum presented at each location during parents' meetings. The main goal for Mr. Newnum's workshops was that parents or father figures take the initiative to plan and lead the Head Start father events.

Grant search and writing workshops would help coordinators to find the founding to support Head Start programs.

The Head Start program continually supported and sponsored father involvement activities. Carrie said, "We have had Donuts with Dad and Muffins with Mom for 10 years, and Dad & Me Day for three years." In 2015, one of the Head Start programs invited Mr. Newnum to train staff about father involvement. The Head Start also got grant funding for him to come to the area Head Starts to conduct staff training in 2016. Carrie indicated, "The goal of the staff training was to implement the Male Involvement Program in each Head Start in the area."

Usually a father/parents activity lasted about an hour. The attendance of father involvement events varied. Carried said, "Our Breakfast with Dad turnout was changed from 24 in 2012 to 18 in 2015. It depended on weather and activities that they had planned." She continued on, "The second Head Start had an outdoor open house that half of the 72 parents attended [48 Head Start children, 12 home based, and 12 Early Head Start] in 2016."

Carrie stated, "Parent volunteering at Head Start is highly encouraged by the staff, but it is not mandatory." She emphasized, "If parent volunteering was mandatory, more father figures would participate in father involvement activities. Fathers would know what their children were doing at school and the value of their own involvement." She also stated that Head Start teachers reminded children before events like Fishing Day and Fly a Kite Day. Teachers created stickers (e.g., Dad, Have breakfast with me tomorrow at Head Start) and stuck them on children a day before the event to remind fathers.

The third Head Start, coordinated by Gary in an urban area, provides a variety of activities. Gary shared,

> I did Tri-county Dad (psycho-social), Father-Child Play Time (bonding activity), Play Basketball with Dad (game/bonding activity), Dr. Dad Day (CPR training), Dad Nutritional Workshop, Child Support Counseling (offering parenthetically: I am a licensed social worker), and I also presented the importance of engaging fathers, family, and children at father involvement workshops. [He promoted] a monthly Fatherhood Newsletter, services to teen parents at high school, a Father Theme Contest that encouraged every father to comes up with a theme and display at Head Start facility with staff judging them, and Power House Wednesday.

These are the father related activities that were created by Gary.

Gary used Power House as an example of how to organize a father activity. He described that,

> Power House was held one Wednesday in January, February, and March. Dads would come with their children. It was a 90 minute activity. Fifteen to 30 minutes for dad training, classrooms volunteering, discuss the topics for this coming year, and the rest of the time was for dad and child bonding.

Gary used community resources to hold Father Swim Day at the YMCA. He did workshops with the topics of parenting style, stress management, healthy relationships, Discipline Children, Money and Power, and Science Dad at a university in the area. He also did 90 minutes trainings with father figures about Safe Home, Loving Home, plus the father figure and child bonding activity, Go Fly a Kite Day. Gary shared, "I used the Ivy Tech facility for other county Head Start fatherhood workshops, so dads did not need to travel 25 miles to my Head Start for the workshop." Gary developed father activities, workshop, and training for his and area Head Start

programs. Community resources and facilities are used as much as possible to support his father activities.

Gary said, “I encouraged father figures to [come to] Head Start to build bonding with their children.” He also presented value of play to father figures in 2015. He demonstrated for fathers how to play card games with their children. Gary shared, “It’s amazing to see how dads have difficulty to build kites for their children.” He would go and show them how to build a kite so they could build a kite and fly it with their children. Gary stated, “The key points of a successful fatherhood event were bonding, role modeling, engaging, building the trust, and not being judgmental.”

He emphasized, “Bonding was the key that brought dads back to Head Start.” Snacks (light refreshments) were prepared for the father events; messages were given to the children before the father events so children would make sure their fathers came to fatherhood workshops. Cookies and juice were provided at the end of the event. A typical father event started at 5:30 and ended at 7:00 p.m. “Encouraging dads to come to Head Start, coordinators needed to know what things dads like and dislike” he stated.

Adam, coordinator of the fourth Head Start located in an urban area shared a typical sequence for a father involvement event. He described,

> It [the event] was usually about one and one-half hour long (5:30-7:00). I talked to father figures from 5:30 to 5:35. Dinner was provided between 5:30 to 6:00. I told father figures that they could leave any time during the dinner time. After dinner, a hands-on activity such as build a car and racing the car was offered from 6:00 to 6:45 p.m.

Adam shared another example of father night at his facility. He said, “In a Sports Night, I encourage dad to wear a jersey to support their teams.” Adam said,

> Father figures always felt that they did not connect to their children. The father night was created to help fathers to build bonding with their children. Dads loved to come if they had something to take home with them, a make n' take.

Adam renamed the father involvement to MEN Night (Man as A Nurture) because most men came to the MEN Night were father figures (not only biological fathers). Adam emphasized that "I am creating these MEN Nights from the perspective of a male, a father figure."

> Adam planned 3 MEN Nights annually in October, January, and April. Adam indicated that based on my observation and experience, the first MEN Night [October] usually had 30 to 40 dads attend. The second one [January] had 20 to30 dads come. The last one [April] usually met at the park and had about 15 father figures showed up.

Adam admitted, "I still do not know what caused the attendance decrease."

Adam encouraged father figures to come to Head Start by spreading the word of MEN Night from mid-August. Information of MEN Night would be mentioned at a home visit at least three times a year: fall, winter, and spring. MEN Night was brought up at Family Night (once a month) and take-home flyer was sent as well.

In the past three years (2014-2016), the fifth coordinator, Kate, planned Breakfast with Dad every other month for Friday mornings. She mentioned that in 2015, a working father from one of the Head Starts came to her and told her that Friday morning's Breakfast with Dad did not work for his job schedule. Then, he volunteered to start a program named Dad & Me, which provided hands-on activities and older siblings were welcome. Dad & Me met on a Saturday on a monthly basis. Dad & Me started in 2014. Kate stated, "John and other father figures built a carton car, an airplane, a racing car, a bird house, folded a rose for mothers in February,

represented Head Start fathers at a holiday parade, and shared homemade cocoa with community in December." Kate offered further,

> His wife worked as a Head Start home visitor and he volunteered to serve at Policy Council when their children were at Head Start. He still did Dad & Me for Head Starts after their children were out of Head Start program.

Dad & Me was initial by a Head Start father, John. Kate emphasized, "John's Dad & Me Day really helps promoting father involvement in the area Head Start programs, especially for those father figures who cannot come to the father events during the weekdays".

The sixth Head Start program, coordinated by Jenny in a rural area, planned four Breakfasts with Dad in October and encouraged dads to volunteer at Head Start. She encouraged fathers come to Breakfast with Dad. Jenny admitted, "I do not have a big push at father involvement because I am younger than most of parents, so it was kind of hard for me to build the trust with them. She really encouraged fathers to engage at Head Start but she said, "I do not have a high expectation." She talked with another coordinator this year about how to get fathers more involved with the Head Start program. She told fathers how important it was for them to come for their children. She also showed fathers how to interact with their children and the benefits of being involved. Her jobs included supervising and training staffs as well. Four family/community coordinators in this area met bi-monthly to discuss their fatherhood activities. They planned their fatherhood activities individually for the Head Start programs for which they worked. Jenny stated, "These bi-monthly meetings really give me some ideas of how to start my father events. An idea I learned from the meeting was demonstrated to parents how to read a book to their children step by step."

Jenny planned Parents Night monthly. This year (2016) she focused on parent education, especially on parents and children's interaction. For a typical Parents Night, parents came with their children. They would start with dinner, and then children went to other classrooms based on their ages. She started to share some parenting tips of how to read a story to their children. Then she invited children back to the conference room and demonstrated how to read a story (e.g. *The little old lady who was not afraid of anything*) to children with some prompts (a pair of big boots, pants, clothes, white gloves, hat, and a pumpkin head). She planned and provided materials for the science fair and art fair for later Parents Night activities as well. She said, "I have a brief year plan but kept it flexible when the month is up."

Cindy, coordinator for the seventh Head Start program located in a rural area, shared that Dad & Me was planned for Saturday mornings. It was organized by a Head Start dad, John, from another county. John told the coordinator that dads didn't like crafts too much. He took over the father events. So fathers did something like decorated a trailer for a holiday parade. They brought in a trailer and decorated it. Cindy emphasized, "John's volunteering and leadership saved the coordinator tons of time." Cindy stated, "It is hard to find a father that wanted to do it and could do it. John had leadership and good social skills. He led this Dad & Me very well."

Cindy said, "I am very fathers/family friendly." She likes to work with them. She could relate to them because she was a young mom as well when she stared to work at the Head Start program. She emphasized, "I treat everybody same. I do not treat fathers different." In the past two years, her parents group was very male dominated. She mentioned, "We have a male president, male vice president, and secretary in the parent meeting. Fathers were happy to be

part of it." She stated, "It was about equal dad and mom." For her, "It is easier to invite fathers to the events after I built a relationship with the Head Start program fathers."

Prepared food was always good for a Head Start activity. This Head Start used to have fathers serving on the Policy Council, but not this year (2016). The Policy Council was Head Start's governing board. They had more female volunteers who were active than male volunteers. This Head Start program had a school bus and picked up students that lived within 30 miles. When dads came with the school bus, they would stay and then they would bus home with their kids.

Cindy started father activities with doing crafts in the beginning. Now the Head Start father, John, would pick the first topic and then dads would decide what to do next. He used the Head Start facility to organize the Dad & Me Days. Cindy stated, "No staff members are involved in the Dad & Me Days. What Head Start staff did to support him was prepared some cookies and refreshment for fathers and their children." Cindy shared that John told Head Start staff that fathers didn't like to do the crafts. So they revised their father activities based on fathers' feedback. Cindy said, "Everything is father driven, and father figures do stuff with their children."

The last Head Start program, coordinated by Christina, did not offer events that were only for fathers. They offered activities such as parenting workshops, education workshops, and encouraged parents to serve on the Policy Council. Christina taught early childhood education, development milestones, and the importance of reading at Family Fun Night. She used "Talk the Discipline" as the resources for parenting workshops. Christina shared an example of Talk the Discipline, she said, "Parents should let kids know their expectation instead of just managing a child's behaviors." Family Fun Night was held every other month and Christina also sent a Talk

the Discipline flyer to parents monthly. Christina invited a male nurse to the health fair. She talked about male/female health. Christina said that she had records that showed that dads usually did not do a physical check-up regularly. She tried to convince dads by saying, "Now you have the child, you have 18 years of commitment. You need to take care of yourself now." Dads did not devote much attention to their child's health either, she added. She emphasized, "We fought a lot on dental [hygiene] and prepared healthy food for our children." A summary of activities for the eight Head Start programs is presented in Table 6. Two types of father activities will be described in the following section.

Table 6

Summary of Father Activities at Eight Head Start Programs

Head Start	Father activities	Frequency
1st Head Start	24/7 Dad Curriculum	5-sessions/year
2nd Head Start	Breakfast with Dad	monthly
	Dad & Me	one Saturday/month
	Selfie + One	weekly
3rd Head Start	Fatherhood newsletter	Monthly
	Workshops	monthly
	Power House Wednesday	3-time/year
4th Head Start	MEN Night	twice/semester
5th Head Start	Breakfast with Dad	every other month
	Dad & Me	one Saturday/month
6th Head Start	Breakfast with Dad	4-time in October
	Parent Night	Monthly
7th Head Start	Dad & Me	a Saturday/month
8th Head Start	Family Fun Night	Monthly
	Parenting Workshop/ Education Workshop	twice/semester

Coordinator-Centered Father Events

The first, third, fourth, and last Head Start programs' father events were more coordinator-centered. The first one, coordinated by David, adopted the 24/7 Dad Curriculum based on father figures' interests and needs. According to Evans-Rhodes' (2010) research, the 24/7 Dad Curriculum was an effective material. There were positive changes in confidence in parenting skills and parenting knowledge across the six Dad2Dad Sessions in her study. Events at the third Head Start facility were coordinated by Gary who is a well-known fatherhood workshop speaker. The way he selected the topic and presented the father-related topics were very organized. The topics were selected based on father figures' needs and interests as well. Although the events were organized well and were responsive to identified father needs, he stated that he also wanted direct feedback. He asserted, "I need an official post-father event evaluation to back up my father related activities." Adam, coordinator of the fourth Head Start facility, basically picked up topics by himself. Adam said, "I would pick up the topics that father figures might need." The last Head Start program, coordinated by Christina, had a family involvement plan. It helps to promote father involvement if she planned several events that are particular for father figures.

Father-Centered Father Events

The rest of the Head Start programs, coordinated by Carrie, Kate, Jenny, and Cindy have father events planned; however, they were struggling with what father figures' interests and needs are. In other words, they desired that their father events were more father-centered. They had their father events planned ahead and also keep them flexible. Kate emphasized, "We are lucky to have John [a Head Start father] to volunteer to lead Dad & Me Days on Saturdays."

The Frequency of Father Events

When the frequency of the father activities are converted to year based, it is clear that the first Head Start program held five father events per year. The second Head Start program had eight father-related events a year. The third Head Start program scheduled 11 father-related activities in a year. The fourth Head Start program had four father events per year. The fifth Head Start program held 10 father-related events a year. The sixth Head Start program had 12 father-related activities per year. The seventh Head Start program planned eight father events a year. There were 12 father-related activities that took place at the last Head Start program. The average of the frequency was nine father-related activities per year. Nine father-related activities a year means almost every month has one father event at participating Head Start programs. There was no difference between urban and rural Head Start programs in the quantity of the father events. However, there existed a difference in the percentage of fathers attending events between settings (see Table 7). Father event attendance will be reported in the following section.

Table 7

The Percentage of Father Activity Attendance (%)

	1st HS	2nd HS	3rd HS	4th HS	5th HS	6th HS	7th HS	8th HS
2011	12	no record	20	28	no record	no record	no record	18
2012	17	40	22	34	46	47	86	18
2013	17	25	16	34	38	77	66	18
2014	16	72	21	26	33	27	26	18
2015	21	30	30	49	40	47	14	18
Average	17	42	22	34	39	50	48	18

Note: 1st HS: urban area, directed by David, 1,228 students; 2nd HS: rural area, directed by Carrie, 60 students; 3rd HS: urban area, directed by Gary, 285 students; 4th HS: urban area, directed by Adam, 154 students; 5th HS: rural area, directed by Kate, 92 students; 6th HS: rural area, directed by Jenny, 60 students; 7th HS: rural area, directed by Cindy, 76 students; 8th HS: rural area, directed by Christina, 287 students.

Father Events Attendance

The past five years' father events attendance indicated that most rural-area Head Start programs had a better turn out than urban-area Head Start program. Head Start programs with female family/community coordinators had a better turn out than ones with male family/community coordinators. Head Start programs that served fewer than 100 children had a better father activity turn out than ones that served more than 100 children. In sum, the past five years' father events attendance displayed that better father-related activity attendance was found in a) Head Start programs that were located in rural-area, b) Head Start programs that had female family/community coordinators, and c) Head Start programs that served fewer than 100 children.

Within the parameters of this study, Head Start programs that fit the above characteristics provided more father events that reflected father figures' needs and interests than Head Start programs that served more than 100 children, were located in an urban area, and had male family/community coordinators. This finding is further substantiated by the timing of when assessments were conducted and the instrument that was used. This information would likely help other Head Start programs get more productive information from the surveys.

Post-Evaluation

Post-evaluation was used to check the efficiency of the father events. Two types of the post-evaluations were mentioned in coordinators' interview responses. All the post-evaluations were categorized into two categories: commercially-developed and self-developed post-evaluations. A summary of the eight Head Start programs' post–evaluation strategies is presented in Table 8.

Table 8

Summary of the Eight Head Start Program's Post-Evaluation Strategies

Head Start	Post-evaluation strategy
1st Head Start	Family Outcome Survey (self-developed)
2nd Head Start	After-Event Evaluation (self-developed)
3rd Head Start	Attendance Post-Event Evaluation (self-developed)
4th Head Start	Attendance
5th Head Start	Attendance Questionnaire (self-developed) Post-Father/Parent Activity Evaluation (self-developed)
6th Head Start	Attendance Post-Parent Night Evaluation (self-developed)
7th Head Start	None
8th Head Start	ChildPlus (commercially-developed) Family Fun Night Evaluation (self-developed) Head Start Outcome Assessment (self-developed) Parent-Report (self-developed)

Commercially-developed post-evaluation. Most of Head Start programs created self-developed post-evaluations to assess their father events. Only one Head Start program adopted a commercially-developed post-evaluation, ChildPlus (ChildPlus Software, 1985). The eighth Head Start family/community coordinator, Christina, stated, "Head Start Management software: ChildPlus was used to collect pre-scores and post-scores of parents' involvement." Christina explained how the ChildPlus works. She first offered that a sample question on the ChildPlus was "What do you know about child development in August?" She said, "If a dad answered 'I

don't know,' then every time he filled in the survey, he said he learned something about his child. With the parents' positive responses, the score goes up." Christina further explained, "In the posttest, ChildPlus showed that the parents learned more about discipline, reading, and development milestones." The pretest was conducted from June to August. The posttest started from March, and they did it through May. It took that long to contact all the parents. Head Start staff also did a safety check list and a literacy environment check. If dads checked the safety checklist and literacy environment checklist, parents would earn more points on the ChildPlus. In regard to the literacy environment checklist, Christina suggested to parents, "You do not need to buy ABC flash cards; you could use grocery catalog to cut off ABC." Parents do self-report to teachers about what they did with their children, for example, "parents point out the signs they found on the way to school to their children." Christina also said, "Parents were surprised at how many hours of sleep their child needed." She told parents that children this age needed 12 hours of sleep, so she recommended parents to not stay up late with their child. Another example was she encouraged parents to practice their child's eye-hand coordination. Christina emphasized, "Doing eye-hand coordination activities strengthens their children's muscles, which will be good for later sport activities." Christina was providing these examples to parents to improve their parenting skills. Christina concluded, "ChildPlus is a very helpful tool that assists Head Start staff to monitor parents' parenting skills improvement." The ChildPlus was a management tool; however, ChildPlus did not provide further parenting suggestions for the Head Start program.

Self-developed post-evaluation. The first Head Start program, coordinated by David, used father figures' answers and comments on the Family Outcome Survey to assess the impact of father involvement activities. David admitted, "There was no way to know how father

involvement activities affected change in the father unless the fathers came forward to share their change with me."

Representing activities at the second Head Start program, Carrie said, "I had not begun to assess father involvement activities, but I distributed evaluations after events." The after-event evaluation questions were like: What do you enjoy today? What will you like to do in the future father's events?

The third Head Start program, coordinated by Gary, used good attendance numbers and post-event evaluations to assess his father workshops. He stated, "Sometimes it was hard to assess the impact of the father workshops because Head Start fathers were very transient." Gary did not know how fatherhood events affected father figures. He did not have any assessment about the impact. However, Gary indicated, "I am working on how to assess fathers who attended the father events and how they used the knowledge learned from the event to interact with their children." Gary mentioned, "I am creating an assessment to evaluate the impact of the father events."

The fourth Head Start program, coordinated by Adam, used the attendance to determine whether the MEN Night fit father figures' needs and interests. Adam concerned, "Father figures thought if they missed the first MEN Night in October, they should just skip the rest of the MEN Nights. But it does not matter that they come one after another. They could come any time." Adam stated, "There was no assessment for father involvement activities, so I would not know the impact unless father figures came back to tell me about it."

The fifth Head Start program, coordinated by Kate, assessed the effectiveness of a father event through the attendance. Kate was trying to create something to assess their father involvement activities. She assumed that "more fathers [who] served as officers at the

Fatherhood Committee meant fathers were more involved in the Head Start program." She used the questionnaire and post-father/parent activities evaluation to comprehend how those father events impacted fathers with questions like, "Do you like this event?" and "What is your comment?" Kate stated, "Based on father figures' comments and feedback, I have to agree with John that father figures do not like doing crafts, listening to a lecture, sitting on small chairs, and [they] need a smoke break during the father events." She said she considered these comments when she plans for future father events.

Attendance and feedback on the Post-Parents Night Evaluation were the resources that helped the sixth family/community coordinator, Jenny, to evaluate the Parents Nights. Jenny felt that "parents were engaged tonight, and some new parents were willing to take over different roles at [the] parents meeting." She mentioned, "We do post event evaluations every time and we also do an overall program evaluation in the end of the semester." Head Start staff looked through these survey and evaluation to look into parents' feedback. All the feedback is considered for future father events. Jenny admitted, "I need to be more confident and have better time management skills."

Representing evaluation for the seventh Head Start program, Cindy admitted, "We never assess our father events, and also we did not know how it impacted fathers." Cindy did not use the attendance to check the father events either. She said "I just do what I was asked to do."

The purpose of conduct post-evaluation is to understand father figures' feedback and comments and use those to plan future activities. However, most of Head Start programs did not have efficient post-evaluation for their father-related activities. They either depended on the father activity attendance or post-event evaluation. Gary offered, "Attendance and post-event evaluation works better if family/community coordinators follow through with father figures'

feedback and comments." However, Christina used ChildPlus to trace parents' parenting skills and knowledge twice a year. Using ChildPlus did not show an increase in father events' attendance. There was no difference in father events attendance between the Head Start program that used commercially-developed post-evaluation instruments and ones that used self-developed ones.

Challenges and Solutions

A number of challenges were raised by the Head Start coordinators when considering father figure involvement. David's observation indicated, "Father figures at his school thought raising and taking care of children are mothers' jobs." Therefore, his challenge of involving father/father figures' households into father involvement activities was making father figures aware of the value of father involvement to their children's physical, psychological, and academic development. David emphasized, "I cannot promote the value of father involvement if father figures did not come to the father events." Carrie concluded with six challenges of getting fathers to participate in father involvement activities: (a) father figure's work schedule did not work with father events, (b) dads did not get involved with their children, (c) mom did not know who the father was, (d) some parents did not value education, (e) each time the same parents came to the parents' events, and (f) transportation was an issue.

Gary, however, claimed that "there was no challenge of having fathers attends the father events." When challenges occurred, he used the following strategies to encourage father figures to come to the Head Start facility. Gary also asserted that he knew father figures' needs and interests. Gary's strategies were he (a) talked to dads individually, (b) used Post-Event Evaluation (fathers' comments), (c) had Dad Planning Meetings to talk about the topics in the

beginning of August every year, and (d) listed the topics and then brought those topics to the Dad Planning Meetings to let fathers decide which topics would be the ones for the follow year.

Adam stated that low attendance was the challenge of the fourth Head Start. Transportation was not a problem. He emphasized, "Fathers seem not as much involved as mothers in our community. Mothers were usually the ones who filled out the application." Low employment could be another challenge. Adam underlined, "Father figures at Head Start didn't take/apply register for jobs. They think those jobs were for females." Adam addressed further "father figures did not like to come to Head Start's activities while they are not employed."

The challenge for the fifth Head Start, coordinated by Kate, was that she could not make her staff work on weekends. The solution was a Head Start father who volunteered his time to do Dad & Me on Saturday morning or afternoon. The other challenge was transportation. Most families shared a car, so if the mother used the car, then the father did not have transportation. The fifth Head Start did not have a school bus. Therefore, there was no school bus that could be used to pick up fathers. The last challenge was that father figures were not interested in craft making. A Head Start father, John, recommended to the family/community coordinator that "no craft" be used for father-related activities.

Jenny, coordinator for the sixth Head Start program, said, "We do not have a school bus. Transportation is a big issue. Childcare is important during the Parents Night as well." At the Parent Night, she sent a teacher out to give a parent a ride to the Head Start. Most parents came with their children so they would need childcare in a separate room when Parent Night was held. She added, "We need a Hispanic interpreter to help us communicate with our Hispanic parents." There were two Hispanic families at the Parent Night; therefore, a Hispanic interpreter would help them to understand the content of the Parent Night.

Cindy, coordinator of the seventh Head Start program, said, “We have Breakfast with Dad on Fridays. We do not have school during the Breakfast with Dad Fridays; fathers needed to find their own transportation.” In this Head Start program, Friday is using for meetings and class preparation. Therefore, no children go to Head Start program on Fridays. This is why Breakfast with Dad was scheduled on Fridays. Another challenge was the Dad & Me Day. Cindy worried, “There was miscommunication between that Head Start father and the Head Start program.” If the Head Start father, John, let the family/community coordinator know when the Dad & Me Day was, then she could do better promotion and the Head Start would have a better turnout. Cindy claimed, “We have less fathers attend because Dad & Me Days are held on Saturdays.” Father figures would pick up a Saturday for their next Dad & Me Day. However, Cindy thought she did not get informed regularly.

In the last Head Start, all staff worked for Family Fun Night and they had to take off early Friday. If they stayed over three hours for Family Fun Night, they took three hours off on Friday. Christina emphasized, “Teachers sacrificed their regular duty to implement Family Fun Night. The Head Start was struggling with the father event budget; even when they took three hours out of Friday to comprise Family Fun Night.” Christina surveyed the parents to pick the date and time. This year (2016) most parents selected Thursday night, so they had Family Fun Night on Thursday, from 6:00 to 7:30. In the past, they did it on Saturday and during the day. The Head Start program used to do a family involvement event during the day because most moms were stay-at-home moms. Christina indicated, “When the welfare system changed in the 90s, we needed to do parent events in the night because moms needed to work, too.” A summary of eight Head Start programs’ challenges is presented in Table 9.

Table 9

Eight Head Start Programs' Challenges

Head Start	Challenges
1st Head Start (urban)	Fathers did not aware value of father involvement
2nd Head Start (rural)	Time conflict Not involved with their children Could not identify fathers Do not value education Same parents came to events Lack of transportation Lack of budget
3rd Head Start (urban)	None
4th Head Start (urban)	Low event attendance Low father employment
5th Head Start (rural)	Time conflict Lack of transportation No interest in craft making Lack of budget
6th Head Start (rural)	Lack of transportation Needs childcare during the event Lack of budget
7th Head Start (rural)	Lack of transportation Miscommunication with Dad & Me leader Time conflict Lack of budget
8th Head Start (rural)	Lack of budget Head Start staff suffer their regular duty

All the Head Start programs from rural-areas mentioned lack of transportation as a challenge. Most families share a car; when one parent uses the car for work, then the other

parent has no transportation. A school bus could be used as a substitute if the Head Start program had one. All the Head Start programs from rural-areas suffered budget shortages. Christina claimed, "There is a parent involvement initiative and a father involvement initiative; however, those initiatives did not come with money." Time conflicts were mentioned by three rural-area Head Start family/community coordinators. Kate stated, "Father figures at [my] Head Start program cannot come to Breakfast with Day on Fridays." Carrie also confirmed, "Once there is a conflict between work time and father events, father figures always choose go to work over attending father events." Father figures were not being involved with child rearing was mentioned by David, Adam, Carrie as challenges. David pointed out that, "Father figures do not recognize the importance of father involvement."

For a solution to the lack of transportation, Kate stated, "Using a school bus to pick up father figures would be one way to solve the problem." Kate also thought, "The best solution for the time conflict is to encourage at least a father figure to lead the father activities, like John." If there were more than one father figure, they could take turns leading the father activities. "Dad & Me is driven by father. Having Dad & Me on Saturdays solved a time conflict problem. Having Dad & Me also gave the Head Start staff a big help," Cindy said.

Father Involvement

A Father Involvement flowchart (see Figure 1) is generalized from the eight family/community coordinators' interviews. First, all the Head Start program coordinators comprehend father figures' interests and needs by collecting surveys or questionnaires at the beginning of the school year. Second, based on father figures' comments and feedback on the surveys and questionnaires, the coordinators either create their own workshops (e.g. Wednesday

Power House or Dad & Me) or use commercial father curriculum (e.g. 24/7 Dad Curriculum or Selfie + One) for their father events.

The third step was developing the strategies for recruiting father figures to attend father events. Sending reminders and monthly father newsletters home helped coordinators to recruit some father figures. However, building a father-friendly and non-judgmental environment is vital to engaging father figures. Fourth, identifying the challenges and solving the problems is critical to successful father involvement programs. Most Head Start father figures are not aware of the value of father involvement. They might need to share transportation with their wives or significant others. They might have a work schedule that conflicts with when father events were scheduled during the week days. Adam stated, "Low employment prevents father figures from attending the father events." The environment and activities also influence involvement. Kate emphasized, "Men are built big. They don't like to sit on small chairs. They don't like to do crafts or just sit there and listen to the lecture only." There are very limited budgets for father involvement. Kate offered, "The office of Head Start initialed the PFCE Framework, but there is no budget that was founded for the PFCE Framework." In contrast, Carrie mentioned, "They used a funding from The PFCE Framework to invite a guest speaker to do the father involvement training in the rural area Head Start programs."

The fourth step involves who selected topics, dates, and times for the father events. Basically, topics were selected indirectly by the family/community coordinators. They would look into the pre-survey or questionnaire to check and sort father figures' interests and needs. Based on the sorting, the coordinators would come up with related topics by their own or from father curriculum materials. They also picked up the date and time based on father figures' availability. The Head Start father, John, would discuss with Kate about the first father event

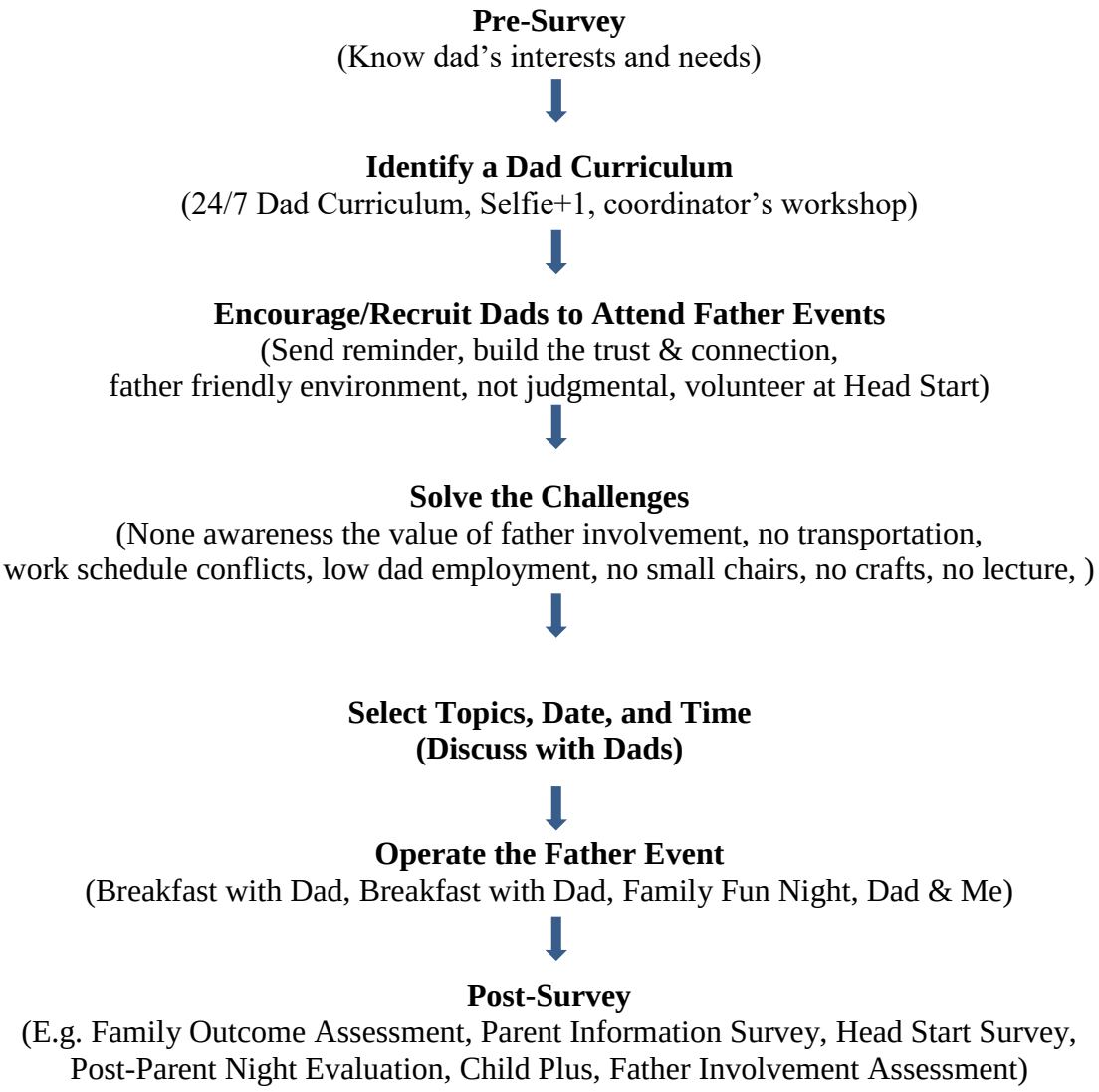
topic. After, that all the topics, dates, and times were decided by father figures who attended Dad & Me events.

The fifth step was operating the father event. Most father events were coordinator-oriented. Food, lecture, and hands-on activities were provided and ended with filling out a post-event evaluation. Other father events were run by a Head Start father, John. They were father figures-oriented. Father figures chatted, discussed, and did things with their children. Light refreshments were provided at the end of the father events.

Last, all the Head Start program coordinators tried to understand the impact of father events by collecting a survey or assessment (e.g. Child Plus, a computer software that tracks what parents learned the parenting skills through the year) at the end of the school year.

Figure 1

A Father Involvement Flow Chart



Future Father Involvement Plans

The following section reports accounts from all coordinators regarding plans for future father involvement plans**.** Davis said, "We will keep adopting 24/7 Dad Curriculum because the father event attendance is increasing since we started to use 24/7 Dad Curriculum to plan father events." He will select five sessions from 24/7 Dad Curriculum to plan father involvement

activities. These five sessions were based on the father figures' interests and needs that are collected from the Family Outcome Assessment.

For future plans, Carrie reported, "We are continuing doing Breakfast with Dad, Dad & Me, and Selfie + One to keep as many father figures and parents involve as possible." She reported that she will continue to brainstorm with Kate, Jenny, and Cindy bi-weekly. This brain-storming will include plans future father events. Furthermore, she will keep the father events topic that match her Head Start program's father figures' needs and interests. Father figures' needs and interests will be collected from Family Information, and the Survey filled by parents in the beginning of the year. The post-event evaluation will be used to plan future father events.

Coordinator Gary emphasized, "I am doing more social work than father involvement promotion now. I am still having three Power House Wednesdays in January, February, and March, and the monthly newsletter and father workshops are implemented monthly." Based on the conversation with Gary, his events will provide evidence of the father figures' interests and needs. Also, Gary reported that he learned a great deal at Dad Planning Meeting and used father figures' feedbacks from the post-event evaluation. This information, he believed will assist him in future planning events for father figures.

Adam stated that since he took over the family/community coordinator position the attendance of fathers increased twice. He used Parent Curriculum and Menu Planning Survey to comprehend father figures' needs and interests. However, Parent Curriculum and Menu Planning Survey is now focused on understanding children's curriculum and the food at the Head Start facility. Therefore, this survey does not reflect the needs and interests of father figures. Adam mentioned, "I collected Program Survey in June. I can collect father figures' comments and feedback From the Program Survey." He did not share the Program Survey with the

researcher, therefore, limited information was provided to better understand his role. The only change in future father events was the collection of the Program Survey in August rather than June. Hence, the results reflected the current father figures' needs and interest. He reported that he will use the feedbacks and comments to plan for the next two MEN Nights in the semester.

Kate used a self-created questionnaire and post-father/parent evaluation to collect father's needs and interests. She used the feedback and comments to plan for future Breakfasts with Dad. This information also helped her provide guidance and help to a parent, John for first Dad & Me event in the new school year. Kate said, "Dad & Me is a really good father led activity. I will need to find some budget to support it. " The following section illustrates similar comments from the coordinator, Jenny.

Jenny reported that post family night evaluations were used to collect parents' feedback and comments. She stated, "We need someone that could speak Spanish to translate at the Family Nights." She continued saying, "I plan the Parents Night and Dad & Me monthly." She would like to have Hispanic parents come to the Parents Night and interact with the other parents. She continued to have Parents Night monthly and partnered with the parent, John for the Dad & Me monthly meetings on Saturdays. Similarly, in the next section, the Coordinator, Cindy, another coordinator had events with foods with the fathers.

Cindy reported, "We have Breakfast with Dad on Friday morning monthly and Dad & Me on Saturdays monthly as well." She intended to do both activities in the new school year. She said, "John, the parent, has leadership and good social skills. He can do this Dad & Me very well." However, she expected there will be better communication between John, Kate, and the Head Start programs. Here again, we have reports about activities that reflected opportunities for Head Start staff mentoring parents, but also where parents learned leadership skills.

Christina used the Head Start Outcome Assessment and the Family Fun Night Evaluation to collect parents' feedbacks and comments. ChildPlus and parents self-report were used to monitor parenting skill improvement. After the interview, she indicated, "We don't offer things for only dads. We offer activities for parenting." She said, "We have Family Fun Night every other month." She plans to have Family Fun Night in the next school year. After extensive probing, Christina did not identify any activity that was specific to father figures only.

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The Department of Health & Human Services introduced the Head Start Parent, Family, and Community Engagement (PFCE) Framework (Department of Health & Human Services, 2011) to the Head Start staffs on August 15, 2011. The PFCE Framework was based on guidance from the Head Start Program Performance Standards (1998), Head Start Act of 2007, and the extensive research conducted in Head Start Programs across the United States. All Head Start programs that provide services to children and families are required by the Head Start Program Performance Standards and the requirements set forth in the Head Start Act of 2007.

The Head Start PFCE Framework was created to promote 1302.52(b) of the Head Start Performance Standards (Department of Health & Human Services, 2016):

> A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start PFCE Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders. (p. 43)

The Head Start PFCE Framework was used to promote family involvement and school readiness through the collaborative intersection of child development and family and community

services. Family/Community coordinators were the staff in charge of promoting and supporting family involvement through education, training, support, and mentoring. The emphasis was placed on father involvement to support Head Start PFCE Framework of making it possible to comprehend the perception of fathers' roles and Head Start programs' father involvement facts and challenges. The Head Start PFCE Framework was promoted by Department of Health and Human Services; the purpose of this study was to explore how the Head Start PFCE Framework was effective in increasing father involvement at Head Start programs.

Three specific categories were analyzed directly related to the level of father involvement: Head Start location, father figures' demographic backgrounds, and availability of family/community coordinators. An interview with family/community coordinators provided extensive information which reflected the reality and challenges of father involvement in Head Start Programs. The study was based on four research questions:

1. Do program location and the availability of family/community involvement coordinators in Indiana's 39 Head Start Programs between the initiative group and non-initiative group serve as indicators of the level of father involvement?
2. Do father figures' races affect scores of father involvement?
3. Do father figures' education, age, and working hours predict scores on father involvement?
4. In Indiana Head Start Programs (four in the initiative group and four in the non-initiative group), what father involvement activities among the initiative groups and non-initiative groups are effective according to the family/community involvement coordinator reports from the past five years? What are their future father involvement plans based on these reports?

Summary of Participants and Data Collection Procedures

There were eight Head Start programs that participated in the study. They provided data through surveys, observations, and interviews. This information was analyzed using a variety of descriptive statistics. All Regional Head Start programs were from Indiana and served children from three to five years of age. Three Head Start programs were from urban areas, and five were from rural areas. All eight Head Start programs belonged to the initiative group. The total number of father figures across the eight Head Start programs was 166. All the father figures were from initiative Head Start programs.

Eight family/community coordinators were the participants for the qualitative portion of this study. Eight interviews were conducted for this study, one with each coordinator. All the interview data were used for analysis only in the initiative group. Two father involvement event observations were carried out during family nights (after school) for two hours each.

Summary of Research Findings

The quantitative data obtained from the Modified PICCI survey was analyzed by using two statistical methods. The two statistical methods included independent sample *t* tests and a multiple regression. A significance level of .05 was employed in each statistical method. The qualitative data obtained from Family/Community Coordinator Interview Questions were generalized to a father involvement flow chart.

The first null hypothesis stated that there was no significant difference in father involvement scores across locations. There was no way to test null hypothesis one because all Head Start programs that participated in this study were from the initiative group. The independent sample *t* test was applied between urban and rural-area Head Start programs in the initiative group. The independent sample *t* test indicated that there was no statistically significant difference between the groups. The result indicated that father involvement scores in

urban-area Head Start programs were not higher than those in rural-area Head Start programs. The null hypothesis was accepted. It was determined in this study that location did not have any relationship to the level of father figure involvement. This supports current research (Indiana Department of Child Services, 2015a) pointing to the complexity of father figure involvement, and which factors contribute to higher levels of participation. However, people living in rural areas tend to have more food shortages, less education, and more difficulty accessing services than those who live in urban areas (Indiana Department of Child Services, 2015a).

Null hypothesis two stated that there was no significant difference in the father involvement scores across the availability of family/community involvement coordinators. It was not possible to test null hypothesis two because all Head Start programs in this study had family/community coordinators. The independent sample *t* test was applied across female and male family/community coordinators in the initiative group. The independent sample *t* test indicated that there was no statistically significant difference between genders. Thus, the independent *t* test result revealed that for those involved in this study, the Head Start programs with male family/community coordinators did not have higher scores in father involvement than Head Start programs with female coordinators. The null hypothesis was accepted. This supports current research (HHS, 2003) pointing to the complexity of father figure involvement, and which factors contribute to higher levels of participation.

Null hypothesis three stated that there was no significant difference in the father involvement scores between the initiative group and the non-initiative group. The null hypothesis three could not be tested because all Head Start programs in this study were from the initiative group. Furthermore, the null hypothesis four stated that there was no significant difference in the availability of family/community involvement coordinators between the

initiative and the non-initiative groups. It was not possible to test null hypothesis four because all Head Start programs that participated in this study had family/community coordinators, and they all were from the initiative group.

Unlike the previous hypothesis, there was a significant difference identified with hypothesis five. Null hypothesis five stated that there was a significant difference in father involvement scores based on father figures' races. The independent *t* test applied between Caucasian and non-Caucasian father figures indicated that there was not a statistically significant difference. However, the Mann-Whitney U test demonstrated a significant difference in the distributions of the two groups, whereas the *t* test failed to pick this up due to non-normality. A Mann-Whitney test indicated that there was a statistically significant difference between Caucasian father figures and non-Caucasian father figures. Therefore, the null hypothesis was rejected.

Specifically, there were more self-identified Caucasian fathers in the study than non-Caucasian fathers. There were 129 Caucasian father figures and 36 non-Caucasian father figures in this study. The group of Caucasian father figures had a mean of 40.10 and a median of 42.00. The group of non-Caucasian father figures had a mean of 43.56 and a median of 49.00. The group of non-Caucasian father figures had higher PICCI scores. The group of non-Caucasian father figures' frequency distributions was different because of the non-parametric nature of distribution. The group of non-Caucasian father figures tended to rank higher than the group of Caucasian father figures on PICCI scores. This study affirms previous research in the area of non-Caucasian father involvement (Raikes, Summer, & Roggman, 2007). According to Finkelhor et al. (2009), most Indiana children have adult mentors in their schools, neighborhoods, or communities (92.7% in Indiana compared to 88.9% nationally). However, in KIDS

COUNT® in Indiana report (Indiana Youth Institute, 2016), African-American (63.3%) and Hispanic (27.1%) children are more likely to live without their fathers than their Caucasian peers (22.9%). However, in this study, non-Caucasian father figures ranked higher in PICCI than Caucasian father figures. This means that, within the parameters of this study, even though many African-American and Hispanic fathers do not tend to live with their children, somehow the children tangential to this study still had more father involvement from substitute male figures. This result requires further analysis. Cleary, the interaction of the fathers' support system within the community, the interaction of this group of children with their fathers, and the social interaction of the fathers with their work colleagues show elements of importance in their microsystem. For example, the interactions of the father with other key members of the family and with the work environment all relate to Bronfenbrenner's (1979) theory and specially, the mesosystem of social interactions.

Null hypothesis six stated that father figures' education, age, and working hours did not predict father involvement scores. The multiple regression analysis applied across father figures' education, age, and working hours indicated that there was no statistically significant difference. The result indicated in terms of statistical significance that (a) father figures who held higher levels of education did not perform better in father involvement scores; (b) young father figures did not have higher father involvement scores than older father figures; and (c) father figures who worked longer hours did not have higher father involvement scores than father figures who did not have jobs. The null hypothesis was accepted. This study affirms previous research in the area of fathers' involvement in father figures' education, age, and working hours (Executive office of the President of the United State, 2014; Lamb, 2000).

Black and Devereux (2011) reported that parental background had effects on their children's cognitive skills, education, health and subsequent income. However, these assessment results are opposite to this study findings. Father figures who had more education did not rank higher in PICCI scores than ones who with less education. In this study, father figures' working hours did not have an impact on their father involvement levels. However, father figures' occupations might. Du (2016) reported the role of military fathers is different than other fathers' because of the characteristics of the military life. Fathers associated with the military spent more time at bases than their homes. Therefore, military fathers complained that they did not have enough time to interact with their children, and sometimes it was hard to maintain a positive marriage status. Due to the limited information on the quality, type, and kind of work the fathers engaged in within the current study, there is a lack of sufficient data to establish a significant finding or relationship between fathers' work and father figure involvement.

Conclusions

The study involved the examination of eight Regional Head Start Programs, and the findings from interviews of the family/community coordinators, as well as observations. Based on the results of this study, there were eight specific areas of important results. First, the data showed that the Head Start programs' location did not have a direct impact on father involvement scores. Specifically, there was no difference between urban and rural areas with respect to the level of father figure involvement. The second area involved whether there was a relationship between race and father involvement scores. Here, the results showed that non-Caucasian father figures demonstrated higher levels of father figure involvement across the study. A third area involved gender. The results showed that the coordinators' gender had no an impact on father involvement scores. While it was difficult to determine non-significant difference in

the family/community coordinator availability, the father involvement score was not affected by the coordinator's gender. A fourth area focused on education, age, and working hours. The father involvement scores were not affected by father figures' education, age, and working hours. This finding reflects earlier research conducted by Lamb (2000) that showed that education and age are not related to level of involvement. The sixth area focused on how programs promoted father involvement. The Head Start programs from the initiative group were expected to show that they more highly promoted father involvement. However, they had experienced challenges while promoting father involvement due to lack of training, funding, transportation, and time constraints. The results of the interviews show that coordinators reported that trust and bonding were critical factors in building their father figure initiatives (Brofenbrenner, 1979). Similarly, the microsystem has the father as the central figure of influence. This adapted model of looking at fathers is explained further in the following section.

Findings and Other Studies in Literature Review

The following narrative describes each coordinator with respect to the theory of Bronfenbrenner's ecological model (1979, 1986). At the core of Bronfenbrenner's ecological model is the child's biological and psychological makeup. This is based on individual and genetic developmental history. Similarly, in this study, the core has been re-identified as the father figure.

The purpose of the Head Start father, John's, Dad and Me Days was to build a society that was supported by a healthy fatherhood. John expected that father figures in his area could attend Dad & Me Days and demonstrate what a father figure could do for their children to other father figures in the society. Living in a society with a higher expectation of a good father would

encourage fathers to try to be good father models. Good fathering and fatherhood were shaped by making comparisons with friends (Harrington, Deusen, & Ladge, 2010).

Based on Kate's interview, John is a stepfather, and he has a very positive relationship with his current wife. Moreover, he spent lots of time with the whole family, his children, her children, and their children. In addition, he volunteered to do initial Dad & Me Day at Head Start programs. Adamsons, O'Brien, and Pasley (2007) found that stepfathers and biological fathers did not differ in their relative amount of involvement in childrearing activities or in the quality of their engagement with their children. The father figure in this study is defined as a male adult who lived with or had regular contact with a child participating in Head Start program. Just as in the ecological theory (Bronfenbrenner, 1979, 1986), the father is influenced by peers, age, interactions with the settings. The father figure could be a child's biological father, step-father, grandfather, uncle, cousin, mother's boyfriend, or any significant male person. Adamsons, O'Brien, and Pasley's research (2007) confirmed that extending the definition of father to father figures would not affect the quantitative and qualitative aspects of their engagement in childrearing.

From Bronfenbrenner's (1979, 1986) ecological theory, father figures' races have an impact on the father's involvement levels. In this study, non-Caucasian father figures ranked higher in PICCI scores than Caucasian father figures. Bronfenbrenner interpreted the process of human development as being shaped by the interaction between an individual and his or her environment. Certainly, fathers in this study had different opportunities and interactions in their centers based on training, programs, and opportunities. Also, in this study, the fathers were influenced by peers, trainings, and interactions in their centers and communities. According to Bronfenbrenner, specific paths of development were a result of the influences of a person's

surroundings. This included parents, friends, school, work, and culture. In the study, the cultures of each of the environments were uniquely different as well, given factors of space, location, and welcoming environments.

Father Involvement Flowchart and Bronfenbrenner's Ecological Theory

After careful examination of the research, Bronfenbrenner's (1979, 1986) ecological theory was identified as the foundation of the father involvement model. Bronfenbrenner first introduced his ecology of human development in 1979. He defined the ecology of human development as

> The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relationships between these settings, and by the larger contexts in which the settings are embedded. (Bronfenbrenner, 1979, p. 21)

In Bronfenbrenner's (1979) ecological theory, a child's development is affected by people and environment that surround him. He categorized these people and settings in four systems. These included the microsystem, mesosystem, exosystem, and macrosystem (1979). The Chronosystem was added to his theory in 1986. In this study, the child in Bronfenbrenner's ecology theory was replaced with father figures. The following sections describe in detail how the present study relates to the ecological theory of Bronfenbrenner.

Microsystem. In the microsystem, a child's development is affected by the setting he is involved in. These settings include: a) home, b) day care, c) center, and d) playground. Also, the child is influenced by the people who directly interacted with them. "A microsystem is a pattern of activities, roles, and interpersonal relationships experienced by the developing person

in a given setting with particular physical and material characteristics" (Bronfenbrenner, 1979, p. 22). In the microsystem, a father figure is affected by the people (such as his spouse and children) and settings (home, work place, church, or neighborhood). Also, he may be affected by those with whom he interacts daily. In this study, a father interacts with his children, the occurrence of which occurs in his microsystem, which influences his role of being a father. Reading to children during infancy and preschool years creates nurturing relationships between the parent and child which is important for cognitive, language and social-emotional development (Indiana Department of Child Services, 2014). Half of Indiana families (52.9%) read to children younger than age 6 years old every day (Indiana Department of Child Services, 2014). In Indiana, 43.4% of families have a meal together daily. Nearly 25% eat a meal together on fewer than four days in an average week (Indiana Department of Child Services, 2014). Taiwan fathers are not as talkative as mothers. Ma (2013) recommended that family education coordinator could create father-only groups to empower fathers. Additionally, Simonelli et al. (2016) reported that father involvement predicts the quality of family interactions from the earliest stages of child's life. Also, positive marital status predicts more father involvement (Simonelli et al., 2016).

A child's development may also be affected by the father figure's age. The results of the current study showed that there was no difference found in father figure age with respect to PICCI score. Other variables might contribute to the impact of the father figures' age. More research needs to be conducted in the area of father figure experiences, education, and interactions to more deeply understand the relationship with higher scores.

Mesosystem. Bronfenbrenner (1979) defined the mesosystem as follows,

> A mesosystem comprises the interrelationships among two or more settings in which the development person actively participates (such as, for a child, the relationship among home, school, and neighborhood peer group; for an adult, among family, work, and social life). (p. 25)

In this study, a father figure's mesosystem is affected by his family and work indirectly, such as a child and mother's relationship or the relationship between home and workplace. Father events attendance was related to lack of transportation in rural Head Start programs. For example, when a father figure needs to share a car with his wife, this makes it difficult to attend the father events. Economic factors complicate the issues of accessibility, distance, and location. The time conflict was clear with many fathers who had to choose either a father event or work. Given the statistics of father figures being the primary wage earner, these time conflicts were prevalent. Kate said, "Father figures will take work over attending father events if there is a time conflict."

Exosystem. In Bronfenbrenner's exosystem, the child will be impacted by parents' place of work, a school class attended by an older sibling, parents' network of friends, and the activities of a school board. "An exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by what happens in the setting containing the developing person" (Bronfenbrenner, 1979, p. 25) In this study, a father figure's exosystem is influenced by his spouse's work place, a group his wife belongs to, his wife's friends, and the activities of the community. The Indiana Department of Child Services (2015b) reported that the majority of Indiana children live in neighborhoods with accessible libraries (89.1%), recreation centers (67.0%), or parks or playgrounds (77.2%). It is recommended that family/community coordinators introduce these public resources to or include the resources in their father activities in order to strength father figures' exosystems.

Father figures' wives were not included in this study. However, these are possible factors that would impact father figures indirectly.

Macrosystem. Bronfenbrenner (1979) defined the macrosystem as follows.

> The macrosystem refers to consistencies, in the form and content of low-order systems (micro-, meso-, and exo-) that exists, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies. (p. 26)

In this study, it refers to the father figures' culture, subculture, and belief system. The result of this study presented that the father figures' races revealed significant differences in PICCI scores. Non-Caucasian father figures ranked higher in PICCI scores than Caucasian father figures. Father figures' cultural backgrounds affect their parenting styles and expectation of their children's development. Given recent research, Head Start programs that serve international populations would be well advised to consider the macrosystem presented by father figures. As a representation of differences, Yang (2011) reported that Korean mothers in Korea and Korean mothers in the United States child rearing beliefs are different because of the impact from their microsystem (where they reside) and macrosystem (their Korean heritage). Kim (2008) indicated that Korean fathers have high expectations of academic achievement and social success for their children. Kim (2008) also reported, "Since the authoritative parenting style appeared to be more balanced and more desirable in the society, producing optimal outcomes of children's social development, Korean parents would most likely have preferred to belong to this category" (p. 104). Although only U.S. families were considered in the current study, certainly further study of the expectations and cultural influences of international families using Head Start programs is warranted.

In the macrosystem, "public policy questions are relevant for basic science primarily because they can alert the researcher to aspects of the immediate and, especially, the more remote environment that affect developmental processes and outcomes" (Bronfenbrenner, 1979, p. 130). In the current study, the policy that might affect father figures indirectly in their involvement was the PFCE Framework. However, the current study could not display the influence of the PFCE Framework in father involvement due to no participants are from non-initiative group.

Chronosystem. Bronfenbrenner added chronosystem into his ecological theory in 1986. He defined it as follows.

> The simplest form of chronosystem focuses around a life transition. Two types of transition are usefully distinguished: normative (school entry, puberty, entering the labor force, marriage, retirement) and nonnormative (a death or severe illness in the family, divorce, moving, winning the sweepstakes). (p. 724)

A Head Start coordinator, Kate, mentioned, "Some Head Start fathers did not have a successful school experience. This experience sometime stopped them from coming to Head Start to attend the father events." She also indicated, "For some divorced fathers, they might not able to visit their children regularly." Adam shared, "[There are a] few children that never see their father because their fathers are in jail since they were born." Father figures' personal school experience, marriage status, and jail time are affecting their roles in being a father.

Limitations of the Study

This study was designed to investigate 39 Indiana Regional Head Start programs in rural and urban areas that served three to five year olds. Head Start programs in other states that initiated the PFCE Framework were excluded from this study. While, the study pointed to some important results, there were limitations in sample size which may only offer a narrow view of the overall impact of the program, and consequently may not be generalized to other programs in other states. However, the role of the family/community coordinator differences illustrated the importance of engagement.

Furthermore, other factors, such as father figures' marriage status, social economic status, working status, and household stability as they contribute to fathers' involvement, may also limit a deeper understanding of the results. For instance, father involvement levels might be different due to the fact that a father may have a history of losing custody of his children, and/or a mother may either not allow, or by court order, not allow a father to visit without paying child support. Other individual considerations need further study. These include a closer examination of individual gender roles and gender expectations in the family. Additionally, family/community involvement coordinators' working and marriage status might have impacts on father involvement's level indirectly. Several coordinators pointed out the importance of time, accessibility, limited time, and support. For example, they might work two jobs, travel 50 miles to work, and have very limited time to commit to Head Start initiatives. These limitations point to key areas of needed investigation.

Recommendations for Future Study

There are six major recommendations for the future study of father figure involvement. First, the study recruited only eight Regional Head Start programs in the state of Indiana. The

study could be duplicated in other Indiana Head Start programs that did not participate in Head Start Parent, Family, and Community Engagement (PFCE) Framework. For example, it is believed that an examination of family/community coordinators might be conducted across all four branches of Head Start. This would include coordinators from Regional, Migrant and Seasonal Head Start, Early Head Start, and American Indian and Alaska Native Programs.

Second, the father involvement based on the Head Start PFCE Framework investigated in this study was for eight Regional Head Start programs only. It is possible that such a small group does not represent the results of father involvement in a larger study. Therefore, it is recommended that a large sample from more programs is warranted for future study.

Third, the father involvement scores used for analysis in the study were only father figures' ratings. It would provide another perspective of father involvement if rating of mothers and father figures' father involvement scores was conducted. Findings could provide important insights on development of involvement activities.

Fourth, the father/family events were carried out for two hours at two Head Start programs. A study involving more event observations may provide a better understanding of father involvement events.

Fifth, the goal of the Head Start PFCE Framework was to enhance family involvement and school readiness. The results of this particular study point to some significant areas of future research. First, after conducting numerous interviews, it is clear that further support and research is needed to examine the roles and responsibilities of Family/Community Coordinators, and how they foster and promote sustained programs of father figure involvement. It is also recommended to explore the relationship of father involvement scores to children's school readiness, center developmental scores, and attendance. Of the extensive assessments carried out

by the coordinators, no attention was given to this larger purpose of Head Start as a program of family intervention and support of services in all developmental areas. For example, this study did not consider the areas of physical health, mental health or cognitive developmental gains of children or parents. Understanding these relationships, as posited by Bronfenbrenner's (1979) mesosytem, may point important directions in regard to planning involvement events which may ultimately influence the micro- and macrosystems.

Sixth, a much bigger sample of father figures could be collected to help sort out the level of father involvement at three categories: high, medium, and low involvement in future study. Fathers of children representing diverse backgrounds, including children with special needs and from a variety of cultural and racial groups should be studied. Study conducted across various Branches of Head Start, or solely in Migrant Head Start, or American Indian Head Start could allow access to fathers of children representing such diversity. Therefore, the involvement of father figures with special needs children and from diverse cultural and racial backgrounds is recommended for future study.

According to coordinators' interview responses, there is a need for further training for coordinators, especially as such would enhance understanding of their role as a father involvement coordinator. Based on Bronfenbrenner's (1979, 1986) ecological system theory, coordinators responses indicated that they were too much focused on father figures themselves. Coordinators needs more training in understanding father figures' needs in their mesosystem (e.g., interaction with their wives and other children, balance between home and workplace, and other), exosystem (involving them into community), macrosystem (understanding the father figures' cultural background), and chronosystem (the impacts of their life events).

Finally, the area of father figure involvement is a critical area of research based on how critical the relationship is to child development outcomes. Therefore, the model of father involvement is recommended for consideration and adoption at Head Start Programs for several reasons. First, family involvement is mandated by the Head Start Performance Standards, but yet the quality of father engagement activities varied greatly across programs in this study. Across these eight programs, there were distinct differences in quality, quantity, and type of father engagement activities implemented by the family/community coordinator. The Parent, Family, and Community Engagement Framework are already part of the standards, systems, and operations of all Head Start Programs. The interviews and results of this study confirmed the need for further training, funding, and support of the coordinators' efforts and programs. Finally, I did not conduct father involvement impact assessments at the eight Head Start programs; therefore, the impact of the father involvement activities cannot be addressed in this study. In future studies, more specific information regarding father impact should be collected and analyzed. Accordingly, there needs to be further monitoring and evaluation involving a more intentional model of father involvement in Head Start Programs to ensure effectiveness.

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APPENDIX A: HEAD START PROGRAM PARTICIPANTE CONSENT LETTER

Indiana State University
June 01, 2016
An Evaluation of the Head Start Parents, Family, and Community Engagement (PFCE) Framework on the Perception of Father's Role and Head Start Programs' Father Involvement Facts

We request your participation in a research study conducted by Yuju Huang, from the Department of Teaching and Learning at Indiana State University. Yuju Huang is a doctoral student who is conducting this study as part of her dissertation. Your participation in this study is voluntary. All Indiana Head Start programs are encouraged to participate in this study. Yuju would like to have 10 Head Start programs involve in the study. Please read the information below and ask questions about anything you do not understand, before deciding whether to participate.

- **PURPOSE OF THE STUDY**

The purpose of the study is to examine the impact of the Head Start *Parents, Family, and Community Engagement (PFCE) Framework* on father figures that participate in Head Start's father involvement activities.

- **PROCEDURES**

If you volunteer to participate in this study, please do the following things:

1. Fill out the Program Basic Information Survey.
2. Ask fathers/father figures to fill out the Paternal Involvement in Child Care Index (PICCI) survey at the site before an event starts. Fathers/father figures put survey into a sealed envelope, which the coordinator collects.
3. There will be a 45-minute family/community involvement coordinators interview.
4. Provide access to Head Start annual reports from the past 5 years (2011-2015).

- **POTENTIAL RISKS AND DISCOMFORTS**

There are no known risks or discomforts associated with this study.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

Although individual Head Start Agencies that participate in the study will not immediately benefit from participation in this study, the results of the study will provide analysis of fatherhood involvement programs' status, provide information from other programs' family/community involvement coordinators, and information about the outcome of the Head Start

Parent, Family, and Community Engagement (PFCE) Framework activities.

- **CONFIDENTIALITY**

Any information obtained in connection with this study that is identifiable to you will remain confidential and will be disclosed only with your permission or as required by law. To minimize the risks to confidentiality, codes will conceal your identifying information. When no longer needed, we destroy all personally identifying information. We remove any personal information that could identify you before sharing files with other researchers or publication of results.

- **PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about this research, please contact identify research personnel: Principal Investigator, Yuju Huang at 812-236-5856, yhuang6@sycamores.indstate.edu or research advisors Dr. Susan Kiger at 812-237-2956, suane.kiger@indstate.edu

- **RIGHTS OF RESEARCH SUBJECTS**

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or e-mail the IRB at irb@indstate.edu. You may discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with ISU. The IRB has reviewed and approved this study.

I understand the procedures described above. I have no further questions, and I agree to participate in this study. I have received a copy of this form.

_____ _____

Printed Name of Director Head Start Program

_____ _____

Signature of Director Date

Leave this amount of space for IRB approval stamp (unless you plan to include the approval information in the text of the ICD)

APPENDIX B: HEAD START FATHER PARTICIPATE CONSENT LETTER

Indiana State University

June 01, 2016

The Head Start Parents, Family, and Community Engagement Framework Study

An Evaluation of the Head Start Parents, Family, and Community Engagement (PFCE) Framework on the Perception of Father's Role and Head Start Programs' Father Involvement Facts

Head Start Father Participate Consent Letter

We invite you to take part in a study about fatherhood involvement. Ms. Yuju Huang and Dr. Susan Kiger, from the Department of Curriculum, Instruction, and Media Technology at Indiana State University are directing this study. This study fulfills part of my doctoral dissertation requirement.

Please take a few moments to complete the Paternal Involvement Child Care Index (PICCI) survey. It takes about 15 minutes to finish. You may skip any questions you do not wish to answer. Your answers may not help you. Your input may help other Head Start fathers.

This survey is anonymous. If you decide to take part in the study, do not write your name on the survey. When you have completed the survey, please put it back in the envelope, seal it, and then return the envelope to the center coordinator. If you decide not to participate in the study, put the survey back in the envelope, seal it, and then return the envelope to the center coordinator. In this way, no one will know whether you took part in the study or not. Your personal information will not appear in any publication.

By completing the Paternal Involvement Child Care Index (PICCI) survey, you agree to take part as a volunteer. You will not receive payment.

If you have any questions about the study, please contact principal investigator, Ms. Yuju Huang at 812-236-5856, or research advisors Dr. Susan Kiger at 812-237-2956, susan.kiger@indstate.edu. I understand the above information. I have no questions. I agree to take part in this field test. I have been given a copy of this consent form.

_____

Printed Name of Subject

_____ _____

Signature of Subject Date

Leave this amount of space for IRB approval stamp (unless you plan to include the approval information in the text of the ICD)

APPENDIX C: HEAD START FAMILY/COMMUNITY COORDINATOR

PARTICIPATE CONSENT LETTER

Indiana State University

June 01, 2016

An Evaluation of the Head Start Parents, Family, and Community Engagement (PFCE) Framework on the Perception of Father's Role and Head Start Programs' Father Involvement Facts

Head Start Family/Community Coordinator Participate Consent Letter

You are being invited to participate in a research study about fatherhood involvement. This study is being conducted by Yuju Huang and Dr. Kiger, from the Department of Teaching and Learning at Indiana State University. This study is being conducted as part of a dissertation.

There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The information you provide will be used to create better and effective father involvement activities in the future. The interview will take about 45 minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits.

This interview is anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Individuals from the Institutional Review Board may inspect these records. Should the data be published, no individual information will be disclosed.

Your participation in this study is voluntary. By completing Family/Community Coordinator Interview Questions, you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason.

If you have any questions about the study, please contact principal Investigator, Yuju Huang at 812-236-5856, yhuang6@sycamores.indstate.edu or research advisors Dr. Susan Kiger at 812-237-2956, suane.kiger@indstate.edu

If you have any questions about your rights as a research subject or if you feel you've been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by e-mail at irb@indstate.edu.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

_____

Printed Name of Subject

_____ _____

Signature of Subject Date

Leave this amount of space for IRB approval stamp (unless you plan to include the approval information in the text of the ICD)

APPENDIX D: THE MODIFIED PATERNAL CHILD CARE INDEX (PICCI)

Center Name: _____ DATE: _____

Instructions: Father/father figure, please answer/circle all questions.

Section A. Father's/Father Figure's Demographic Information

1. Age, please CIRCLE ONE THAT APPLIES
   a) Under 18
   b) Age 19-25
   c) Age 26-30
   d) Age 31-45
   e) Age 46-60
   f) Over Age 60

2. Race/Ethnicity, please CIRCLE ONE
   a. Black or African American
   b. Asian
   c. White/ Caucasian
   d. Hispanic or Latino
   e. American Indian/Native Alaskan
   f. Native Hawaiian or other Pacific Islander
   g. Two or more Races

3. Completed Education, please CIRCLE ONE
   a) 12th Grade and Under
   b) High School Diploma/GED
   c) Bachelor Degree
   d) Master Degree or Higher

4. Number of children in the household you take care for, please CIRCLE ONE
   a) 1 ***b)*** 2 ***c)*** 3 ***d)*** 4 ***e)*** 5 and more

5. Do you work outside of home?
   □Yes □No

   If yes, number of hours you work outside of home weekly:

   a) None b) Less than 12 hours c) 13-25 hours d) 26-39 hours
   e) More than 40 hours

Section B. The role of father/father figure in childcare

1. Please indicate how much time you are serving as a primary caregiver after school hours on a typical day.

   A. You

   a) Less than 2 hours ***b)*** 2 up to 4 hours ***c)*** 4 up to 6 hours ***d)*** 6 up to 8 hours ***e)*** More than 8 hours

   B. An additional adult at the household serves as a caregiver:

   a) Less than 2 hours ***b)*** 2 up to 4 hours ***c)*** 4 up to 6 hours ***d)*** 6 up to 8 hours ***e)*** More than 8 hours

2. Who in your family generally makes decisions about when children are old enough to try new things?

   a) I b) Child's mom c) My girlfriend d) I and child's mom

   f) Other adults in the family
   (Please indicate the relationship with the child, _____)

TASKS IN A TYPICAL WEEK	How frequently do you perform the following parenting tasks for your family?				
3. Bath and dress my child	5	4	3	2	1
4. Prepare/Serve the meals/snacks for my child	5	4	3	2	1
5. Engage my child in learning activities	5	4	3	2	1
6. Guide an discipline my child's behavior	5	4	3	2	1

Section C. How available are you to your children?

ITEMS IN A TYPICAL WEEK	Frequency				
1. Discuss with my child about his/her interests or concerns	5	4	3	2	1
2. Have meal during the week with my child and family	5	4	3	2	1
3. Stay at home when my child comes home from school	5	4	3	2	1
4. Play and interact with my child	5	4	3	2	1
5. Read for my child	5	4	3	2	1

Answer	**Indicator**
5	7 days/week
4	5-6 days/week
3	4-5 days/week
2	2-3 days/week
1	0-1 days/week

APPENDIX E: THE PROGRAM BASIC INFORMATION

1. Name of the Head Start Agency: _____
2. Address: _____
3. City size of the Head Start located: □more than 50,000 □ at least 25,000 and less than 50,000 □ less than 25,000 people
4. Participates in the Head Start Parent, Family, and Community Engagement (PFCE) Framework: □Yes □ No
5. Number of children the program serves: _____ Children
6. Number of single father headed household: _____ Household
7. Family/community involvement coordinator's name and contact information:
    a. Name: _____
    b. Phone: _____
    c. Email: _____
    d. Number of years of service in Head Start: _____ Years