



A Study Design Exploring  
**Family Voice and Leadership**  
in Home Visiting

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# Acknowledgments

The authors would like to thank project consultants Deborah Daro, Jill Filene, Tamara Halle, and Jon Korfmacher for their review and contributions to this report. The authors would also like to thank the following MIECHV awardees and other experts who helped conceptualize this study design: Gregory Aarons, Clinton Boyd, Claire Canfield, Greer Cook, Evelyn Dryer, Anne Duggan, Terri Enters, Felecia Fognani, Bryn Fortune, Angela Heisey, Carrie Higgins, Janet Horras, Gretchen Kirby, Elli Komito, Lisa Martin, Steven Pascal, Sara Remington, Shannon Sainer, Sarah Schafer, Christine Silva, Wendy Stafford, Kathleen Strader, Sophia Taula-Lieras, Angela Ward, and Nancy Whitesell. The authors also thank the following project team members who contributed to this report: Mariel Sparr, Chishana M. Lloyd, Lance Till, and Beth Green.

# Introduction

Research has suggested that high-quality implementation of evidence-based home visiting programs increases the odds of achieving the best outcomes for children and families.<sup>1</sup> However, there is little consensus in the field regarding the critical elements of home visiting program implementation quality and how they may lead to improved outcomes for families and children.<sup>2</sup> The Measuring Implementation Quality in Maternal, Infant, and Early Childhood Home Visiting (MIECHV)-Funded Evidence-Based Home Visiting Programs project, a collaboration between Child Trends and James Bell Associates (“the research team”), under the direction of the Health Resources and Services Administration and the Administration for Children and Families, seeks to address these gaps.

For this project, the research team (“we”) conducted a literature review on what is known about implementation quality.<sup>a</sup> The team also developed a conceptual framework depicting the various factors that are hypothesized to contribute to implementation quality across levels of the home visiting system (e.g., family, home visitor, community context).<sup>b</sup> We engaged MIECHV awardees and other home visiting experts throughout this project to ensure our work is relevant and applicable in the field. The final phase of this project is the development of study design reports that outline potential research plans to address identified awardee needs with respect to measuring program implementation quality. All of these study designs—which represent a wide range of research questions, methods, and target audiences—are aimed at deepening our understanding of the factors that may contribute to implementation quality in the home visiting field.

The study design presented in this report aims to increase understanding of if and how home visiting systems incorporate families into decision-making structures beyond the point of service delivery, and the perceived impact of family voice and leadership on home visiting implementation quality. This study design primarily relates to one thread in the conceptual framework: “value and respect for family context, culture, and voice” (see figure 1). This thread is characterized by families being included in decision making related to program and policy, and ensuring families’ unique strengths, needs, cultures, contexts, and preferences drive goals and service delivery.

## Study Overview

**Aim:** To increase understanding of how family voice and leadership influence home visiting implementation quality.

**Design:** Exploratory

**Data sources:** Surveys, document review, interviews, focus groups

**Sample:** Individuals across levels of the home visiting system (families; home visitors; home visiting program and local implementing agency staff; individuals from the community, state, and other broader contexts)

**Technical skill level:** Basic

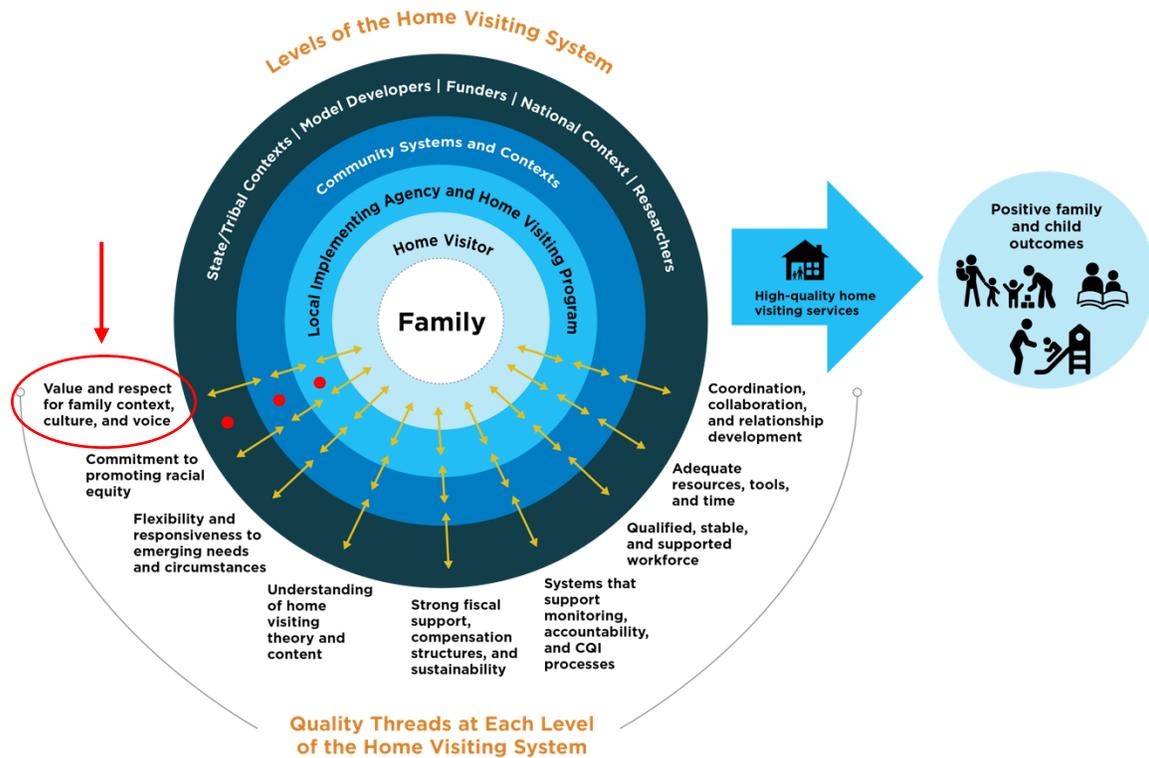
**Estimated cost:** Between \$34,000-\$60,000

**Estimated time needed:** 1 year

<sup>a</sup> Sparr, M., Goldberg, J., Thomson, A., Ryan, K., Kane, M., & Haas, M. (2021). *Quality Considerations Across Levels of the Home Visiting System: A Literature and Measure Review*. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services.

<sup>b</sup> Crowne, S., Rosinsky, K., Goldberg, J., Sparr, M., Ulmen, K., and Huz, I. (2021). *A Conceptual Framework for Implementation Quality in Home Visiting*. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services.

**Figure 1.** Home Visiting Implementation Quality Conceptual Framework



**Note:** CQI stands for continuous quality improvement.

**Source:** Crowne, S., Rosinsky, K., Goldberg, J., Sparr, M., Ulmen, K., and Huz, I. (2021). *A Conceptual Framework for Implementation Quality in Home Visiting*. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services.

There are many ways to think about family voice and leadership at every level of the home visiting system. At the family level, this may involve families playing an active role in guiding the services they receive. At the home visiting program level, this may involve soliciting feedback from families on appropriate performance measures for the program. At the community level, this may involve families who are enrolled in home visiting participating in community-wide early childhood advisory groups. At the state level, families may provide input into certain components of a procurement request for responses, or guide policy decisions about how families should be included in advisory councils. For a full understanding of how family voice and leadership shape home visiting, it is important to consider all the pathways through which home visiting programs can elevate family voice in critical decision-making processes—from driving their own services to weighing in on model adaptations and enhancements. We hypothesize that family voice and leadership contribute to the outcomes depicted in the conceptual framework (high-quality home visiting services and positive family and child outcomes) and support other threads of implementation quality in the framework, such as racial equity and sustainability. This study design lays a foundation for exploring how this thread is operating at different levels and provides preliminary information about how it may influence other threads and program quality.

For this study design, we are focusing on an aspect of family voice and leadership that is not particularly well-understood in the field of home visiting: if and how home visiting systems incorporate families into decision-making structures beyond just the point of service delivery. We have chosen to focus on family voice and leadership at the program/local implementing agency, community, and state levels for the following reasons:

- In our meetings with awardees and other experts, elevating family voice and engaging families in leadership positions were frequently raised as key actions to ensuring the relevance of the program for families.
- Home visiting funding announcements often include language explicitly requiring some level of family voice and leadership. For example, the Fiscal Year 2021 MIECHV Notice of Funding Opportunity asked applicants to describe “activities that support parent or family engagement and leadership to ensure high-quality statewide or local early childhood systems.”<sup>3</sup> This includes “efforts to engage diverse family and community representatives in leadership and advisory roles, and support their meaningful and equitable participation.”<sup>4</sup>
- States are in varying stages of implementing structures to more formally incorporate family voice and leadership into decision-making processes and this study could help identify the extent to which it is being done and best practices for doing so.
- Family voice and leadership are new areas of study in the home visiting field; we have much to learn about if and how family voice and leadership might contribute to implementation quality and improve family outcomes.

To help fill this gap, this report summarizes prior work related to family voice and leadership and presents specific research questions for a proposed study design. The report then details how an awardee may implement the study design to answer the proposed research questions. It includes information related to the design approach, data sources and measurement, sample, and an analysis plan. It also explores practical considerations (such as required cost and expertise) and explains how findings from the study may be used by home visiting programs to strengthen family engagement. We conclude with a summary of next steps for those interested in going beyond the study presented here. We present this study design as one recommended approach to exploring the topic at hand and encourage readers to consider ways to tailor the ideas presented in this report to their own contexts, interests, and needs.

This report is generally intended for MIECHV state awardee and tribal grantee staff, researchers, technical assistance providers, and model developers. This study design is presented based on the assumption that a state awardee or tribal grantee would implement the study.

## Overview of Prior Work in this Topic Area

Research in the medical and education fields has shown the importance of family voice and leadership opportunities. In the medical field, there continue to be efforts to include families on advisory boards or groups to inform programmatic decision-making, such as care coordination and involvement in research. For example, Young et al. (2001) highlighted that both parents and professionals benefited from participation in a community-based pediatric advisory board. Specifically, parents felt participation diminished their feelings of isolation, increased their influence on the care provided to their children, and increased their knowledge of community resources.<sup>5</sup> Providers felt participation increased their awareness of common family needs and their skills at collaborating with families.<sup>6</sup> Similarly, Hartling et al. (2021) described the process of recruiting and involving parents in a parent advisory group to inform child health research. The authors found that parents favorably viewed the opportunity to provide constructive feedback, the diversity of the parent group, and the organization of meetings, but expressed challenges with fluctuating attendance, remote participation, and not knowing others in the group.<sup>7</sup> These results suggest that family voice and leadership support improved service coordination and collaboration between families and providers. Family voice and leadership may also support relevancy of care to family needs. However, additional research is needed to understand if leadership opportunities relate to other aspects of implementation quality.

Within early childhood education, family leadership opportunities have similarly been shown to improve outcomes for participating parents including their feelings of social connectedness, communication, leadership and negotiation skills, and involvement in other leadership activities.<sup>8,9</sup> For example, as part of the Ready for K program, “Parent Leaders” who reflected the demographics of families living in five urban neighborhoods (e.g., spoke the same language, had the same or similar cultural beliefs, or similar socioeconomic status) were trained on recruitment strategies and on how to conduct the Ages and Stages Questionnaire (ASQ) with families and provide referrals based on screening results. As a result, participating Parent Leaders reported developing leadership identities, confidence, agency, and other leadership skills, such as communication and negotiation.<sup>10</sup> In addition, some research suggests that the children of parents who participate in parent engagement opportunities may also experience positive outcomes. For instance, in a study of state-funded pre-kindergarten classrooms, Powell et al. (2010) found that the children of parents who were more frequently involved in their child’s school over the course of the school year (via activities, such as attending workshops or meetings, participating in planning groups, or participating in fund raising) had lower scores for problem behaviors and higher scores for mathematics and social skills compared to children whose parents were less frequently involved.<sup>11</sup> These results suggest that family voice and leadership opportunities strengthen attributes and improve outcomes of participating families and their children.

At a systems level, existing frameworks for family engagement have highlighted specific conditions or components for including families in meaningful leadership opportunities. For example, the Michigan *Stepping Up and Speaking Out* report highlights the Parent Voice and Leadership framework.<sup>12</sup> This framework recognizes four components to including parents in leadership roles within service delivery systems, including home visiting: involvement, engagement, empowerment, and leadership. In order to move the system along this continuum, Michigan identified six elements that need to occur:

- Establish policies and practices to pay parents for their time and expertise,
- Offer parent leadership training programs to large numbers of parents,
- Provide coaching for parents so they have support as they develop and exercise their leadership,
- Provide opportunities for parents to practice their leadership skills,
- Facilitate peer-to-peer networks to offer ongoing learning and skill-building opportunities using an empowerment process, and
- Hire parents to fill key roles where their lived experience can inform decisions and support the development of other parent leaders.

The North Carolina Early Childhood Family Engagement and Leadership Framework identifies four conditions for successful family engagement in systems, agencies, and communities: work must be family-centered, equity-driven, collaborative, and transparent.<sup>13</sup> The framework also identifies systems components (e.g., *Leadership and Governance* and *Infrastructure and Funding*) which are organizational processes within a system that present “opportunities for action.” Opportunities for action are defined as “examples of strategies that can be used to increase high-quality family engagement leadership, policies and practices.”<sup>14</sup> For example, within the system component *Infrastructure and Funding*, the framework identifies multiple opportunities for action to increase high-quality family engagement:

- “Incentivize continuous improvement, collaboration, and the adoption of family engagement practices, standards, and policies in early childhood programs and services.
- Issue grants and contracts for programs, service delivery, and training and technical assistance that include specific requirements on implementing family engagement practices, such as adopting a shared family engagement and leadership plan, or building in feedback loops.”<sup>15</sup>

The MIECHV-funded Home Visiting Collaborative Improvement and Innovation Network (HV CoIIN) 2.0’s Continuum of Parent Leadership provides an example of how to incorporate family voice and leadership

into home visiting decision-making structures. This continuum can help MIECHV awardees and local implementing agencies (LIAs) incorporate parent leadership into their continuous quality improvement (CQI) work. The continuum identifies five stages for engaging parents in CQI:

1. Assess and increase the team's readiness to partner with parents in CQI.
2. Set partnership goals and build a shared understanding and commitment to including parent leadership in the CQI process.
3. Engage in short-term strategies to learn more about the program's community, build relationships, and recruit parent partners.
4. Engage in medium-term strategies to build infrastructure, train parents in CQI, and develop Parent Leaders.
5. Engage in long-term strategies to create authentic team partnerships and successfully sustain Parent Leadership.<sup>16</sup>

To summarize, although there is research in other related fields, the home visiting field is still in the very early stages of learning how programs and agencies may incorporate opportunities for family voice and leadership in decision-making processes, and if and how these practices may lead to improvements in implementation quality.

## Research Questions

This report focuses on understanding if and how home visiting systems incorporate families into decision-making structures beyond the point of service delivery, and the perceived impact of family voice and leadership on home visiting implementation quality. For the purposes of this study design, and as described above, we are defining “family voice and leadership” as family involvement in programmatic decision-making. This includes activities like policy development, participating in leadership meetings (e.g., advisory boards or councils), interpreting evaluation findings, and advising on challenges that must be addressed. Involvement can range from one-time participation in a community forum to an official role as a parent representative employed by an entity within the home visiting system.

The study design aims to address the following research questions:

1. Are home visiting systems including families in leadership opportunities at the program/LIA, community, and state levels, and if so, how?
  - a. What are the opportunities, goals, and expectations for family voice and leadership at the program/LIA, community, and state levels of the home visiting system?
  - b. To what extent are families interested in being involved in leadership opportunities?
  - c. To what extent do families participate in leadership opportunities?
  - d. What types of program and policy decisions (e.g., CQI efforts, coordination with other community service providers, program governance) are families asked to provide input on?
  - e. How are efforts to engage families in leadership opportunities implemented (recruitment, supports provided, solicitation of family input, etc.)? Are the goals for engagement achieved? How is family input reflected in decisions? How are decisions communicated back to family leaders?
  - f. What are the barriers and facilitators (e.g., organizational, cultural, familial) to engaging families in leadership opportunities, from the perspectives of both program staff and families?

- g. What are the perceived benefits and drawbacks of engaging families in leadership opportunities, from the perspectives of both program staff and families?
2. How do people at different levels of the home visiting system see family voice and leadership as influencing home visiting implementation quality and outcomes for families? Which aspects of implementation quality and which outcomes?

## Design Approach

The proposed approach for this study is an exploratory design and is intended to be implemented by state awardees or tribal grantees. An exploratory design focuses on understanding and identifying issues to help inform future research and implementation decisions. This design is proposed for two main reasons. First, while there are calls to elevate family voice and provide opportunities for leadership in the home visiting field, there is still limited research on how best to do this in the context of home visiting systems, how inclusion of family voice and leadership might contribute to implementation quality, and to what extent these practices might connect with family outcomes. Second, we know from our awardee engagement activities that awardees may differ widely in their placement on the continuum of family voice and leadership, with some awardees fully integrating family voice at multiple levels of the system, and others just at the beginning stages of providing opportunities for family leadership. The design allows for flexibility in research questions: as more information is learned, research questions can be expanded and/or revised to reflect new information. In this case, the exploratory approach can yield important descriptive information to awardees no matter where they are in the family leadership process—information they can use, for example, to assess readiness, identify best practices, and/or improve family experiences. There are also limitations of exploratory designs. For example, exploratory designs will not provide information on cause and effect; therefore, the design will not be able to show that family voice and leadership directly lead to improved implementation quality in home visiting programs. Exploratory designs may include small sample sizes which are not necessarily representative and, thus, may limit the generalizability of results.

The proposed study design will rely on quantitative and qualitative data collection with individuals at different levels of the home visiting system (e.g., families, home visitors, LIA or other home visiting program staff, those involved in any cross-model home visiting or early childhood groups in the community, county and state agency staff, model representatives). The goal of using mixed methods is to gather a wide range of perspectives on what family voice and leadership activities look like across the levels of the home visiting system that are the focus of this study (home visiting program/LIA, community, and state levels). Survey data will provide awardees with a broad snapshot of the current practices regarding family voice and leadership across LIAs and programs. Interviews and focus groups can help contextualize survey results and yield in-depth information about how individuals are experiencing these practices, and how they might be improved. A document review will provide awardees with readily available information about existing efforts related to family voice and leadership.

In preparation for any study, researchers should identify any existing sources of information (e.g., existing funding proposals, LIA-level policies, previous evaluations of family voice and leadership in the state), identify the goals and aims of this work given what is already known and currently happening in the state, talk to key individuals to refine research questions, and develop survey, interview, and focus group protocols to solicit information from study participants (as described later).

## Data Sources and Measurement

The data sources for this study include (1) web-based surveys, (2) document review, and (3) interviews and focus groups. We do not expect home visiting systems to have a large body of existing data related to the study's research questions. Therefore, most data for this study will need to be collected specifically for this

purpose. We suggest first conducting the surveys, then reviewing easily accessible (such as leadership meeting minutes and advisory council rosters) and survey-collected documents, and lastly, gathering more detailed information via interviews and focus groups.

Each data source is described in more detail below.

## Surveys

We suggest a staff survey and a family survey, both of which will provide descriptive information about if and how families are currently engaged in leadership opportunities at the LIA/program, community, and state levels of the home visiting system.

### Staff Survey

This survey will help awardees understand the extent to which programs, LIAs, cross-model home visiting or early childhood groups in the community, and the state are involving families in leadership opportunities, and should cover topics such as:

- What opportunities exist for families to engage;
- Whether families participate and how often;
- How family engagement in leadership is supported by programs (e.g., mentoring, child care for meetings); and
- The barriers and facilitators to engaging families in leadership.

Example survey questions are provided in Table 1. Potential respondents include home visitors, LIA or other home visiting program staff, those involved in any cross-model home visiting or early childhood groups in the community, county and state agency staff, and model representatives. In states where state administrators are unsure if there are any efforts at all to engage families in leadership, or know that there are not, the survey could focus more on understanding whether this is something LIAs would be interested in pursuing, and what would be needed to put policies into place. The survey should also include demographic information and a request for any documents that might help the evaluator gain a better understanding of each site's policies and practices surrounding family engagement.

In some states, awardees may be leading this study and may already know about efforts occurring at the state level to engage families in leadership. In this case, a survey of state staff is likely not needed. Instead, the awardee can document information related to the survey questions in an informal way, so they have this information readily available when it comes time to synthesize learnings. In other states, even if the awardee is leading the study, there may be a multitude of efforts and individuals involved at the state level, which would necessitate asking state-level staff to complete a survey.

### Family Survey

This survey will help awardees understand the extent to which families are participating in leadership opportunities, and should cover topics such as:

- What opportunities exist for families to engage;
- Whether families are interested in participating in these opportunities;
- Whether families participate and how often;
- How family engagement in leadership is supported by programs (e.g., mentoring, child care for meetings); and
- How families perceive the engagements.

Example survey questions are provided in Table 1. In states where state administrators are unsure if there are any efforts at all to engage families in leadership, or know that there are not, the survey could focus more on understanding whether this is something families would be interested in, and what would be needed to recruit and support families to start including them in leadership opportunities. The survey should also collect demographic information such as race, ethnicity, language, education, and family configuration to determine the extent to which survey responses are representative of the larger home visiting population, and to allow for subgroup analyses. If responses differ by subgroup, it may point to concerns around equity that should be explored during interviews and focus groups.

## Document Review

As described above, materials for the document review will be obtained via the staff survey. Materials might include documentation of parent advisory board participants; meeting minutes; and existing policies, guidelines, and written expectations for family voice and leadership. In addition, we recommend evaluators conduct outreach to awardees and other state and model staff to obtain relevant materials such as state or model level guidance and expectations and documentation of past efforts to engage families. For example, MIECHV awardees or the larger state agencies that awardees operate within may have their own separate expectations around the incorporation of family voice.

## Interviews/Focus Groups

The interviews and focus groups will help awardees gain an in-depth understanding of how families participate in leadership opportunities and the perceived benefits and challenges from multiple perspectives. We recommend speaking with families, home visitors, LIA or other home visiting program staff, those involved in any cross-model home visiting or early childhood groups in the community, county and state agency staff, model representatives, and other individuals the evaluator believes may have relevant insights. As indicated above, some awardees may have a comprehensive view of state efforts to engage families in leadership. In these cases, there is no need for the awardee to interview themselves if they are the entity leading the study.

The interviews and focus groups should cover topics such as: perceptions about engaging families in leadership opportunities, including whether the perspectives and opinions of families are valued; benefits and drawbacks of participation; perceived barriers and facilitators to meaningful and equitable engagement; and beliefs about the relationship between engaging families in leadership opportunities and home visiting implementation quality. See Table 1 for example interview and focus group questions.

To collect these data, survey, interview, and focus group protocols will need to be developed. The content of the surveys, interviews, and focus groups will depend on your aims. However, there are general

### Interviews vs. focus groups vs. surveys

Interviews and focus groups are best in situations when the researcher wants to understand how something works, understand nuanced points of view, understand a topic area that has not been explored in the past, and otherwise understand an issue at a great level of depth. Focus groups are appropriate when you have limited resources/time and/or if you want to understand a variety of perspectives on a topic participants would feel most comfortable discussing as a group. For more sensitive topics, or when it is especially important to understand a particular participant's views, individual interviews are more appropriate.

A survey, on the other hand, is helpful for gathering easily quantifiable information from a large group of people in a cost-efficient, time-efficient, and generally more straightforward manner. Surveys are particularly helpful when the researcher has a good understanding of the issue at hand, and therefore knows how to craft survey questions and response options that reflect the reality of the topic being studied.

guidelines for considering what is best to ask via a survey vs. an interview vs. a focus group (see the “Interviews vs. focus groups vs. surveys” box). Table 1 provides more details on which research questions and specific topics are best suited to each data collection method.

**Table 1.** Data collection methods for each research question

Research Question	Topic	Surveys	Document Review	Interviews/Focus Groups
<b>1.</b> Are home visiting systems including families in leadership opportunities at the program/LIA, community, and state levels, and if so, how?				
a. What are the opportunities, goals, and expectations for family voice and leadership at the program/LIA, community, and state levels of the home visiting system?	Existing structures and opportunities for family voice and leadership	Example: “Our state, territory, or tribe has advisory boards or councils to enable and support parent leadership” <sup>17</sup> with response options of yes and no.	Examples: <ul style="list-style-type: none"> <li>• Grant applications</li> <li>• Reports about existing engagement efforts</li> </ul>	Example: “To what extent are families served by home visiting represented on cross-model or community-wide early childhood advisory groups?”
	Goals and expectations for family participation	n/a	Examples: <ul style="list-style-type: none"> <li>• Grant applications</li> <li>• Progress reports</li> </ul>	Example: “What are you trying to achieve by engaging families in [insert type of engagement opportunity]?”
b. To what extent are families interested in being involved in leadership opportunities?	Family level of interest	Example: “Imagine you were invited to review and provide feedback on a change to how home visiting operates in the state. To what extent would you be interested in providing feedback?” Response options could include: not at all interested, somewhat interested, and very interested.	n/a	Example: “Are you interested in sharing your ideas with home visiting staff and other home visiting leadership to help improve home visiting in your community?  If so, how do you think you could be helpful? If not, why not?”

Research Question	Topic	Surveys	Document Review	Interviews/Focus Groups
c. To what extent do families participate in leadership opportunities?	Family participation (e.g., participant demographics, frequency)	Example: "How many parent advisory meetings have you attended in the last year?"	Example: <ul style="list-style-type: none"> <li>Meeting minutes</li> </ul>	n/a
d. What types of program and policy decisions (e.g., CQI efforts, coordination with other community service providers, program governance) are families asked to provide input on?	Types of programmatic decisions	Example: "Did you contribute to a discussion focused on a decision about [insert programmatic topic]?" with response options of yes and no.	Example: <ul style="list-style-type: none"> <li>Meeting minutes</li> </ul>	Example: "In what ways did you contribute to a discussion focused on a decision about [insert programmatic topic]? How did you provide input?"
	Types of policy decisions	Example: "Did you contribute to a discussion focused on a decision about [insert policy topic]?" with response options of yes and no.	Example: <ul style="list-style-type: none"> <li>Meeting minutes</li> </ul>	Example: "In what ways did you contribute to a discussion focused on a decision about [insert policy topic]? How did you provide input?"
e. How are efforts to engage families in leadership opportunities implemented (recruitment, supports provided, solicitation of family input, etc.)? Are the goals for engagement achieved? How is family input reflected in decisions? How are decisions communicated back to family leaders?	Process for engaging families	n/a	Examples: <ul style="list-style-type: none"> <li>Grant applications</li> <li>Recruitment materials</li> </ul>	Example: "Can you describe the process for engaging families in leadership opportunities? What does it typically entail?"
	Family recruitment	Example: "Our state, territory, or tribal programs include role descriptions for parent leaders [...]" <sup>18</sup> rated on a 1-5 scale.	Examples: <ul style="list-style-type: none"> <li>Grant applications</li> <li>Recruitment materials</li> <li>Meeting minutes</li> </ul>	Example: "We understand that your community engages families in leadership via the [insert name of engagement effort]. How are families recruited to be part of this effort?"

Research Question	Topic	Surveys	Document Review	Interviews/Focus Groups
	Supports provided	Example: "Were you provided with an incentive or voucher for participating in this leadership opportunity?"	Examples: <ul style="list-style-type: none"> <li>• Grant applications</li> <li>• Recruitment materials</li> </ul>	Example: "Can you describe some of the preparation or materials you received before participating in this leadership opportunity?"
	Solicitation of family input	Example: "In what ways have you provided input to the group?" Response choices could include: during meetings, in written feedback, in small group phone calls, other (please describe).	n/a	Example: "Can you describe how you have provided input throughout this opportunity?"
	Goals achieved	n/a	n/a	Example: "In what ways do you feel the goals of engaging families in this opportunity have been met or not met?"
	Input included	Example: "How much parent input do you feel was included in decision-making?" with response choices of none, some, a lot, or all.	Example: <ul style="list-style-type: none"> <li>• Notes from advisory board meeting</li> </ul>	Example: "Do you feel like your perspectives and opinions are considered as important as those of the professionals?" <sup>19</sup>

Research Question	Topic	Surveys	Document Review	Interviews/Focus Groups
f. What are the barriers and facilitators (e.g., organizational, cultural, familial) to engaging families in leadership opportunities, from the perspectives of both program staff and families?	Barriers to engaging families	Example: "Was [insert example: transportation] a barrier for engaging families?" with response choices of yes, maybe, or no.	n/a	Example: "What makes it hard to engage families in [name of effort]?"
	Facilitators to engaging families	Example: "Was [insert example: providing incentives] a facilitator for engaging families?" with response choices of yes, maybe, or no.	n/a	Example: "What helps make this engagement easier?"
g. What are the perceived benefits and drawbacks of engaging families in leadership opportunities, from the perspectives of both program staff and families?	Perceived benefits	n/a	n/a	Example: "What specific policies, practices, or issues have received the biggest benefit from family engagement?" <sup>20</sup>
	Perceived drawbacks	n/a	n/a	Example: "What are some of the perceived drawbacks of engaging families in leadership opportunities?"
<b>2. How do people at different levels of the home visiting system see family voice and leadership as influencing home visiting implementation quality and outcomes for families? Which aspects of implementation quality and which outcomes?</b>				
	Perceived influence on home visiting implementation quality	n/a	n/a	Example: "Do you believe having families engaged in leadership opportunities affects the quality of home visiting services? Why/why not?"

Research Question	Topic	Surveys	Document Review	Interviews/Focus Groups
	Perceived influence on outcomes for families	n/a	n/a	Example: "Do you believe having families engaged in leadership opportunities has the potential to influence program outcomes for children and families? Why/why not?"

In general, surveys should be short to encourage responses from as many participants as possible. We suggest that the survey should be able to be completed within 15 minutes. Interviews and focus groups should be no longer than 90 minutes and should target about eight to ten individuals, plus one facilitator and one notetaker.<sup>21</sup> Separate surveys and interview/focus group protocols may be needed for the different types of respondents (e.g., you will need to ask families different questions than you ask staff).

We strongly recommend partnering with families throughout survey and interview/focus group protocol development to obtain their feedback on what questions to ask and how to appropriately tailor questions for the audience. We also encourage the evaluator to consider linguistic and cultural inclusivity, for example, providing a survey in multiple languages, at a suitable reading level, and with culturally appropriate questions to ensure they reflect the context of the respondent. More generally, in developing measures, it is important to conduct cognitive tests and/or pilot tests to ensure the questions are accurately worded and interpreted. These tests can be informal and completed in a few hours with a small number of people from your target audience, or they can be more robust with a formal protocol that dives deeply into question interpretation. For example, you could test questions with some families during home visits, test questions with staff during supervision, or test questions with community partners during regular partnership meetings. The resources list at the end of this report provides a resource with more information on cognitive tests, as well as resources on the development and administration of surveys, interviews, and focus groups.

## Sample

Identifying a sample is closely tied to the data collection method that is most appropriate for answering a research question. As described above, we recommend a survey, document review, and interviews/focus groups. For this study design, we recommend surveying all relevant individuals when feasible (a “census”), reviewing all documents submitted by survey respondents, and conducting interviews and focus groups with a sample of individuals from each level of the home visiting system. We acknowledge that in some places, surveying everyone might be impractical; in those cases, we recommend identifying as broad of a sample as possible. See the “Census vs. a sample” box for the differences between a census and sample approach.

### Census vs. a sample

You may be interested in surveying or speaking to everyone in a particular group (e.g., all families served by home visiting, all home visiting program directors, all individuals across home visiting system levels). This “census” approach is appropriate when you are interested in understanding everyone’s perspective and have the time and resources necessary to do so. For example, a census approach could uncover a small but important group of respondents who may hold unique perspectives and beliefs. If you only surveyed or spoke to a sample, you may miss these important perspectives. This can be important if you are trying to build buy-in and need to understand where and how to focus your efforts. In other circumstances, resources may be more limited and/or a more general understanding of a topic may be sufficient. For example, if you are hoping to understand common barriers to family voice and leadership opportunities so you can invest resources in overcoming the primary barriers, targeting a sample of individuals would likely be sufficient in identifying the most common challenges.

The evaluator should begin sample identification by compiling a list of all individuals at each level of the home visiting system within the state or working with a state. This would include, but is not limited to:

- Families served by home visiting
- Home visitors
- LIA or other home visiting program staff, including leadership
- Those involved in any cross-model home visiting or early childhood groups in the community
- County and state agency staff overseeing home visiting
- Model representatives working with the state

To compile this list, an awardee can refer to the administrative data they have about each LIA in the state. The awardee can contact each LIA and request information from them about families, home visiting program staff, and LIA staff. To identify model developer, county, and state agency staff overseeing home visiting, reach out to the directors of relevant agencies to request a list of staff who work on home visiting.

This full list will serve as the list of individuals who will receive the survey. Ideally, you would collect email addresses of each person on this list so the survey can be electronically sent directly to them. However, some respondents, especially families, may prefer to complete the survey in paper form and submit it via postal mail. If that is the case, it is important to engage each home visiting program so home visitors can deliver hard copies of the survey to families and/or assist with mailing. While you will have a list of individuals who will receive the survey, we recommend administering an anonymous survey, so you are unable to connect each response to an individual. See the “Considerations around anonymity” box for additional information.

### Considerations around anonymity

The benefit of not asking for a respondent’s identifying information is that it can encourage the respondent to be more honest. When their name or other identifying information is connected to their response, they may be reluctant to share opinions that are less popular. However, if you plan to use survey responses to help identify individuals to interview, you must ask for identifying information.

The interviews and focus groups should be conducted with a sample of individuals since it is not feasible to speak with every person in the study population. We recommend using a purposive sampling approach (see the “Sampling approaches” box for descriptions of different sampling approaches). Purposive sampling allows you to target individuals who will have insights into the questions you are hoping to answer. Alternatives, like convenience sampling or random sampling may result in sampling participants who are not knowledgeable about family voice and leadership efforts, resulting in an inefficient use of resources. These alternative sampling approaches are more appropriate when you want to ask questions that do not require knowledge about specific practices or experiences.

## Sampling approaches

A **purposive sampling** approach identifies individuals with particular characteristics that are most relevant to the questions at hand. For example, if the survey identifies an interesting family leadership effort in a particular program, you may want to target the director of that program to get more information.

A **convenience sampling** approach identifies individuals who are most accessible to you and willing to participate in an interview. For instance, if you are hoping to speak with family members, you may ask home visiting programs to distribute an email asking for those who are interested in participating in the study.

A **random sampling** approach identifies the universe of individuals you may want to speak to and randomly selects the individuals to participate. For example, you may have a list of all home visitors and randomly select 5 home visitors to invite to an interview.

We recommend interviewing at least two individuals from each level of the home visiting system. You may speak with more individuals depending on your resources and interests. For example, there may be several innovative engagement efforts happening in many programs, so you may want to speak with more than two home visiting program directors. Depending on your resources, you may want to consider holding focus groups with affinity groups (i.e., family members, home visitors, etc.). Focus groups allow you to obtain a variety of opinions in a shorter amount of time. However, if you are speaking about sensitive topics, interviews would be more appropriate, as described in prior sections.

Below, we provide examples of individuals to speak with, depending on the availability of resources.

For those with limited resources, example individuals to engage include:

- **Families:** One family engaged in leadership at the home visiting program/LIA level, and one family engaged in leadership at the community or state levels. If there are no families engaged in leadership, you can consider speaking with families served by home visiting more broadly.
- **Home visitors:** Two home visitors who work with families who have been engaged in leadership opportunities. Ideally, these individuals would not be the home visitors of the families you speak to so you can gather more perspectives.
- **LIA and other home visiting program staff:** Two LIA or home visiting program leaders who have engaged families in leadership opportunities. Ideally, the two individuals would be able to speak about different family engagement efforts.
- **Those involved in any cross-model home visiting or early childhood groups in the community:** Two individuals, ideally from different groups, who can speak to family engagement efforts.
- **County and state agency staff:** Two county or state agency staff who have engaged families in leadership opportunities. Ideally, the two individuals would be able to speak about different family engagement efforts.
- **Model representatives:** One model developer representative from up to two home visiting models being implemented in the state. If only one model is being implemented in the state, then we suggest identifying two individuals who represent that model. These individuals should have knowledge of family voice and leadership activities in the state, if applicable.

If you have more resources and wish for more robust information, you can speak to additional people. For example, with more resources, you could speak to:

- **Families:** Multiple families engaged in leadership at the home visiting program/LIA level and multiple families engaged in leadership at the community or state levels. Try to identify families with different levels of experience (i.e., families who have recently begun engaging in leadership opportunities as well as those who have done so for a long time). Also, speak with families who have been invited to participate in leadership opportunities but declined, and families who have not been invited nor participated in leadership opportunities. Aim for diversity in any characteristics that you think may impact views on family engagement in leadership.
- **Home visitors:** Multiple home visitors who work with families who have and who have not been engaged in leadership opportunities. Ideally, these individuals would not be the home visitors of the families you speak to so you can gather more perspectives. Aim for diversity among the home visitors in terms of tenure, program, geographic location, race, and any other characteristics that you think may impact their views on family engagement in leadership. You may need to partner with home visiting program leadership to identify individuals who represent these different characteristics.
- **LIA and other home visiting program staff:** Multiple LIA or home visiting program leaders who have engaged families in different leadership opportunities. This group may include facilitators of family advisory boards or other leadership groups. Also, speak with LIA or home visiting program leaders who have not engaged families in leadership opportunities. Aim for the same kinds of diversity as you do for home visitors (above). You may consider speaking to all LIA and home visiting program leaders in your state.
- **Those involved in any cross-model home visiting or early childhood groups in the community:** Multiple individuals, ideally from different groups, who can speak to family engagement efforts. Also, speak with individuals who have not engaged families in leadership opportunities. Aim for the same kinds of diversity as you do for home visitors (above). You may consider speaking to all individuals involved in cross-model home visiting or early childhood groups in the community.
- **County and state agency staff:** Multiple county or state agency staff who have engaged families in different leadership opportunities. This group may include facilitators of family advisory boards or other leadership groups. Also, speak with county and agency staff who have not engaged families in leadership opportunities. Aim for the same kinds of diversity as you do for home visitors (above). You may consider speaking to all county and state agency staff working on home visiting in your state.
- **Model representatives:** Multiple representatives from home visiting model developers who have knowledge of family voice and leadership activities in the state, if applicable. Aim for the same kinds of diversity as you do for home visitors (above).

Given the variety among awardees, we do not specify the exact number of individuals to speak with if you have additional resources. We recommend speaking with as many people as your budget will allow and/or stop interviews/focus groups when each additional conversation is not adding any new information. See the “Practical Considerations” section below for more information about cost.

## Analysis Plan

Once the data are collected, the next step is to analyze them. This section presents a plan for analyzing the data obtained via surveys, the document review, interviews, and focus groups. We provide high-level guidance; for those unfamiliar with data analysis, we recommend working with your organization’s evaluation lead and/or contract with an external evaluator. Those individuals can prepare more detailed analysis plans based on your specific surveys, documents, interviews, and focus groups.

# Data cleaning, preparation, and organization

## Surveys

Many online survey platforms (Survey Monkey, Qualtrics, etc.) allow a user to produce basic statistics. This functionality can be particularly useful for someone with limited data analysis experience. However, for a more refined analysis, the first step is cleaning and preparing the data set. Assuming the survey was administered electronically, export the data into a format that can be read by the data analysis software you plan to use (e.g., Excel, Stata, SAS, R). If data were not collected electronically, manually input the data into a spreadsheet. Then, review the data for:

- Duplicates (i.e., an individual accidentally submitting two responses)
- Missing data, including ensuring that missing values are coded properly
- Formatting to ensure all variables are amenable to analysis (e.g., that numeric variables are stored in a numeric format)
- Any signs of data errors (e.g., unreasonable values, contradictory responses, incorrect execution of skip patterns)

Next, create any variables needed for analysis. For example, perhaps you asked about respondent's position in an open-ended question. Home visitors may have responded in multiple ways, such as "home visitor," "home visiting staff," or "parent educator." You can combine these similar responses so you can analyze differences between home visitors and people in other positions later.

## Document Review

Keep a record of the documents collected using a spreadsheet or document management tool such as Covidence or other similar software. Information to record about each document might include:

- Title
- Document type (e.g., report, meeting minutes, participant roster, policy)
- Who shared the resource with you, including their contact information
- A brief (1-2 sentence) summary of the resource
- A determination about whether this resource is relevant to your study (i.e., should it be reviewed in more depth?)

A discussion of how to analyze documents is provided in the analysis section.

## Interviews and Focus Groups

The first step in analyzing the interview and focus group data is to finalize the notes from each interview or focus group. We recommend having two study team members in each interview/focus group—one who leads the conversation and one who is responsible for taking notes. It is helpful to record sessions as well so the notetaker can fill in any gaps in their notes. If recording, ensure you obtain permission from participants to record the conversation. Depending on your aims and resources, you may want a verbatim transcription of each conversation, which will necessitate a recording. Verbatim transcriptions are necessary if you plan to use direct quotes to support your findings. They also can be helpful (although are not strictly necessary) if you are using qualitative analysis software, such as Dedoose or NVivo. On the other hand, notes that capture all points made during the conversation, but not at a verbatim level, may be sufficient if direct quotes are not needed.

Once the notetaker has finalized the notes, the conversation leader should review them to ensure the notes capture their recollection of the conversation. Ideally, the notes will be completely finalized within two days of the interview or focus group to ensure the conversation is accurately documented.

## Analysis

All analyses will be conducted at the level of the jurisdiction being studied, and in some cases, by the level of the home visiting system.

To analyze survey data, we recommend conducting the following analyses:

- **Compute the sample size**
- **Produce summary statistics of all quantitative survey questions.** For categorical variables, tabulate the percentage of respondents selecting each option. For continuous variables, obtain the mean, median, and range.
- **Summarize themes from all open-ended responses.** Review responses to each open-ended question. Generate a list of codes (i.e., topics) you identified. Then, code each response into one of the codes you created. Summarize themes emerging from the codes. Qualitative analysis software may be helpful, especially for open-ended questions that elicit lengthy responses.
- **Analyze by respondent characteristics, when appropriate.** Examine each survey question of interest by respondent characteristics (program, level represented, demographics, etc.). For example, for questions about barriers to engaging families in leadership opportunities, tabulate responses to that question by the level of each respondent to understand whether some barriers are more common or unique to certain levels. Depending on the variable type and data, use an appropriate test (e.g., chi-square) to identify whether there are statistically significant differences in the barriers by level. When examining responses by subgroups, it is essential to consider the full context that may be contributing to differences. For example, contributing factors such as racism, discrimination in employment and housing, or other social and structural barriers should be assessed to understand their role in observed differences.

To analyze the documents collected, read each resource you identified as relevant to this study. Summarize information from that resource that is relevant to each research question. For instance, if you are using an Excel spreadsheet, you can list the resources in the rows. There can be one column for each research question or subtopic that you are interested in. When reviewing each resource, summarize or copy and paste relevant information into the appropriate columns. When you have finished this summarization process, synthesize the information from each column to produce takeaways. Qualitative analysis software (mentioned above) can also facilitate this process using codes.

To analyze interview and focus group data, we recommend the following approach:

- **Review notes from the interviews and focus groups.**
- **Generate a list of codes (i.e., topics) you identified across responses.** For example, regarding how efforts to engage families in leadership opportunities are implemented, you may want to create codes around “financial incentives,” “transportation supports,” “recruitment strategies,” etc.
- **Code each set of notes by assigning portions of text one or more codes.** Using the example above, if the notes indicate someone said that they provide bus passes or transportation reimbursement, you could code that text as “financial incentives” and “transportation supports.” Qualitative analysis software, mentioned above, can help you organize your coding.
- **Review the text associated with each code, across interviews and focus groups.** Summarize themes emerging from the codes. For example, if only one person mentioned providing transportation

reimbursement to facilitate family engagement in leadership meetings, you can conclude this is not a common support.

- **Analyze by level of the home visiting system.** You may also want to summarize themes by level to understand whether responses vary depending on which level the family leadership activity sits.

Once data collection and analysis are complete, you can compile findings from the different data sources to provide an answer to each research question. For research questions using multiple data sources, you may find that the data sources provide different answers to the question. For instance, the survey may show that most families had positive leadership experiences, but the families participating in interviews may characterize their experiences as more neutral. If such discrepancies arise, flag the issue in your synthesis of findings and consider the strength of each data source when making a conclusion. In this example, if you received survey responses from 50 families and most of them have had positive experiences, but the 4 families you spoke with had neutral experiences, it is possible that the families you spoke with may not share the same viewpoints as all families. It is also possible that the interview process enabled those four families to reflect on and discuss their experiences in a manner that differed from survey responses. In analyzing the findings, you should consider why findings may differ across data sources (for example, families are able to expand on ideas more during an interview as compared to a survey). To facilitate this synthesis process, we recommend having a separate summary of findings from each of your data sources, organized by research question. For this study, this would include a summary of findings from the family survey, staff survey, document review, and the interviews and focus groups. To accommodate variation in perspectives between families and others, interview and focus group findings should be presented in a way that allows the evaluator to understand each group's perspective(s). This will enable easy comparisons among data sources and facilitate the understanding of the main takeaways from each research question.

## Practical Considerations

There are many practical considerations to weigh for the proposed study design. We have outlined key considerations below.

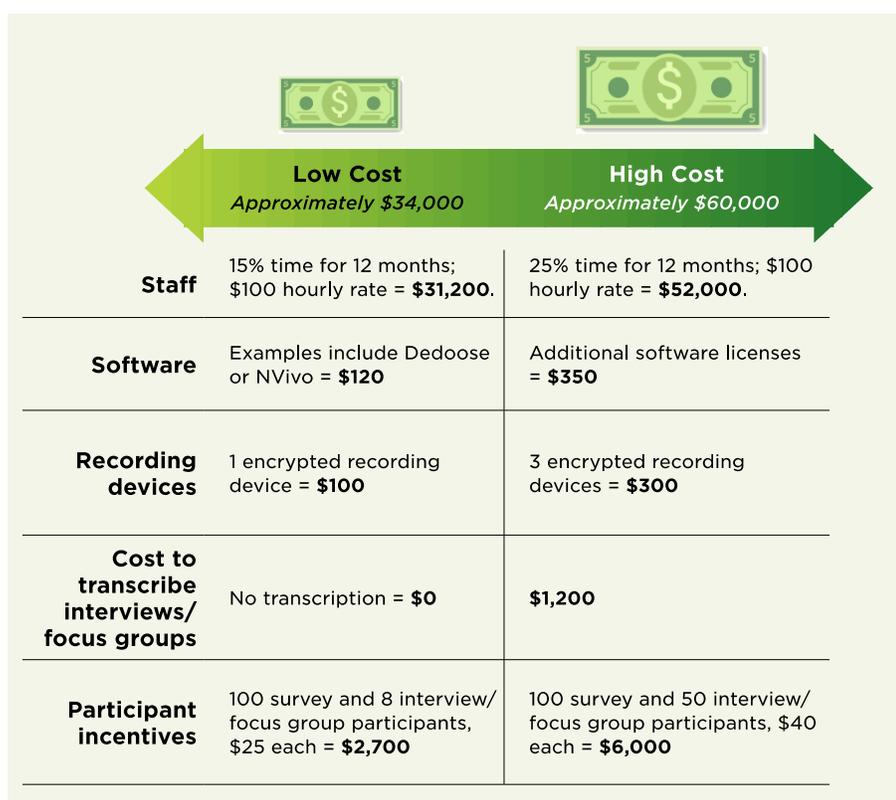
**Technical skill required:** The proposed study will require a study team that includes a project director who is responsible for all aspects of the study design and implementation, 1-2 data collection and/or research support staff and/or data analyst. Data collection staff, particularly those leading interviews and focus groups, should have experience in similar types of data collection activities; otherwise, training will need to be provided. When possible, staff should be external to participating LIAs to provide some level of confidentiality for study participants, particularly for families. The study would also benefit from the involvement of other key advisors to advise on survey and interview/focus group protocol development, sample selection, and interpreting findings.

**Level of effort:** We have assumed a 1-year timeline which allows for approximately 4 months of planning, 5 months of data collection activities, and 3 months of data analysis and dissemination and/or recommendation development. The planning phase includes the development of the survey and interview/focus group protocols (including soliciting feedback from your target audiences) and the preparation of the sample list. The planning phase may also include Institutional Review Board (IRB) review, depending on the purpose and approach ultimately implemented by the evaluator. Studies may require IRB approval if they meet the definition of research, involve human subjects, include interaction or intervention with human subjects, or involve access to identifiable private information. *Research* can be defined as a systematic investigation designed to develop or contribute to generalizable knowledge. Studies designed solely to inform quality improvement efforts do not typically need IRB approval. We estimate that the 5 months of data collection will require the most effort. Further, we anticipate 15-25% effort for staff, which includes time for the programming of the survey, survey administration, collection and review of documents, the scheduling and facilitation of interviews/focus groups, and data analysis.

**Costs:** In addition to staff time, there are additional costs for data collection and analysis. As described above, there may be costs for software (for example, Dedoose or NVivo for qualitative data analysis), recording devices, and transcription of interviews and focus groups, as necessary. We recommend providing incentives to those who respond to the survey or participate in interviews/focus groups. You can provide gift cards to all respondents or arrange a lottery that all respondents are entered into for the chance to win a gift card. The amount of the gift cards will vary depending on the length of the survey, interview, or focus group (e.g., \$25-40 per person depending on length and budget). Some individuals may not be able to accept an incentive (such as government employees). At a minimum, incentives should be provided to families. When planning for the study, be sure to consult any relevant policies around the allowability of incentives (e.g., funder requirements, agency policy).

As shown in Figure 2, the estimated costs for this study range from about \$34,000 to \$60,000 depending on specific assumptions. Figure 2 uses a staff salary rate of \$100/hour which is assumed to include fringe and benefits. Awardees and evaluators will need to adjust the salary rate to reflect their own pay scales.

**Figure 2.** Cost considerations



**Ethical considerations:** All study team members will need to complete trainings on privacy and confidentiality. All study team members will be responsible for explaining the study to participants, ensuring their participation is voluntary, and maintaining their confidentiality. If the study requires IRB review, there may be additional requirements like written documentation of consent. At a minimum, evaluators should obtain verbal consent from all interview/focus group participants and require survey respondents to indicate their written consent on the survey (e.g., through a check box).

# Use of Findings

Exploratory studies of family voice and leadership can help awardees identify topics that warrant further study. For instance, an awardee may learn that there are many methods to recruit families to participate in leadership opportunities and wonder which recruitment method(s) are most effective and/or which methods work best for which types of families. Or an awardee may learn that some people do not believe family voice and leadership influence a particular aspect of implementation quality (e.g., sustainability, workforce supports), which may spur an awardee's interest in further investigating other aspects of implementation quality. Awardees may find that they need to better understand a specific dimension of family leadership, or they may want to look at the outcomes of family voice and leadership on home visiting implementation quality or outcomes. Studies of this nature can guide awardees in understanding what factors are most important to measure and most likely linked to outcomes.

The findings from exploratory studies of family voice and leadership can be used by awardees in several practical ways as well. The following information includes examples of ways awardees can use the findings related to specific research questions.

**Research Question 1d. What types of program and policy decisions (e.g., CQI efforts, coordination with other community service providers, program governance) are families asked to provide input on?** Through this study, an awardee can learn about opportunities for enhancing family engagement in leadership. For example, the study may show that families are asked to provide input on the preferred skills and experiences of home visitors but are never asked to review and provide feedback on hiring practices or interview questions to assess those skills and experiences. The awardee can then provide training and support to LIAs around ways to engage families on new topics. Awardees could even consider developing performance measures that capture whether LIAs seek family input on a variety of different policy and practice topics (such as hiring, training, CQI efforts, etc.) to track whether families are providing input on relevant program activities.

**Research Question 1e. How are efforts to engage families in leadership opportunities implemented (recruitment, supports provided, solicitation of family input, etc.)? Are the goals for engagement achieved? How is family input reflected in decisions? How are decisions communicated back to family leaders?** Through this study, awardees can learn what it takes to engage families in leadership opportunities. For example, awardees might learn that current efforts to recruit families into leadership opportunities are minimal and that most programs do not have policies in place for recruiting families. Through interviews and focus groups, awardees might hear examples of successful strategies (e.g., strategies that facilitate a family's availability to participate) or examples of areas where LIAs would like more support (e.g., tools needed to engage with interested families) that could be developed as tools and offered to LIAs to strengthen recruitment practices. Awardees may also use what they learn to tailor trainings and other supports to build the capacity of programs toward enhancing family voice and leadership. For example, awardees might learn that some ways of communicating decisions back to families are more effective than others and use that information to enhance the capacity of programs throughout the state.

### **Research Question 1f. What are the barriers and facilitators (e.g., organizational, cultural, familial) to engaging families in leadership opportunities, from the perspectives of both program staff and families?**

One of the core functions of awardees is making relevant, high-quality training and technical assistance available to LIAs and home visiting programs. The results of this study can be used to develop or supplement training offerings and technical assistance tools that increase successes and address barriers identified via the interviews and focus groups. For instance, awardees could compile strategies for recruiting a diverse group of parents for leadership positions; prepare professional bodies to welcome and engage with parent leaders; or define roles for families. Grounding such training in strategies that already exist within the home visiting system can be an effective approach to spread ideas that work and build on system strengths.

Contractual requirements can also be informed by studies of family voice and leadership. There may be features of awardee contracts with agencies that support parent involvement, or there could be features that stand in the way. These studies can be used to help awardees consider how to structure contracts in ways that facilitate parent leadership.

## **Conclusions and Next Steps**

This report presents a design for a study to increase understanding of how family voice and leadership influence home visiting implementation quality. Given a lack of a common definition of “family voice and leadership,” a generally limited understanding of how families are engaged in leadership opportunities, and scarce existing data on this topic, this study uses an exploratory design. We recommend surveys, a document review, and interviews/focus groups and present ideas for how to implement these data collection efforts and subsequent analyses based on an awardee’s resources.

This exploratory study can be viewed as a preliminary step to understanding this topic area. As suggested in the report, this proposed study could help awardees identify topics that warrant additional study. In other words, the exploratory study proposed in this report can increase the level of knowledge about this topic and lay the groundwork for more sophisticated studies. For example, a subsequent study could use concept mapping to analyze and visually organize views on aspects of family engagement in leadership (such as benefits, drawbacks, challenges, etc.) and examine relationships between the themes that emerge. A study could also use observations of leadership meetings where families are engaged to identify which aspects of those meetings contribute to more robust family participation. Another study could use a randomized controlled trial or quasi-experimental study to compare different recruitment methods to see which methods are most strongly associated with engagement in leadership activities, and more distally, with home visiting implementation quality.

For awardees interested in pursuing this study, we encourage them to review the practical considerations and adapt the study design to their aims and resources, as needed. We also encourage readers to review the other study design reports that accompany this resource. This suite of study designs covers a variety of topics that reflect awardee interests, uses different designs, and varies in terms of the resources required.

This document was prepared for the U.S. Department of Health and Human Services (HHS), Health Resources and Services Administration (HRSA), by Child Trends in partnership with James Bell Associates, under HRSA contract number 75R60219D00026. The views expressed do not reflect the position of HRSA or HHS. Authors for the report are Sarah Crowne, Kristina Rosinsky, Jessica Goldberg, Julia Heany, Kara Ulmen, and Ilana Huz.

# Resources

## Interviews

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- Page 6: Readiness Assessment for Parent Involvement and Leadership in CQI
- Page 52: Partnership Assessment Tool

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