

## Implementing a Parenting Curriculum Using Implementation Science

### Choosing a Parenting Curriculum: Exploration

Shela Jooma: So thank you so much for joining the first webinar in the series titled Implementing a Parenting Curriculum Using Implementation Science. Today's webinar is Choosing a Parenting Curriculum, The first stage: Exploration. This is a four-part series highlighting the four stages of implementation science. It will take place over the next 3 months. We recognize the programs might be in different places or stages along the spectrum, and so if you've already started exploring or moved past exploration, we encourage you to think of some of the ideas that we're going to share retroactively. Here's a quick preview of this series. The next webinar is coming up on October 20. You can register through the link here on this page or we'll share the slide again towards the end of the presentation. And now, I'd like to introduce our presenters for today. We have Brandi Black Thacker from the National Center on Parent, Family, and Community Engagement (NCPFCE) and myself, Shela Jooma, also from the National Center on Parent, Family, and Community Engagement and we also have Kiersten Beigel from the Office of Head Start. So, I'll invite Brandi and Kiersten to introduce themselves and then I'll jump in after that.

Brandi Black Thacker: Hi everybody, this is Brandi Black Thacker, it's so good to be with you today and this is a topic we're so excited to be sharing. It's our number one request. So, and we're very thrilled that you got the chance to be with us and share some time this afternoon. For those of you who don't know Kiersten, she works, as you can see on the screen in her very excited Head Start block holding Office of Head Start and she's our Federal Project Officer. So, she not only leads our charge but certainly is a family engagement expert in her own right and we're already so thrilled to be beside her as she leads our work and sort of gives us the space to create within the power and certainly within the thoughts you got. So, very happy you could be with everybody today.

Shela: Sure, I'll just say quickly, my name is Shela Jooma, I'm a program manager for Research Development and I have been excitedly working on with Brandi and Kiersten to prepare this webinar series. And for this first webinar, our goal today is to review some key terms to guide, your implementation of a parenting curriculum. We'll also go over how to make a plan for tasks such as developing and implementation team. We'll review some assessment tools to measure parents' strengths and needs as well as your program's capacity to support the develop -- the delivery, sorry, of a parenting curriculum and we'll also spend some time considering the elements of an implementation plan that will allow you to manage your implementation efforts through the process.

Brandi: Thank you, Shela. Apologies that my good Southern graces got in the way of your introduction. I think what we should do in good Head Start you know, form everybody -- Let's look at the Performance Standards. I am going to check one more time on Kiersten and see if she's with us. If not, we'll review the standards while she's getting her audio and then we'll let her give us some context right from the federal perspective. Well, you all know how we do it in Head Start world. We take this standard and we dissect it word by word, don't we? Every single word means something to us and when we really start to look at each of the phrases, each of the ways that, the languages given to us, when we run a program, it means that we stop and take a look at what each of these mean. Not only to we in our programs and our communities, but certainly to our families. So, let's take a peek. I know that you guys have been looking at this because can you believe it, the standards are a year old now?

And here's what this standard in particular says: a program must, at a minimum, offer opportunities for parents to participate. I'm going to pause here, that means to us what? That parents are the intended, sort of, target of our affection as it relates to this opportunity, parents are the recipients. With these opportunities, [Inaudible] families. Now, that's important because we haven't had a lot of questions around crash encouragement, what we've always known and done, besides the littlest rooms in our program and how that relates to -- what we're going to do besides family. So, this is a good distinction to think about already the parents are our recipient obviously here as it relates to the languages and standards. Then we have this other huge piece, we offer the opportunities for them to participate in a research-based parenting curriculum. Research-based here is very important. A little later in our time together today, we are going to talk exactly about what that means.

There is a purpose of the intent in the support of this standard in the Head Start arena. That we want you guys to think, sort of, what we've been thinking about in the big wide world of all things you know, rooted in science, research and evidence but also, how we're applying it specifically to this standard. So, stay tuned for that, that's going to be a big one. Then if we keep reading on, this is one of my favorite parts as a mama myself it's assumed that we as parents, bring our own knowledge to this bandwagon and to this interaction with programs. So not only to participate in the research-based part of the curriculum but it's built on what we already know and what we offer as parents. But it gives us the chance at the same time, to practice parenting skills. So, we bring our own knowledge but it also gives us the chance to practice what we already have and enhance us, and it's all in service of the child's learning and development. So, that sentence in itself says a lot. We get to offer opportunities for families in a research-based way, that's built on knowledge and gives us the chance to practice as parents.

That is all in service of child's learning and development. Then we'll read this last part that's really, really important. Now, you've got to see this too because sometimes we read this standard and we get the direct appear but then, we stop reading and this part's really important as well for all the reasons. You have the flexibility to make adaptations to the curriculum you choose, to better meet the needs of one or more of the specific populations that you work and you need to bring in an expert or experts to help develop such adaptations. We've had a lot of questions about this one but you can imagine that if you're making any tinkers towards the developer or the vendors there, based on what they have and created especially since it's been researched and especially since there's been studies conducted on its ability to be replicated if you make any shift, you probably need help or guidance from that vendor or developer and other local experts like, for instance, in our travel community, elders that (Inaudible) have been really asking for guidance along the way, so that it makes sure to honor all of the families within the context of those communities as well. Alright, well, we have lots of good stuff to talk about and we'll certainly get Kiersten back in as she's able to login and create the space for her to chat with you guys. She always has a lot of wonderful context to bring, especially not only related to the standards, but certainly the intent, of where this standard was even born, from the federal perspective. But, let's look at something here quickly, as we're waiting for her to come visit us. And you can tell me in chat or as you all explained at the top of the webinar, there's a little man figure, where you can raise your hand electronically. How many of you know about Implementation Science and these four stages?

You can raise your hand, you can say, "Me, me, me," in the general chat, right at the bottom of your screen. How many of you have done some work around these stages or other, maybe initiatives that you've infused into your program? Few of you -- Johnny and Bridget, I'm seeing you have in the general

chat. Wonderful!, So a few of you have been exposed to and actually have already been into a lot of the dialogue here. Well, what we're going to do today there are a few things that you need to know in a big way about Implementation sciences, specifically these four stages. So, all of you experts who were just saying, [Inaudible] I'm very familiar, the reason why we create this space is so we can be a corrective think-tank. So, anytime that you want to add your thoughts, your ideas, your successes, even your challenges, feel free to do that write in the general chat. We encourage it, we really appreciate that level of interaction and for those of you that who might be staying up for the first time, no worries. We're going to get everybody on the same page and what we really try to do as a center is teach and learn together. So, let's jump in. The big part that you should know here about the Implementation stages, as you can see there are four, that I love the piece about -- you can see this over-arching idea of It takes time. For any big initiative or piece project that we go to integrate meaningfully into our programming, it takes some time to get in and infuse in a meaningful way. There are our systems and service structure.

And certainly we know this and we have to know this that all of our -- what we have been studying you know, in not only in our programming but outside in the big wide world it's been proven that this kind of initiative takes about 2 to 4 years to fully implement and we can see that little lady on the end with her arms up like, "Yes, we made it to the 4 year extravaganza." But, what I want to do today is fully focus on Explore. That's where we want to stay because this, in my humble opinion, is a stage that you really need to give yourself permission to stay in. There's a lot good foundational work to do in the context of Explore, and I have to say, as a community, we have so much to do and so much to accomplish with all kinds of wonderful competing priorities. Sometimes we feel a little pressure internal and external to move through our steps very quickly. And, what we want to propose to you, is that, give yourself permission to really live in the space and we're going to tell you what things are encompassed within the first of the four stages -- Explore. So, let's look at this next slide, so you can see a little bit about what things we have in Explore. Throughout the course of our time together, you're also going to see some nods to the remaining 3 stages, and you can see them here. Don't worry about trying to capture all of that good business, we're going to be coming back to that as Shela mentioned, at the top of the webinar, we're going to have a webinar dedicated to each one of these stages for the next three months and then, we'll get to talk about each one and the tasks and takeaways that you should be caring from each of them.

We'll get to go into a lot of details related to each one. But, in terms of Explore and looking at that piece today specifically, there are a lot of great ideas and tasks that you could be considering here. Stopping to take a breath can really assess the need, where you are in your program, what your families really need and want support around, in terms of a parents' curriculum, what types of things your community are telling you in the way of either your community assessment, sometimes we get that information through the self-assessment. Certainly through our community partnership, we have a lot of venues for instance, that involve stakeholders, in a model like this and so, for those of you that are familiar, you'll know that there're certain structures here like multidisciplinary content implementation theme, that's a huge piece of this part of the puzzle for Explore.

So, not only are you thinking about what names are and within the construct of your presence in the community, but what's really going to fit for you long-term. Now, as a Head Start person who has grown up in this community, one of the things that I really, really, really appreciate about this implementation piece, the two-to-four years, is the overlap that we have. And I have to humbly admit, I think it's a gift with the five-year product period. And I want to see if you guys agree, because if you look at Exploration

and you see that second board that says "Examine fit and feasibility" We'll look at some of these in a little bit, but you really get to start pondering what's really going to work. What does my data say today, but what has my data said long-term? Like, what can we do to make a good decision that will really support our families over time? And what's going to make sense? So, if we try out, let's say, a curriculum under the five-year project period, you know, if it's not working, when do we recalibrate? If our data says that maybe it's not as effective as we had hoped, what do we do under that umbrella to make decisions about, you know, perhaps a different choice or a different adaptation of the same choice?

So, you can see how it's very organic, if you will. You can go forward, you can go backward, but it's constantly what we've always known to do anyway, through the way of continuous quality improvement. Taking stock of where we are and where we're going is it working, isn't it working? Do we need to stay the course, do we need to course-correct? It gives the opportunity for us to be completely flexible in our approach, and allow us to define a model that we think is really going to work, based on what we know, and then make a very good decision about which curriculum meets --

What we think is gonna align super-well for not only our program, but of course, for our families and the community that we serve. Kristy is asking some really great questions over here. Kristy, this is excellent. I think that Policy Council, the folks on Policy Council both parents and community will be a great addition to these stakeholder discussions, and even in the county implementation team, they're -- I think parents in particular, Policy Council and otherwise, would be an amazing addition to help make the level of this kind of a decision. And shortly, we're going to get to that question, and here's just a little bit with some details for you. So, here's where we want to go, to Kristy's nudging. We want to look at some key terms, tasks, and take-away messages, so you guys can really see what sorts of ideas we're talking about, so we can convince you that you really have permission to stay here and think about what's going to work for you, to really explore in all of the ways that you said earlier. What is fun and exciting, what can we uncover, what can we discover, what are the things that we can do that are really going to make an impact? Side

note: Aren't we tasked to showcase said impact? We have to show in a tangible way I believe we've always been craving, right? What kind of impact that we're really able to make with such families. So, this is an avenue that we've really been hoping to not only find, so that we can quantify the amazing growth and strides that our families are making alongside of, but also so that we can have, like, a regimented way to offer families to practice those fields and services for their child's development. It looks like Kiersten may have audio. Is that true?

Kiersten Beigel: It's true, it's true. Oh, my goodness!

Brandi: I might do some kind of happy dance, but y'all don't want that visual on a Friday. Kiersten, would you like to stay on this slide to offer your very fancy federal context, or would you like me to go back to the Standards slide?

Kiersten: Thank you. It's good to finally be with you all. So, you know, I just -- I'm sure you've said a little bit about this, but you can find some of the research related to this standard in the preamble of the Head Start Performance Standards. But just really, it's based kind of on the evolving body of research around parenting, in particular, the impact that early childhood programs can have, building off of parents' strengths. And just having a lot of benefits for parents and children when there is more structured activities with more of a research base. Now, some of the terms in this standard do raise

some questions, and so -- Because, you know, in the field -- in various fields associated with early childhood, we have different ideas about what comes to mind when we think of the word "curriculum." Also, what comes to mind when we think of the research base. So, we'll come back around on that in this conversation, just to let you know that the way we will be talking about is really from the perspective of this standard and implementing it. I'm just acknowledging that.

A lot of folks have different ideas about those words. We need some working definitions and we'll get that going into you in a little bit. Ultimately, the standard is about adding something to your menu of offerings to parents, right? It's about sort of expanding, what you're able to offer. It doesn't assume that every parent will participate in something like this, but it's an additional opportunity. It's really designed, is written to build on parents' strengths, thinking about where they're at, and also really thinking about parents -- Well, as adult learners, just us needing opportunities to think what's lacked in practice. So, it's -- The standard try is to call up some of those really important research-based principles. I think what I would just want to offer a couple of other things, is that, like, when you're thinking about implementation of the standard, you know, there is a real -- there is a lot of flexibility here for programs to make their own decisions. I know you've already probably gotten into some of that in your conversations so far here with Brandi.

But, you know, OHS really wants to give programs opportunities to think about what their community needs are, what their community partners are doing, what families are interested in, and kind of go from that place. So, for those of you who've looked up the new monitoring protocol that's just coming out, you will -- Actually, I think it was just posted on ECLKC a few days ago. You will not find anything related to this standard in the protocol, that's because, we just really wanted to give the program some time to kind of work this through and think about it from an implementation science perspective. And knowing that, you know, for some programs, this is a really new and big list, and really wanting to have time for folks to kind of focus on continuous improvement and learning about it. So, I think this series will help with that, and I've got eight or nine programs run in very different places with it. That's just a little bit of what I would've offered earlier on. As you heard me, I gave you guys -- I said hello to you guys initially about six times. Finally heard me. But anyway. So, Brandi, let me just let you kind of jump back in here, and I'll be right here if there's anything I can jump in on or answer questions about.

Brandi: Thank you, Kiersten. I see some questions coming in as well, and we are going to try our best to answer those, and please don't be dismayed if we don't get to them out loud right away. You guys may know about us that we hang out at least 15 minutes after the webinar ends to try to answer some of these, either out loud or in chat. So, what we're doing right now, is as they come in, we're keeping them off to the side in a special place, so that we can address them either as we go, during the webinar, or if you hang out with us a little bit afterwards, we'll do our best to get to everything as we can, and then, as you know, we're going to have three more chances to be together as we go forward. So, thank you for the questions as you're inspired by the concept. Okay. So, let's see. Here's where we left off the most awesome stuff, the big takeaway here this is, you know, my little humble opinion.

There's a lot of flexibility. We have a lot of options. We have to carefully consider them, and, you know what, our leaders at OHS have gotten us to co-construct with them a lot of great resources, so, we tried to put a few things in a pile for you to consider and for you to utilize as you consider what's going to work best for you. So, this process, we can just claim, is not going to be a perfect process. And guess what? That's okay. Isn't that a gift in and of itself? It's okay that it's not going to be perfect. And with the

five-year project period, we're going to have the option and opportunity to make decisions based on our current data, and stay the course if we're doing all right, and change course if we need to, and then make those decisions as we go forward, and do the best we can, and get better as we go. And this is not anything new to us in the Head Start community. So, those are the kinds of things that we just want to make sure that you feel comfortable and give yourselves permission to stay within, as you really take a few moments -- lots of moments -- to explore what's going to make the most sense for you in your programs with your families. Okay, you guys are asking a lot of great questions about some resources that we have, some opportunities for you to look around. We do have some resources for you to look at. We're going to show you those all throughout the course of our time together today. And it's our job to compile as much as we can, so you can make good, informed decisions based on what you know about your locality, and we'll showcase those for you as we move along here. So, let's look at some key terms. Now, here are a few things that I want you to see there's some major bits of language on this slide, but what I would like to do is just zoom into a couple of these, especially if you are just getting to know some of the stages and what this means over time. And we really want to kind of follow, like, one of these lines of thinking through a couple of exercises here.

So, right on the top, you see the phrasing Fit and Feasibility. So, in Explore, like we said, you get the opportunity to really dig around, if you will, see how the curriculum might fit within your program. Some states actually are trying to figure out if they can choose a curriculum that fits at that level, or whatever kind of network that you're part of, and if it aligns not only with the program, but other initiatives that are priorities, like your mission, vision statement, your program structures, all the things that we do. Also, the feasibility part refers to your own capacity to implement. Now, some of the things that I know (Inaudible). I was a director once for a Head Start program, and I cannot help come to this conversation with that at the forefront of my brain, because not only are you thinking about fit and feasibility of the actual curriculum itself, but you also have to think about the time, talent, and human resources that you have within the context of your programmatic operations. So, those are the kinds of pieces that we want to think it through together not only fit and feasibility of the actual curriculum, but the fit and feasibility of your capacity within your program, and maybe even your community, to really implement this curriculum. So, I want you to stay that that's where we're going to stay in that first term of Fit and Feasibility, and there are other pieces for exploration here that are key terms. That's the Implementation Teams that I mentioned, and one of you actually mentioned up here that you wonder who those key stakeholders may be. And we have some examples here. Individuals from diverse roles, like teachers, administrators, family support staff, parents, families. Some of you already also have those sorts of implementation teams created.

For instance, for, like, community assessment purposes that has folks from across disciplines, across roles in your program, from the community, that are helpful. So, look at those. And usually, we ask folks to think about what you already have in place, and see how you can utilize folks with this kind of expertise towards that end. You'll see Logic model here, Replication, Terms of Reference, Theory of Change. All these are key ideas for the exploration stage. But, as I mentioned, we're really going to stick with Fit and Feasibility here, as it relates to not only the actual curriculum that you'll choose, but, in addition, how you might need to think programmatically. Now, let me say here, some of you may be moving on, because I'm seeing some of you are saying that you've chosen already, a specific curriculum. So, you might be beyond some of these ideas. But I want you to know that some of these thoughts, ideas, tasks, and times are still applicable past your choosing, because at one point, you're going to have

to go backwards and see, “Is this curriculum actually working for us?”, “Is it actually going to be effective as we move forward?”

And so, you can use a lot of these ideas to continue thinking about, like, “Okay, we made the choice before we had some of this information. Let's do our due diligence. Let's go back and retroactively see if it is working with us.” And if it goes yes, stay the course -- no, what else do we need to do? So, Fit and feasibility. There are all kinds of amazing questions. Now, this -- and I'm saying these slides are so good, you're doing our job. You're having all kinds of knowledge towards some resources that we have on ECLKC for you to look at, and I want to give you a couple of nudges here. You're also going to see on the left-hand side of your screen, some resources that we're going to be uploading for you. And there are a couple that you can find that will be super-helpful as you're continuing to search and look around. You may also know, on the ECLKC, that we have a whole page now that's just dedicated to parenting. In fact, how many of you know about E-click or ECLKC?

All the same thing, it just depends on where you live, how you say it. Hello, Bridget. Okay, everybody, yes -- All right, well, you know that it recently had a facelift. You go for the facelifts, right? Yes, we use it every day, too. Okay. Well, underneath the topics, if you go there and look under “Topics”, there's a whole page of our resources, and now, under “Family Engagement”, there's a sub-topic called “Parenting”. And we're going to show you where it is, but it has all kinds of resources. We have several things for you to look at that we've compiled, that, for instance, one was probably what Anna mentioned, that we do have a continuum of resources, and those things are mostly evidence-based, so they're much beyond the bar of the research-based requirement from the Standard, so you're not constrained to that book alone I want you to hear me say that you are not constrained. But there are also all kinds of other things now. There are, like, registries that we've started to compile, that folks that thought of early childhood have put together for folks to consider in the way of parenting curricula. And we're also constantly working with you guys to hear what you're looking at, and then we have a whole process internally at our center to really talk through which things you're thinking about and how they line up, and what things you're excited about and how they could be helpful to you, so that you can look at them and see if they're a fit for you.

All right, so, let's look a little bit at Fit. Again, we're here to see, like, how well does it meet the needs of you with your program and the community. What does it look like as it lines up with your values, the climate, what your staff feel, how they want to contribute. Are there training needs, for instance, or certifications that are necessary, if you choose something that requires, for instance, like, a clinician to deliver. One of the things the director in me wants to know is how many families can it serve at once, how many weeks does it last? All of these things are incredible questions to ask. I want you guys to hear this part, this is important. You have to be thoughtful consumers, you have to know what questions to ask, because there are specific parts of this Standard that are so incredibly important, that if you don't ask the important questions about what folks are telling you, then you might miss some nuances. So we want to make sure that you're properly prepared to be able to go out and be the thoughtful consumers that we know you want to be. But not in the panics place, because what we're telling you under the umbrella of Explore, is you have time, you don't need to make a snap decision. You can take a step back and you can breathe a second, and then you can jump in with confidence, y'all, that's what I'm going to say with confidence. All of the slides that you're seeing right now are actually embedded in another resource that you're going to find, and that will be my friend Jackie helping us out. She's put in some links in the chat for you.

This Fit and Feasibility: Questions to Consider chart is in a guide that we created about three years ago that is super-helpful, and it takes you through all of these stages, each of the stages of Implementation, as we showed you. But it gives you all of these key terms, tasks and takeaways in writing, so that if you want to go off and find that, we not only have it for you to download in the files on the left of that center part. And we also have it in the web links on the bottom left. So, you can do that too. We'll fix you up. All right, we want to hear from you. We want to hear a little bit. When you guys go to tinker, and dig, and work, and discover, what you want to do with a new project or initiative, tell us just a little bit about how you go at that. What are the things that you do to explore what might be a good fit for your program? All right, I see Family Needs assessment, PR, there's research. Right, data assessments. Cool! With the cultural background, absolutely cost -- Hi, Bridget. Customize.

There are no words that fit... All the time about the money We have to look at the budgetary implications, not only of the actual cost, but of the time, the training, the investment over time, interest (Inaudible), community assessments. Some structures say we have to go to Cost first. Other staff knowledge can be -- Absolutely you guys are right on in this. This is very the confirmation about how we do, what we do, in terms of our overall programmatic planning piece. All of this is very in line with that. So the data assessment, (Inaudible), the feedback, teacher knowledge, training. These are families. We know what we know because we are connected to our families so we can go back to even just, our regular communication system. So, let's look here. What we want to do -- I'm going to sneak by this, because what I'd really like to do is get you guys to a very important part of this work, that is also very critical to the work. There are other tools in the context of this work that are going to help support your choice. But what I'd like to do is get you down to some key tasks here, and out of these key tasks, we're going to have a couple of things that we really want you to think about.

A, You've got to get that implementation team going super quickly and figure out what kind of actions you need to take together in service of the choice, of the parenting curriculum. We have, like, the strengths and needs idea, like, what is it that you really need? What are your data telling you? What are your families telling you? All these things that you just said this is in service of all of those ideas you just offered. What's the fit and feasibility? Is there the opportunity to develop a theory of change in the logic model, so over time you can follow the efficacy of what this is going to look like and if it's actually working for you? And then, the selection. Do you guys see that there's a lot to be done before the selection? Here's my most favorite part, guys. This is critical. I'm pausing on purpose, so you make sure you're not missing anything. This Decision-Making Checklist is critical. Now, you have it to download, or off to the left, but we need to go through this, line by line by line. Now, in the Standard, it says that you have to choose a parenting curriculum. The first question you have to ask yourself is, "Is this thing I'm about to buy or that I have already purchased, a curriculum?" Can I get a witness? Do you agree? You have to know if it's a curriculum first and foremost, right? Danielle replied to me. I hope she was saying, "LOL." There she is. Thank you, Danielle. All right, the first question you have to answer is, "Is this a curriculum?" This Decision-Making Checklist gives you the characteristics that make up the definition of a curriculum as it is intended to support this standard. Are you with me?

Kiersten: Brandi, I'm with you. This is Kiersten. You know, this checklist came about from several iterations of conversations between National Center researchers and the Office of Head Start to really arrive at what the intention of this standard was. So, this is really a technical assistance resource for programs, but the best guide we have, in terms of this idea of helping our programs be very informed consumers of all the different kinds of products, you know, digital tools, curricula, different family



engagement strategies. There's so many kinds of amazing programs and resources out there. This is really a checklist that's designed to help programs think about this standard and think about, sort of, how some of these things this is sort of our way of defining curriculum, targeting back to what I said earlier. People might have it's awesome -- some talk about some early childhood curriculum examples coming up, and, you know, that's really different than what this checklist is about, which is about, sort of, parenting. So, I think this is always going to be your best kind of litmus test and your best source of -- A place to kind of ask questions when you're purchasing or partnering with your community partners who're already doing a parenting curriculum, to really kind of think it through. Now, I just want to say that, you know, this checklist, it's not a policy or guidance. It's really meant to be a supportive tool, because ultimately with these standards, the office of Head Start is really relying on programs to make choices that are the best fit for them. So again, it's really our best guide that we have right now, and I encourage folks to really -- To take a look. So, Brandi, if you want to walk us through some of the pieces, please go for it.

Brandi: Yeah, let's do it. All right, so you have my first big quandary. "Is this thing even a curriculum?" And to answer that question, you really need to go through these characteristics, and that's first and foremost because that's what the standard asks is you have to have a curriculum. Now, what that means to us in the context of this standard is, it has to be -- and you guys can see it structured, sequenced learning activities for parents that focus on two or more of the following domains. Now, these domains are really, really supportive of what the standard asks, which is allowing families to practice skills in service of their child's development. You guys can see them: Nurturing, then there are descriptors that follow after.

Discipline: providing limits, teaching self-control, handling challenging behaviors. Teaching. Language. Supervision. This allows you to look at what you're being sold, or what you're considering, and ask, "Does this product cover at least two of these things? And if I were asked to be proud of my choice, and which two or more of these that it covers, what would I say and how would I really back it up?" With my proudness. So, that's one, structured, sequenced -- Now, you guys, listen -- Structured, sequenced. This is not just a handout in the backpack, right? This stuff's not just a handout, this is not just a parent activity that goes home. This is a literal planful, intentional set of things that you support families alongside you in experiencing, so they can practice. That's the first bullet. Can y'all tell I'm excited about this topic? I mean, this is important for us, this is important, this is what sets us apart from every other early childhood provider. This is what makes us "us." This is exciting stuff! A manual. Here we go.

The second bullet: A manual or guide. Our scientific colleagues taught us it has to be manualized. Here's what I love, the trainer in me loves this part. What domains you have to deliver, how to present them, and in what order. This is where we get to the place of the efficacy. How you can replicate the benefit, or the impact of what you're doing with that family. You have to be able to do it in a consistent way that the vendor gives you, so that you can offer the same experience to families that is meaningful, and assists in growth, both, we hope, for the families and the kids. All right, so that's the left-hand side box. Here are a couple more that you need to consider. Has to be available for public use it has to be out in the big wide world for folks to be able to find and access easily, for not only replication, but if it's really working for folks, and it's really a program that is advantageous, research-based, has descriptive studies behind it, it's available for public use. And, it has to have at least two or more sessions And, guys, this, I have to be honest with you, is not a very high number. Two or more is not a high number. You have to at least have those sessions together with families, and actually, out of all of the curricula that we think

we've peeped at, we don't know of any that only have two, most of those have many more than that. So, we think that one is just a barometer for you to make sure that you don't discover any we haven't discovered -- but at least two. The next one is, it has to be delivered in a time-limited or ongoing manner. This one really means that, you know, for instance, time-limited it could follow the course of, like, a semester time-frame, or it might be something that just goes on and on throughout the course of your programmatic year, where you just keep that door open and each curriculum has a different time-frame that's proposed.

And that's something you have to think about when you're sort of living in that Fit and Feasibility, Explore part of this. That's something you have to think about. "Do we want it to be a six-week thing? Do we want it to go on and on? Do we want to choose only the first 12 families, because then we have to figure out how many simultaneously we can run, maybe or how many waves we need to do, so that all families get the chance if they want it?" All of those kinds of questions. Delivered to the parents as the intended and primary audience. We have to say to you guys, sometimes when we say, "What kind of parenting curriculum are you using?" folks give us an answer back that is actually the curriculum for their children. That's not this, it's different. This choice is for the families of the intended audience, this is for the parents to get to practice their own skills. So, they are the ones -- And so I'm combining these two bullets you see how I'm working that there? So, the parents are the intended audience. That gives them the opportunity to practice. And here's the cool part -- I think I saw this question come through a little bit ago. It can be implemented in your own settings within the Head Start construct or -- Drumroll, please.

You could partner with someone in your community to offer this. Now, we have to do our due diligence. We know that so many of you are connected deeply in your community. We know that not only are you a resource to your community, but you utilize your community in service of our families. If you find one of your community folks, like for instance, we hear sometimes, you know, within the human service structure and sometimes foster care, adoption agencies, they're doing some really great parenting skills or parenting curricula approaches to support families in those systems. We wonder if we could learn from those groups too, and sometimes they're having those conversations. What we just humbly offer for your consideration, is check in with them with this checklist. Make sure that you're constructing if you decide to partner with a community group you have open communication channels, you have a plan-that's all the stuff that happens at Explore here. You have a communication plan for how often you're gonna stay in touch with them, about how your families are doing, what your families might need, what kind of progress is happening. So that way, you have a great system in place to make sure that all of your it's are crossed and I's are dotted for any of your own stakeholders who may need to know at any given time.

That's how we do what we do, right? The last thing here -- These are ordered in a certain reason for a purpose. Now, you remember what we did when we dissected the standard. We said it has to be research-based. But research-based here comes last. And I'm going to turn this over to show you, to tell you a little bit about the difference between research-based, promising, and evidence-based. But I want to say one thing to you guys. This bit of research-based is important, because this is how we are defining the research base as it relates to this standard. It's grounded in over-urging science from the big wide world. This is in service of the question you need to ask. I started with one, and I want to end with one, before I turn it over to Shela. You have to ask, "Is this thing even a curriculum?" in Explore, and then you have to ask, "Is it research-based?" Not anybody else's definition of research-based. It's this definition of

research-based, and what Shela's going to tell you is, there has to be a set of descriptive studies that you can reference, so, your question to any vendor, any curriculum, sort of, expert, is -- Show me your studies. If they say they're research-based, you say, "Yes, show it to me, baby!" And Shela's going to take you through the differentiation of the three.

Shela: Thank you, Brandi. And I realize we're coming upon the top of the hour, so I'll try to go through this quickly, but we'll spend more time talking about the distinction in these definitions as the series continues. So, you'll see that the biggest circle here is the "Research-Based" circle. And it's big for a reason, and that reason is that it is kind of the broadest category of research that we would be looking for. So, if a curriculum is research-based, it's founded on research about parenting concepts, skills, and practices. That means that the developers have done their own research to see what the whole wide field says about what processes and what activities and what types of concepts can help improve parenting, and they have built their curriculum based on that information. So, that's the first step. If you're doing your own research, you might see that in the field as "research-informed." And as I said, that means that based on other studies and what we know about how a parenting curriculum works, those components are incorporated into this curriculum. The next important component is the third bullet there, and it's that the curriculum has a descriptive evaluation of the way that it's implemented. And what that means is that researchers have done some work to figure out what is the intended way that the curriculum was delivered, and hopefully, that means that it was delivered as the developer described in the manual. So, when a curriculum is delivered in that intended way, what are the outcomes that facilitators and parents are describing? So, it could be, you know, a questionnaire that they answer or a survey that they fill out that helps them describe whether -- how they feel differently as a parent, and how facilitators might observe parenting behaviors differently. So, a descriptive study can be either qualitative or quantitative, but it really just describes how the curriculum was implemented and what the changes were after the fact.

The next level up from that is "Promising Research-Based", and in order for a curriculum to be classified as a promising research-based curriculum, it has to have at least one peer-reviewed published study that describes the outcomes, the specific outcomes, on parenting, that the curriculum says that it will show. And the narrowest category is the Evidence-Based curriculum. And in this case, there has to be multiple strong quasi-experimental or randomized control trials describing how the curriculum was implemented and what the outcomes were. And one thing to keep in mind is that in order to have an evidence-based study that is peer-reviewed and published, it takes many years. It takes five to seven, maybe even 10 years. So, if you're evaluating a parenting curricula that you're looking at, keep in mind that if something is brand new, it may not have that level of evidence. But, that's also not a required level of evidence to meet the intent of the standards. For the standard, we're just looking for research-based curriculum. So that was a very quick explanation, and I'm sure there are some questions about that. But I'm watching the clock, and I just want to make sure that we have some time to get through a couple more resources that we wanted to be able to share with you.

Brandi: Let me check in with you guys. Thank you so much, Shela. There are a couple of questions that are coming in chat, and we are still collecting those. Thanks, Pam, for that one, and let's see if we can put those off to the side just for a second, and I'm going to ask your permission. We do want to show you -- Before you leave us here at the top of the hour, for those of you that I know your schedules are so packed, hour-to-hour. I want to make sure that you at least see this. And we have a couple of things here. Not only does Action Planning Format in service of Explore and where we've been together today,

so we'll inform your county implementation team. And we're thinking about those tasks, and your fit and feasibility, and what you really need to do to figure out what curriculum is going to be the best for you. We have a little form that you can use here in service of that that's also downloadable, there on the left. We also have a cheat sheet for you off to the left-hand side that you can download. That's this field. A lot of the information that we gave you today in a quick kind of fashion. So, you can refer back to that. We didn't even get to go deeply into some of the really cool tasks like the Hexagon tool that our colleagues at "Learn" have given to us that we'll continue to share through the course of this four-part series. But we wanted to make sure that you know that's over there, even in the back of the guide and at the back of the cheat sheet for download. And you can find all of these good things over on the ECLKC under the "Parenting" piece of the topic in the new format. So, what we're going to do is hang out for a little bit and chat, and we'll decide over here after the chat if we're going to come out loud and talk about some of your questions.

But feel free, if you have more time in your schedules to stay with us, then we'll tackle some of these. If you have to go, don't worry, we'll actually be archiving this, as Shela said at the top of the hour, so that if you need to come back and listen to some of the questions that were posed, you'll still have access to them. I'm just going to leave some takeaway messages up here for you as we start looking at some of the questions, and then we're going to prioritize those real quick here, off to the side, and then we'll jump in with you guys.

Does that sound like a plan? We could hang out with you guys all day on this topic. You can see, there's so much to say and so much to think about together, and so much, you know, that we want to explore right alongside you.