

## **The Evaluation Exchange—Harvard Family Research Project**

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[Harvard Family Research Project](#) (HFRP) was founded by the Harvard Graduate School of Education in 1983. The HFRP aims to help strengthen family, school, and community partnerships of early childhood care and education; promote evaluation and accountability; and offer professional development to those who work with children and/or their families. The project has aided philanthropies, policymakers, and practitioners by collecting, analyzing, and synthesizing research and information.

HFRP's Goals:

- Develop, test, and communicate methods that promote continuous improvement and accountability
- Promote diversity, program and system complexity, and outcomes measurement and attainment through evaluation practices
- Expand and strengthen the professional development base of those who work directly with children and families
- Provide policymakers, practitioners, and foundations with research and information to guide them as they fund new strategies and strengthen existing initiatives

HFRP strives to reach its goals through providing:

- Knowledge Development
- Training and Professional Development
- Technical Assistance
- Continuous Learning and Dialogue

HFRP has two categories for research:

- a) Family-school-community partnerships
- b) Strategy consulting and evaluation

HFRP-partial list of funders:

- Carnegie Corporation of New York
- The Annie E. Casey Foundation
- The Ford Foundation
- The Heinz Endowments
- The W.K. Kellogg Foundation
- John D. & Catherine T. MacArthur Foundation
- The Charles Steward Mott Foundation
- The Pew Charitable Trusts
- The Rockefeller Foundation

HFRP has an evaluation periodical, *The Evaluation Exchange*. The journal, published 3 or 4 times a year, addresses issues that program evaluations frequently encounter. The Evaluation Exchange emphasizes innovative methods and approaches to evaluation, emerging trends in practice, and practical applications of evaluation theory. It is designed as an ongoing discussion medium among evaluators, program practitioners, funders and policymakers. The journal is divided into 5 sections; (1) Theory & Practice; (2) Promising Practices; (3) Spotlight; (4) Evaluations to Watch, and (5) Beyond Basic Training. Journal subscriptions are free and contributions are encouraged.

Examples of evaluation-related articles in the most recent journal publication (Volume X, No.4, Winter 2004/2005):

- “Improving Parental Involvement: Evaluating Treatment Effects in the Fast Track Program.”
- “Parental Involvement and Secondary School Student Educational Outcomes: A Meta-Analysis.”
- “Blending Evaluation Traditions: The Talent Development Model.
- “What Matters in Family Support Evaluation?”
- “Learning from Parents Through Reflective Evaluation Practice.”
- “Ongoing Evaluations of Programs in Parent Leadership and Family Involvement.”
- “Promoting Quality Outcome Measurement: A Home-Visitation Case.”

Past journal issues of particular relevance to evaluators:

Vol. X, No. 3, Fall 2004	“Harnessing Technology for Evaluation”
Vol. X, No. 2, Summer 04	“Early Childhood Programs and Evaluation”
Vol. X, No. 1, Spring 04	“Evaluating Out-of-School Time Program Quality”
Vol. IX, No. 4, Winter 03/04	“Reflecting on the Past and Future of Evaluation”
Vol. IV, No. 2, 1998	“Evaluation in the 21 <sup>st</sup> Century”
Vol. 1, No. 2, 1995	“Participatory Evaluations”