

# Family Support as a Family Engagement Strategy



TURN AROUND SCHOOLS WEBINAR SERIES

JANUARY 10, 2012

ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

# Family Support as a Family Engagement Strategy



## **GOAL:**

**EXPLORE THE IMPORTANT ROLE OF  
SCHOOLS IN SUPPORTING FAMILY  
FUNCTIONING AS PART OF A BROADER  
FAMILY ENGAGEMENT STRATEGY**

# Objectives



- Deepen knowledge and understanding of:
  - 1) Research on how access to basic supports impact families' ability to be involved in children's learning
  - 2) The issue of chronic early absence –
    - ✦ How attendance data can help schools & districts identify families in need of support
    - ✦ Why is it an issue for school improvement
    - ✦ How is it linked to family engagement

## Objectives (cont.)



- Share examples of states and districts that have utilized non-educational funding sources to support families access to basic needs.

# Review of the Research



**MULTIPLE RISK FACTORS INTERFERE WITH  
CHILDREN'S LEARNING AND DEVELOPMENT**



# Review of the Research

## How do risk factors interfere?

- Diminish family care-taking abilities
- Overwhelm family functioning and impact child development

Pungello et al, “Early Educational Intervention, Cumulative Risk, and the Early Home Environment as Predictors of Young Adult Outcomes within a High Risk Sample,” *Child Development*, January/February 2010, pp. 410-426

# Review of the Research



- Risks most commonly encountered by U.S. kindergartners include living:
  - With a single mother (19%)
  - Below the federal poverty level (18%)
  - In a large family- 4 or more in the home (14%)
  - With a mother who has not completed high school (12%)

# Prevalence of Family Risks



- A child's risk status is directly related to family income.
- For each affluent kindergartener experiencing each of the following risks:
  - 30 poor children experienced food insecurity in the home
  - 20 had a mother with low education
  - 15 had an unemployed mother
  - 9 were born to a teenage mother
  - 6 had a mother with poor health
  - 5 lived in a family with four or more children

Source: NCCP. How Maternal, Family and Cumulative Risk Affect Absenteeism in Early Schooling: Facts for Policymakers, February 2008



# Prevalence of Family Risks



- A child's risk status is directly related to race and ethnicity.
- For every white kindergartener experiencing each of the following risks:
  - 6 Black and 4 Hispanic children had mothers on welfare
  - 4 Black and 2 Hispanic children lived with a single mother
  - 3 Black and 6 Hispanic children had a mother with low education
  - 5 children in each nonwhite group lived in poverty
  - 3 faced food insecurity at home

# Review of the Research



- Different risk factors impact different aspects of family engagement and targeted strategies may be needed



Kohl, G. et al, “Parent Involvement in School: Conceptualizing Multiple Dimensions and their Relations with Family and Demographic Risk Factors,” *Journal of School Psychology*, 2000, November; (38)6: 501-523

# Risk Factors and Types of Family Engagement



	Low education level	Single parent	Depression
Parent-teacher contact			
Parent involvement school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Quality parent-teacher relationship	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Teacher perception		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent involvement at home	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Parent endorsement	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

# Family-Centered Practices



- Family-centered approaches to supporting families are effective in building capacity and increasing engagement
  - Treat families with dignity and respect
  - Provide families with information needed to make informed decisions and choices
  - Actively involve families in obtaining resources and services
  - Include practitioner responsiveness and flexibility to family requests and desires
  
- Trivette, C.M., Dunst, C.J., and Hamby, D.W. (2010) Topics in Early Childhood Special Education, 30, 3-19

# Conclusions

- Identifying barriers to family well-being is an important first step in improving family engagement in children's learning
- Addressing the family condition is a strategy that builds families' skills and capacity
- Starting early to address these issues can alleviate later more difficult engagement challenges for families and students

# Administration for Native Americans



- ANA Discretionary Grants – Social and Economic Development Strategies Grants
- Positive Indian Parenting Module
  - Partnership between the Association of American Indian Physicians and Oklahoma Public Schools
- Goal: Reduce youth violence and strengthen the family unit

# The Office of Family Assistance



- Temporary Assistance for Needy Families (TANF)
  - Cash Assistance
  - Child care
  - Transportation services
  - Work-related activities and supports
  - Refundable tax credits
  - Individual Development Accounts
- TANF and TANF Emergency Fund Support for Back-to-School Supplies
- TANF Support of Family/Community Engagement in Partnership with Schools

# The Office of Refugee Resettlement



- **Refugee School Impact Program (Grant)**
  - Discretionary \$15,000,000 program
  - Improve academic performance and social adjustment
  - 2 year grant
- **Activities**
  - English as a Second Language instruction
  - After-school tutorials
  - After-school/summer programs
  - Parental Involvement Programs
  - Interpreter services for parent/teacher meetings and conferences
  - Bilingual/bicultural counselors and aides



# The Office of Community Services



- Community Services Block Grant (CSBG)
- Winner's Reaching Amazing Potential Program (WRAP)
  - Long Beach Community Action Partnership (CAP) and Long Beach Unified School District
  - Provide afterschool enrichment programs at five LBUSD schools
  - Serve over 500 youth a day, provide employment support to over 430 working parents

# Contact List



- **Administration for Native Americans Help Desk**
  - Toll-Free Help Desk: 1 (877) 922.9262
- **The Office of Family Assistance**
  - 202-401-9275
- **The Office of Refugee Resettlement**
  - Essey.Workie@acf.hhs.gov
- **The Office of Community Services**
  - csbg@acf.hhs.gov
- **Further questions**
  - ACF: 202-401-9200
  - [www.acf.hhs.gov](http://www.acf.hhs.gov)