

A Menu-Based Approach to Parent Involvement: Processes, Strategies, and Impacts



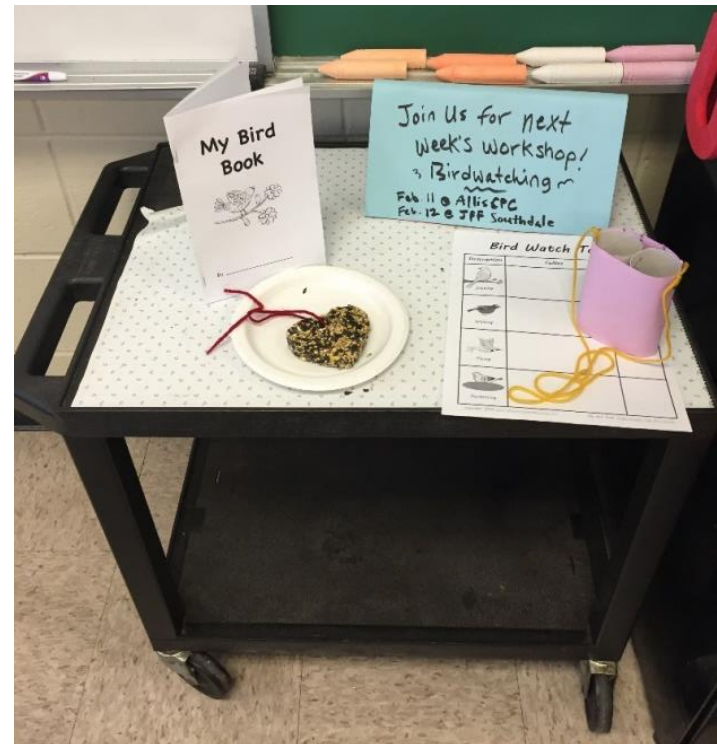
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HCRC Human
Capital
Research
Collaborative



Today's Presentation

- USDOE emphasis on PI/FE and school-family partnerships
- Menu-based system of Parent involvement and engagement
 - What is the process?
 - What do the day-to-day strategies look like?
- Impacts
- Implications and future directions



Parent and Family Engagement Provisions in ESSA

- Latest reauthorization of the Elementary Secondary Education Act of 1965 (ESEA)
- Funding: Title 1 Parent and Family Engagement Set-Aside: Each district is required to reserve at least 1 % of its Title 1 funds to carry out PI activities
- Parent & family engagement funds must be used for at least one of the below activities:
 - Supporting schools in training staff regarding engagement strategies
 - Supporting programs that reach families at home, in the community and at school
 - Disseminating information on best practices focused on engagement, esp. to increase engagement of economically disadvantaged families
 - Subgranting to schools to collaborate with community-based organizations that have a record of improving family engagement
 - Engaging in other appropriate activities to increase engagement

Dual-Capacity Building Framework for Family-School Partnerships

- “in order for family-school partnerships to succeed, the adults responsible for children’s education must learn and grow, just as they support learning and growth among students”

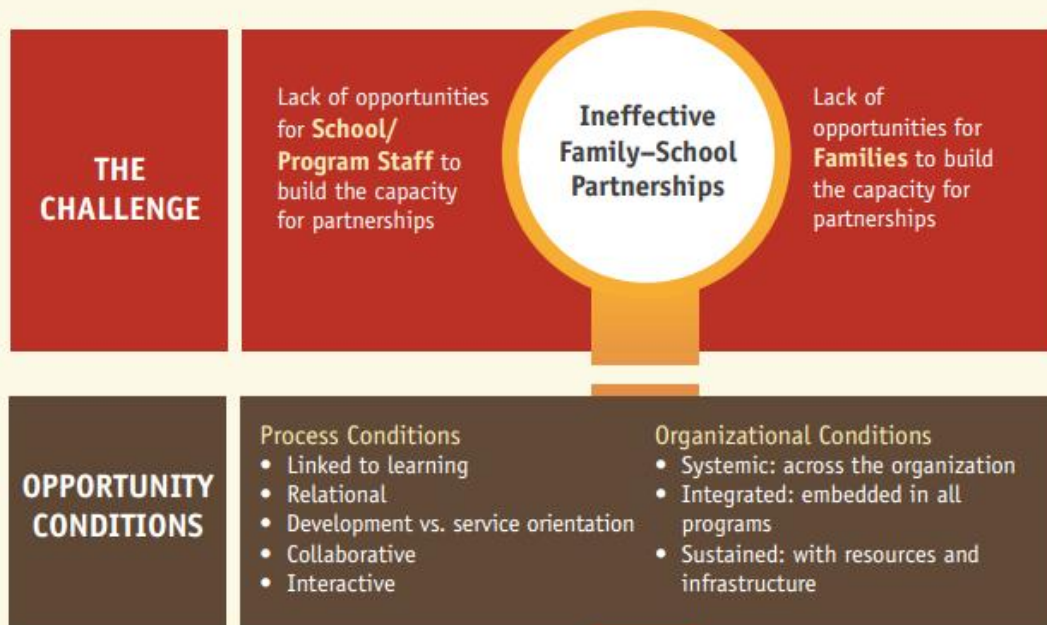
Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family–school partnerships. *SEDL Advancing Research Improving Education*.

- Framework sets foundational pieces and strategies that need to be put in place to have an effective partnership

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships



Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



- What have we learned about promising strategies to help do good work between home and school?
- Process conditioning:
Nuts and bolts
- Organizational conditions:
Infrastructure the district needs to provide

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships



- Capacity- where you want to see growth in the adults

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships



- Goals for school staff and families

Child-Parent Center Menu-Based Approach to Parent Involvement and Engagement

- CPCs are center-based early intervention programs that provide comprehensive educational and family-support services to economically disadvantaged children from **preschool to 3rd grade**
- CPCs expect parent participation, and implement child-centered approaches to social and cognitive development for economically disadvantaged children.
- Menu-based P-3 parent involvement and engagement as a critical element of the program



Requirements of the Parent Program

Structural Requirements	
Process Requirements	
Programmatic Requirements	

Requirements of the Parent Program

Structural Requirements

- On-site Parent Resource Room
- Parent Resource Teacher (PRT)
- School-Community Representative (SCR)
- Head Teacher
- Parent Liaison

Process Requirements

Programmatic Requirements

Parent Resource Room (PRR)

- Provides a friendly environment within the school, where parents can come in, learn, and become an active member of the school community.
- The PRR connects parents with each other and provides an opportunity for parents to create roles for themselves.
- The resources available in the PRR will vary based on the results of the Needs Assessment



Hawthorne, Rochester

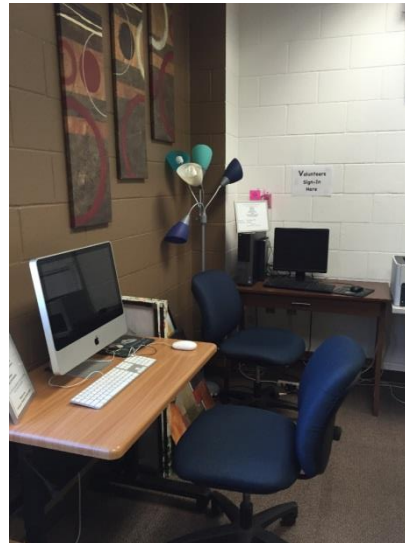


Bruce Vento Elementary, St Paul

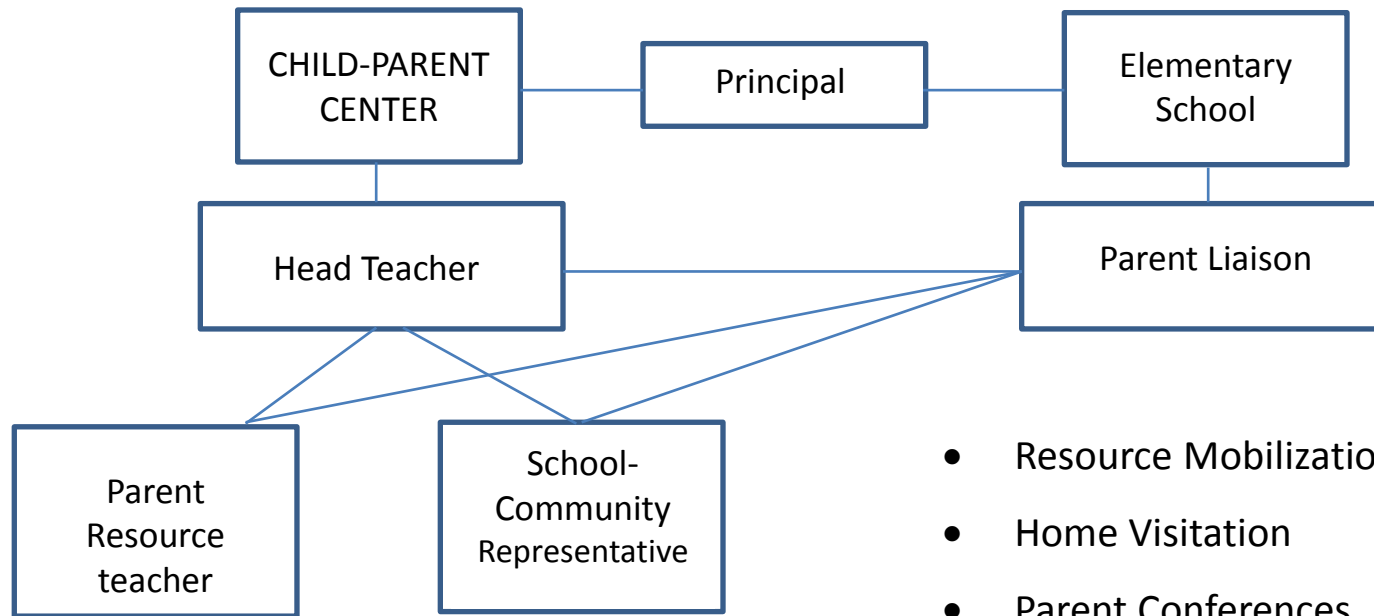
Parent Resource Room

Possible components of the PRR:

- Kitchen
- Lending library
- Computers
- Information wall
- Coffee maker
- Washer/dryer
- Exercise equipment
- Parent Bulletin Board
- Phone
- Table and chairs
- Sink, stove, refrigerator



Parent Involvement Structural Components



- Resource Mobilization
- Home Visitation
- Parent Conferences
- Parent Resource Room Activities
- Classroom Volunteering
- School Activities
- Home Support

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Structural Requirements

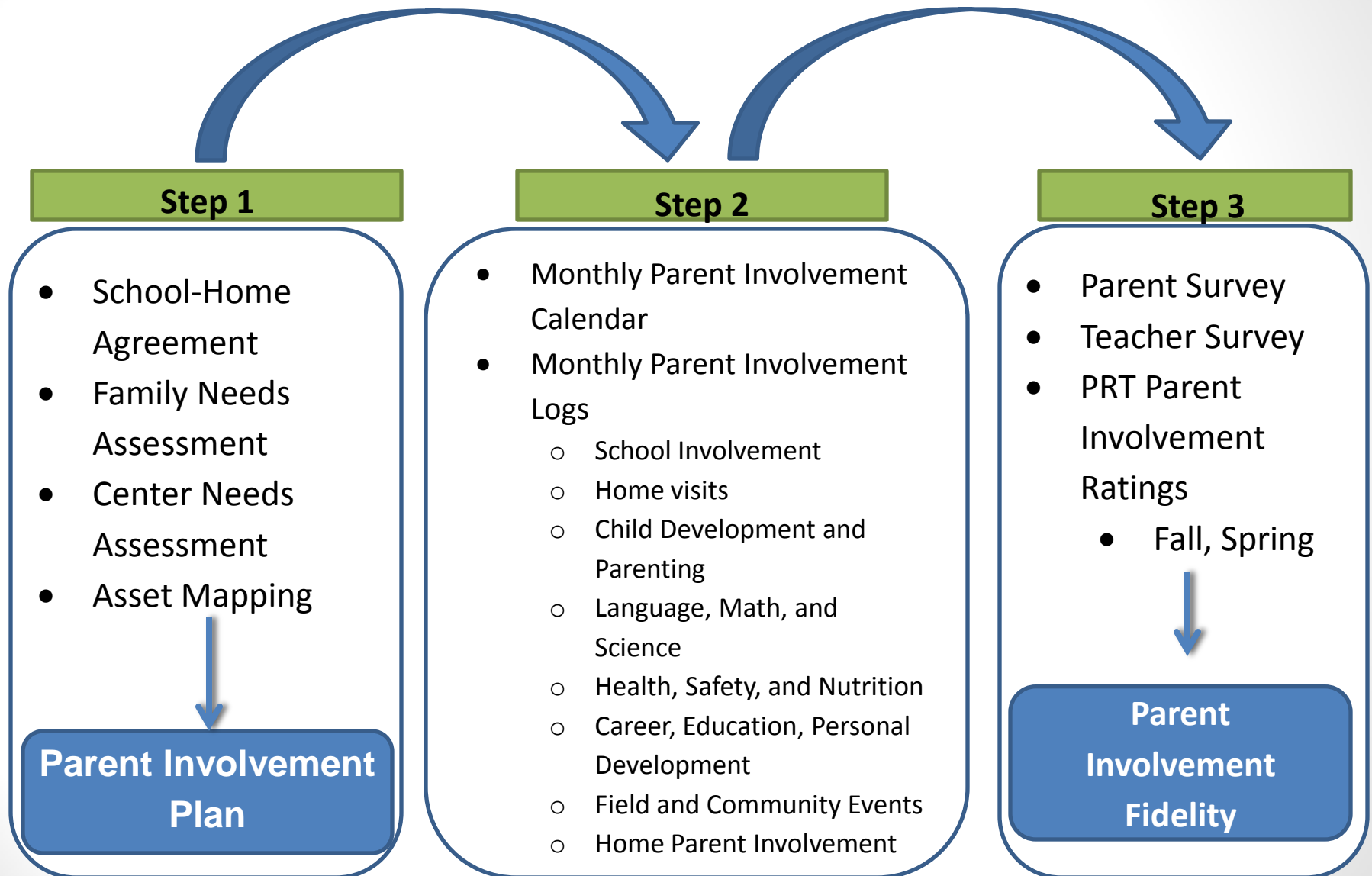
- On-site Parent Resource Room
- Parent Resource Teacher (PRT)
- School-Community Representative (SCR)
- Head Teacher
- Parent Liaison

Process Requirements

- 2.5 hours/week of parent involvement
- Needs assessment of all families
- Parent involvement plan
- Monthly parent involvement calendar

Programmatic Requirements

MCPC Parent Involvement Process



Sample Monthly Calendar

Head Teacher: _____ Parent Resource Teacher: _____ Parent Liaison: _____

		March 2015						
		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Areas of Concentration A Child Development B Parenting C Language D Math E Science F Health, Safety, and Nutrition G Field Trips H Career, Education, Personal Development	1	2 Effective Parenting Workshop 9am B	3 Computer Class for Parents 9am & 6pm H	4 Story Dictation Workshop 8:45am & 1pm C	5 Resume Workshop 9am & 11am H	6 Zumba 9am-10 Make-A-Book 10-2pm C F	7	
	8	9 Dads Reading Daily 9am Using GMAIL 6pm H	10 CPR/First Aid (Red Cross) 10am NonSense Word Fluency Workshop 12pm C F	11 Coffee with School Psychologist: Child Development 8:45am A	12 Math Games with Your Kids 9am & 12pm D	13 Gardening with Your Child Workshop 12pm E	14	
	15	16 Lending Library Parent Activity 9:30am & 1:30pm C	17 Self Defense Workshop 9am Nutrition Education 11am F	18 Healthy Lives Discussion "Breast Cancer Awareness" 2:30pm F	19 Bullying Workshop 10am A B	20 GED Workshop 12pm Why Does My Child Have Tantrums? 9am A B H	21 Yoga with Your Child at Carson Library 9am F	
	22	23 Math at Home Workshop: 9am Good vs. Bad Snacks 1-3pm D F	24 Consumer Workshop: Trip to Grocery Store 9am G	25 Resume Workshop 9am & 11am H	26 Financial Literacy Class 10am-12pm H	27 Parent Advisory Council Meeting 10:15am B	28	
Instructions For a given activity, Indicate in the lower right hand corner of each box, by letters: A, B, C, D, E, F, G, H	29	30 Making a Schedule for Children 9am & 1pm A B	31 Resume Workshop 9am & 11am H					



Read to your child every day!

Requirements of the Parent Program

Structural Requirements	• On-site Parent Resource Room
	• Parent Resource Teacher (PRT)
	• School-Community Representative (SCR)
	• Head Teacher
	• Parent Liaison
Process Requirements	• 2.5 hours/week of parent involvement
	• Needs assessment of all families
	• Parent involvement plan
	• Monthly parent involvement calendar
Programmatic Requirements	• At least one home visit for every family, conducted by SCR
	• PRTs assist in development of Parent Advisory Committee
	• PRT participates in parent/teacher conferences
	• Parent opportunities during different times of the days
	• Program is sensitive to diverse backgrounds and provide different options for families.

Strategies to Engage Difficult to Reach Families

“The PRT will greet families during pick-up and drop-off to remind families about opportunities” – Chicago PRT

“Teachers text parents as a form of communication to remind them of events that are occurring at the school” – Chicago PRT

“We are trying to offer a variety of ways to engage them, at different times and locations to try and address the issue of transportation and schedule” – Evanston PRT

“Working as a team helps to engage difficult to reach families. If the SCR has difficulty reaching the family, she reaches out to the classroom teachers for assistance as well as the PRT and/or HT. Any communication made with families are logged in a Google doc and is shared amongst the team. We are able to keep track of what is working/not working as well as updating phone numbers.” – Chicago PRT

Kindergartens and Early Learning families had a great time at the Winter Extravaganza Family Fun Night hosted by the CPC at Sugar Creek Elementary School. Families had the opportunity to visit over 16 stations to make winter crafts to take home with them. It was snowman and snowflake galore!

- Staci Mandros (Head Teacher/PRT)



Parents were being taught to crochet before the students came to share the Parent Resource Room.

-Arnette Mckinney (PRT)

Impacts of the CPC Parent program



Fiske Child Parent Center

This October, Parents had the opportunity to make pillows, work on their resumes, and learn about eye hand coordination activities that they can make with their children at home.

- Arnette McKinney (PRT)



Midwest CPC Expansion

- USDE Investing in Innovation (i3) Grant Recipient
 - 2012-2016
- Districts
 - Chicago Public Schools :17 schools
 - Evanston Public Schools :4 schools
 - Unit 5 (Normal, IL) :1 school
 - Saint Paul Public Schools: 6 schools
- Implementation of the CPC Parent Program in the preschool year, 2012
 - Program requirements were implemented collaboratively by PRT, SCR, and HT



Research Questions

1. **Do Child-Parent Center schools, compared to demographically matched comparison sites, have higher rates of parent participation?**
2. A) Is there an association between level of school parent involvement and student outcomes and attendance?
 - Achievement
 - Socio-emotional development
 - Chronic absence
- B) What is the impact of having a full-time SCR in this model?

Methodology

Do Child-Parent Center schools, compared to demographically matched comparison sites, have higher rates of parent participation in parent events?

- Sample:

	CPC status	# of schools	n
Chicago	CPC	16	2354
	Comparison	16	1226
Evanston	CPC	2	118
	Comparison	1	32
Saint Paul	CPC	6	247
	Comparison	5	125
Normal, IL	CPC	1	71
	Comparison	0	0
Total	CPC	25	2790
	Comparison	22	1383

- School parent involvement:

- Parent participation throughout the Preschool year was collected through a *Parent Involvement Log (2012-2013)*
 - Collected monthly
 - Collected from all families
 - Documented participation in any event/workshop or volunteering in the classroom

Monthly Parent Involvement Log

A. Classroom and School Involvement		☐ Check here if no activities this month			
☐ Volunteered in child's classroom	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
☐ Volunteered for class field trip	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
☐ Attended school events	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
☐ Attended parent-teacher conference	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
☐ Met with the teacher(s)	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____
☐ Participated in school decision-making (e.g., PTA meetings)	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____	Date: _____ Hrs: _____

B. Parent Involvement Activities		☐ Check here if no activities this month			
	Date	Hours	Provided by	Location	TOTAL EVENTS
Child Development and Parenting					# _____
☐ Child development	1. _____			2. _____	
☐ Parenting skills	1. _____			2. _____	
Language, Math, and Science					# _____
☐ Language and early literacy	1. _____			2. _____	
☐ Math	1. _____			2. _____	
☐ Science	1. _____			2. _____	
Health, Safety, and Nutrition					# _____
☐ Health, physical screening, exams	1. _____			2. _____	
☐ Nutrition education or cooking	1. _____			2. _____	
Career, Education, and Personal Development					# _____
☐ Adult education (GED courses, ESL classes, etc.)	1. _____			2. _____	
☐ Employment or job skills training	1. _____			2. _____	
☐ Financial skills	1. _____			2. _____	
☐ Household skills	1. _____			2. _____	
☐ Other support or activities	1. _____			(Specify activity: _____)	
	2. _____			(Specify activity: _____)	

- Monthly logs completed by the Parent Resource Teacher or School-Community Representative
- Completed based on sign-in sheets
- An on-line form is now available

Results

Parent Involvement Participation Means for CPC vs. Comparison

District	CPC	Comparison	Max.	<i>t</i>	<i>df</i>
Chicago	11.44 (20.85)	1.20 (2.85)	239	-23.42***	2519.00
Saint Paul	8.83 (22.57)	2.74 (1.74)	159	-4.24**	254.85
Evanston	3.21 (4.48)	1.28 (2.40)	28	-2.34*	148
Total	10.70 (20.37)	1.34 (1.34)	239	-23.89***	3016.60

Note. * $p < .05$, ** $p < .01$, *** $p < .001$ Standard deviations appear in parentheses below means.

Summary of Findings

1. Overall, parents participated more frequently in CPC sites compared to Comparison sites.
2. The greatest difference in the magnitude of parent participation was in Chicago.
3. Parent participation rates varied wildly in Chicago and Saint Paul CPC sites.
 - Perhaps this is because school parent involvement became a part of some parents' routine in the morning.

Research Questions

1. Do Child-Parent Center schools, compared to demographically matched comparison sites, have higher rates of parent participation?
2. **A) Is there an association between school parent involvement and student outcomes and attendance?**
 - **Achievement**
 - **Socio-emotional development**
 - **Chronic absence****B) What is the impact of having a full-time SCR in this model?**

Methodology

Is there an association between school parent involvement and student outcomes and attendance?

- **Sample:**

Chicago school district

CPC students: 1,724

- **Measures (collected 2012-2013):**

Preschool parent involvement:

- Parent participation throughout the year was collected through a *Parent Involvement Log*.
 - Recoded as No vs. Any vs. High Parent Involvement
 - No involvement = 0 participation
 - Any involvement = participated 1~17 times throughout the years
 - High involvement = 18 times or more participation throughout the year (appx. 2x/mo)

Achievement and Behavioral development:

- Teaching Strategies GOLD (teacher ratings in the Fall and Spring of Preschool year):
literacy, math, socio-emotional development, cognitive development

Attendance

- Chronic Absence collected by the school district (10%+ missed days and 20%+ missed days)

Covariates

- Fall TSGOLD score, month assessed, African American, Hispanic, Female, Special education status, Months old, free lunch status, SCR status

Results

Parent involvement Predicting Proficiency of TSGOLD										
	Math		Literacy		SEM		COG		TOTAL	
	β	SE	β	SE	β	SE	β	SE	β	SE
High invol. (18 cut off)	.32**	.10	.42***	.10	.64***	.09	.42***	.09	.33***	.10
Any invol.	.02	.07	.01	.07	.20**	.07	.06	.07	.03	.07
SCR status	.72***	.08	.95***	.09	.75***	.08	.85***	.08	1.10***	.09

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; Covariates controlled for: fall score, month assessed, black, Hispanic, female, sped, months old, free lunch status

Results

Parent involvement Predicting Attendance

	Chronic absence 10% + missed days		Chronic absence 20% + missed days	
	β	SE	β	SE
High involvement (18 cut off)	-.28***	.08	-.48***	.09
Low involvement	-.06	.06	-.21**	.07
SCR status	.38***	.07	.29***	.08

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; Covariates controlled for: fall score, month assessed, black, Hispanic, female, sped, months old, free lunch status

Summary of Findings

- Overall, there is evidence indicating that the CPC parent program increases school parent involvement
- Furthermore, preschool parent involvement impacts student achievement across multiple domains, socio-emotional development, and may prevent chronic absence.
- Any parent involvement – even just attending a few times:
 - can impact a child's socio-emotional development
 - is associated with decreased rates of extreme chronic absence
- A full-time SCR was associated with increased achievement, and increased chronic absence.
 - >Schools with high absence rates requested the SCR's hours be increased to full-time.

Implications

- Our findings indicate the importance of having a parent liaison that develops a menu-based parent program of events tailored to the needs of the families.
- The CPC parent program:
 - provides **concrete steps and strategies** for schools to **build capacity** for school staff and families.
 - a response to the USDoE Dual-Capacity Building Framework
 - provides **evidence-based strategies** that have been proven to increase parent involvement and impact children's development
 - a response to ESSA legislation to incorporate opportunities for family engagement
 - Title 1 funds can be used to, for example, provide transportation or child care to family engagement events
 - Training staff on the Menu-based system of PI
 - Supporting the Parent Resource Room and parent program

Future Directions:

- Next, our goal is to understand and identify the individual contributions of variations among schools to the success of parent involvement:
 - Fidelity of Collaborative Leadership Team
 - Fidelity of Parent program requirements
 - The impact of different types of events/activities
 - The continued parent involvement and engagement opportunities from P-3

Thank you!

For more information please visit:

Cpcp3.org

Hcrc.umn.edu

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