

Low Cost Strategies to Predict and Increase School Parent Involvement: The Benefit of a Needs Assessment



William Carlson, B.S., Momoko Hayakawa, Ph.D., Arthur Reynolds, Ph.D.
University of Minnesota

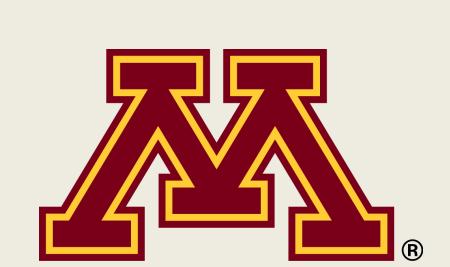
Introduction

- Research indicates that early school parent involvement (PI)
 positively affects children's adjustment to school, as well as their
 academic and social trajectories (Hayakawa, Englund, WarnerRichter & Reynolds, 2013; Hill & Taylor, 2010; Miedel & Reyolds,
 1999).
- Williams & Sanchez (2013) identified the primary barriers for parent involvement of inner-city parents as time poverty, lack of access, lack of financial resources and lack of awareness.
- While there is a breadth of evidence supporting the social and academic benefits of improving parent involvement and the barriers to family-school participation, there is a paucity of research regarding cost-effective methods for predicting and improving parent involvement.
- The Midwest Child-Parent Center Preschool-3rd grade (MCPC) intervention program is an evidence-based early childhood intervention program targeting school-based intervention for high risk multi-cultural communities in three Midwestern states. An integral requirement of the MCPC program is weekly school and home parent involvement facilitated and monitored by each program site.
- Given the importance of early parent involvement and a strong family-school connection, the program proposed methods for predicting and increasing parent involvement and identifying families at risk for low participation.

Methods

Participants

- 991 preschool children fro urban, economically disadvantaged communities who attended an MCPC preschool during the 2012-2013 school year
- 88% free or reduces price lunch, 62% female, 59% African American, 39% Latino, 40% single parent caregiver, 80% MCPC participants



UNIVERSITY
OF MINNESOTA
Driven to DiscoverSM

Methods Cont.

Measures

Intent

• Through a parent survey and needs assessment, parents responded to questions asking "Do you plant to attend parent involvement activities in: child development, health and nutrition, meeting with teachers, volunteering in one's child's classroom and/or professional/educational trainings"

Follow Through

Parents' follow through on their intended parent involvement was assessed using PI logs which documented information about the event: type, duration, date, location, and family member in attendance.

Analysis

Covariates included in analysis are: family race and ethnicity, child's gender, single
parent caregiver, free or reduced lunch status, parents' highest level of education
and parental beliefs about the importance of education.

Results

Table 1. Regression analysis of parent planning predicting year-end participation, by event type																		
	-	<u>.</u>											Career, education,					
	Total participation in			Participation in child						Volunteering in			professional			Health, safety,		
	any school event			development events			Teacher meeting			classroom			development events			nutrition events		
Event parents																		
plan to attend	В	SE	в	В	SE	в	В	SE	в	В	SE	в	В	SE	в	В	SE	в
meetings with																		
teachers	1.44***	0.41	0.09	0.01	0.09	0.01	-0.01	0.01	-0.01	1.66*	0.77	0.07	0.48***	0.12	0.12	0.22**	0.07	0.08
volunteer in																		
school	2.92***	0.36	0.20	0.14	0.08	0.05	0.03**	0.01	0.09	4.42***	0.68	0.19	0.54***	0.11	0.15	0.35***	0.07	0.15
school events	2.90***	0.39	0.18	0.24**	0.09	0.08	0.01	0.01	0.02	3.44***	0.74	0.14	0.61***	0.12	0.16	0.43***	0.07	0.16
career and																		
vocational	2.11***	0.35	0.15	0.23**	0.08	0.08	0.01	0.01	0.01	2.49***	0.66	0.11	0.46***	0.10	0.14	0.33***	0.06	0.14
GED	1.75***	0.33	0.13	0.20**	0.07	0.08	0.01	0.01	0.04	1.49*	0.64	0.07	0.46***	0.10	0.14	0.23***	0.06	0.10
financial skills	1.76***	0.36	0.12	0.13	0.08	0.05	-0.01	0.01	-0.02	2.08**	0.68	0.09	0.43***	0.10	0.12	0.21***	0.06	0.09
health, nutrition																		
workshops	2.89***	0.36	0.20	0.18*	0.08	0.06	0.01	0.01	0.02	3.72***	0.68	0.16	0.62***	0.11	0.17	0.50***	0.07	0.21
child																		
development	2.49***	0.37	0.17	0.26***	0.08	0.09	0.01	0.01	0.02	2.58***	0.70	0.11	0.57***	0.11	0.16	0.33***	0.07	0.14
													Note	e: *p <	.05, *	* p < .01,	*** p <	< .001

- Endorsing intent to participate on the parent survey predicted parents' follow through.
- Parents who endorsed interest in a particular parent-involvement event not only attended that event domain, but others as well.
- Some parents denied any intent to participate in the program's parent involvement activities. This response accurately predicted non-participation.









Discussion

- A needs assessment tool effectively identified families whose children are at risk for not receiving the benefits of early school parent involvement and thus are in need of additional support.
- Administering a parent survey and needs assessment targeting PI that includes information like time availability, and specific areas of interest eliminate the major barriers to PI of inner-city parents outlined by William and Sanchez (2013).
- Surveying intent for PI activity attendance at the beginning of the academic year appropriately informs program tailoring and accurately identifies those most as risk of family non-participation.

Acknowledgements

This research was supported by:

- U.S. Department of Education (U411B110098) and private-sector matched funds from 20 funders and foundations
- National Institute of Child Health and Development (NICHD, R01HD034294)
- The Human Capital Research Collaborative (HCRC) at the University of Minnesota
 Chicago Longitudinal Study, Institute of Child Development at the University of

Contact Will Carlson with questions: carl2871@umn.edu
For more about the Child-Parent Center P-3 program, please visit cpcp3.org