Improving Federal and State Policy to Support Family Engagement in Libraries

ALA Atlanta Midwinter Meeting
Saturday, January 21
10:30 AM – 11:30 AM
Meeting #235723
Georgia Convention Center, Room B217

Today's Speakers

- **Margaret Caspe, PhD**, Director of Research and Professional Learning, Global Family Research Project
- **Larra Clark**, Deputy Director, Public Library Association and ALA Office for Information Technology Policy
- **Johanna Pringle, MPH**, Title V Senior Manager, Maternal and Child Health Section, Georgia Department of Public Health
- **Scott G. Allen, MS**, Deputy Director, Public Library Association

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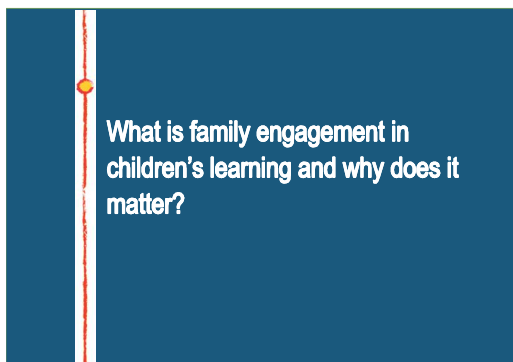**The State of Family Engagement in Federal Policy**

Margaret Caspe, PhD
Director of Research and Professional Learning
Global Family Research Project
www.globalfrp.org

Global Family Research Project

We believe all children and youth, from birth on, deserve quality learning opportunities and experiences.

Children learn anywhere, anytime. For all children to succeed, powerful family and community engagement and high-performing schools are essential.

What is family engagement in children's learning and why does it matter?

Family Engagement Is a Shared Responsibility

Families:

Promote and advocate for children's learning and development from early childhood to young adulthood

Schools and communities:

Open doors for families to meaningfully participate in children's learning anywhere, anytime
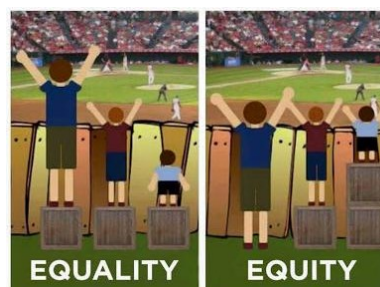
Family Engagement Happens Anywhere

Family Engagement Happens Across Time

Family Engagement Improves Children's Outcomes

- Improved school readiness
- Higher student achievement
- Better social skills and behavior
- Increased likelihood of high school graduation

Family Engagement Is a Matter of Equity

EQUALITY   EQUITY

Credit: United Way of the Columbia-Willamette

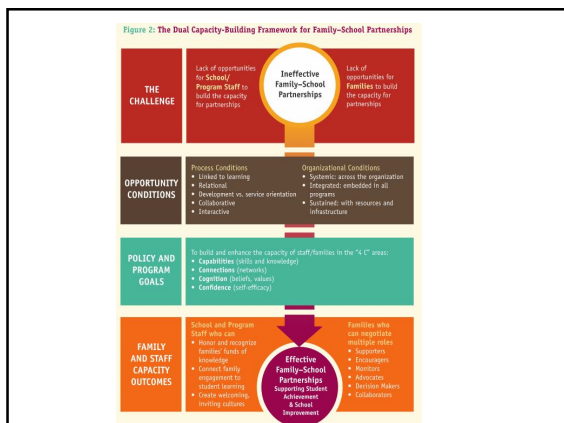**What is the state of federal family engagement policy?**

U. S. Department of Education

Every Student Succeeds Act (ESSA)

Title 1 Parent and Family Engagement Set-Aside
- Supporting schools in training school staff in family engagement strategies
- Supporting programs that reach families in the home, community, and school
- Disseminating information on best practices to support learning

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

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U. S. Department of Education

Every Student Succeeds Act (ESSA)

21st Century Community Learning Centers
- Programs to provide student supports, academic enrichment, extended learning, afterschool and family engagement programming.
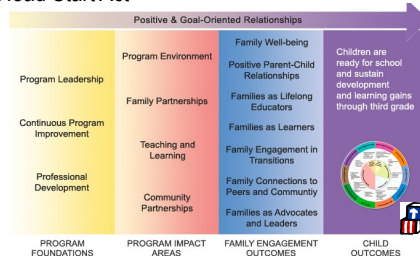

U. S. Department of Education

Individuals with Disabilities Education Act (IDEA)

- Under IDEA, families have a say in the educational decisions the school makes about a child and gives families special rights and protections.

U. S. Department of Health and Human Services

Head Start Act

U. S. Department of Health and Human Services

Title V of the Social Security Act

Maternal and Child Health Block Grant

- Access to quality care, especially for people with low-incomes
- Access to comprehensive prenatal and postnatal care
- Increase in health assessments and follow-up diagnostic treatments
- Family-centered, community based systems of care for special healthcare needs

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Additional federal-level family engagement initiatives

Department /Agency	Programs with embedded family engagement
Department of Justice	Juvenile justice programming
Department of Health and Human Services	Federal Home Visiting Program
Department of Agriculture, Food and Nutrition Services	Special Supplemental Food Program for Women, Infants and Children (WIC)
National Science Foundation	Science-focused grants
Institute for Museum and Library Sciences	Library and museum-focused grants

Barriers and Challenges

- Fragmentation

- Limited investments in and use of monitoring and capacity building

- Lack of prioritization of pre- and in-service professional training

Weiss, H. B., & Stephen, N. (2010). From periphery to center: A new vision for family, school, and community partnerships. In S. Christenson & A. Reschly (Eds.), *Handbook of school/family partnerships* (pp. 448-472). New York: Routledge

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What are new trends and opportunities for library leaders?

Building Infrastructure to Move Beyond Random Acts

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON FAMILY ENGAGEMENT
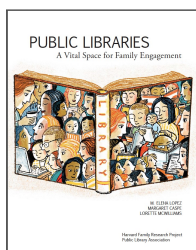*FROM THE EARLY YEARS TO THE EARLY GRADES*

May 5, 2016

PURPOSE

This policy statement from the U.S. Departments of Health and Human Services (HHS) and Education (ED) provides recommendations[1] to early childhood systems and programs on family engagement. Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems. For family engagement to be integrated throughout early
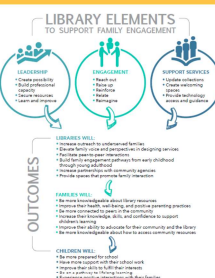
https://www2.ed.gov/about/inits/ed/earlylearning/families.html

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Focusing on State-Level Initiatives

Developing New Partnerships

PUBLIC LIBRARIES
A Vital Space for Family Engagement

M. ELENA LOPEZ
MARGARET CASPE
LORETTE MCWILLIAMS

Harvard Family Research Project
Public Library Association

A Framework to Support Family Engagement in Children's Learning through Libraries

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margaret_caspe@globalfrp.org

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ALAAmericanLibraryAssociation

Supporting
Early Childhood Learning &
Family Engagement

ALA and IMLS federal advocacy

- Library funding

- Advocacy with and comments filed
  - Department of Education
  - Health and Human Services
  - Domestic Policy Council

- Collaborations
  - Administration for Children and Families
  - Campaign for Grade-Level Reading
  - Reach Out and Read
  - Build

National Policy Agenda for Libraries

- "Libraries are instrumental in education and learning for all ages. For children in their first years of life, early learning programming and services boost school readiness for young children and directly serve parents and caregivers as their children's first teachers. Many libraries also have outreach programs to Head Start and child care centers."
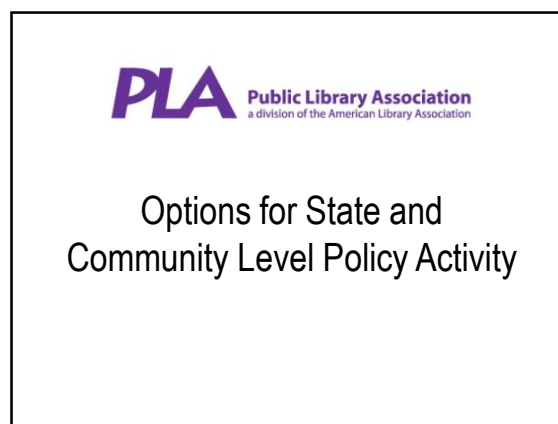

FROM BABY'S FIRST WORDS
Libraries Promote Early Learning

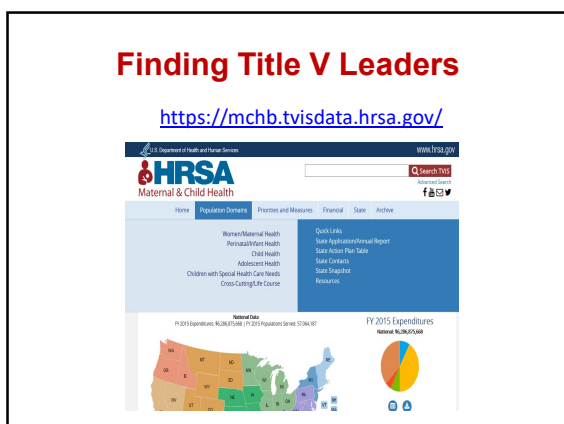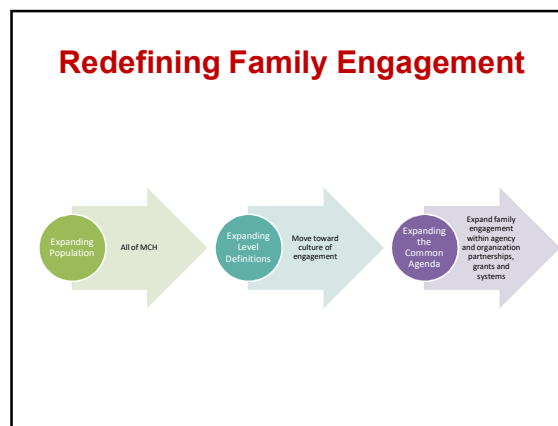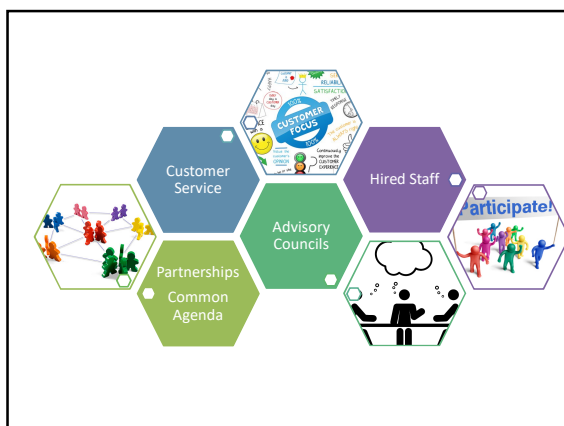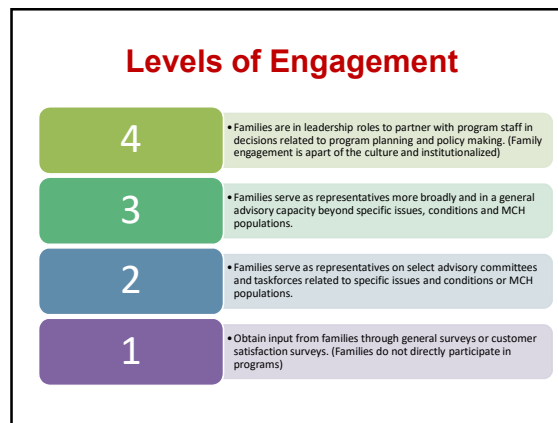http://www.ala.org/advocacy/pp/pub/revolution

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Next steps

- Rare area of bipartisan interest and support

- Leverage research and model examples

- Deepen collaborations and partnerships in advocacy

DPH
Georgia Department of Public Health

Family Engagement:
Georgia's Title V MCH
Program

Johanna Pringle, MPH
Senior, Title V Manager

We Protect Lives.

Maternal and Child Health Services Title V Block Grant

Levels of Engagement

4	• Families are in leadership roles to partner with program staff in decisions related to program planning and policy making. (Family engagement is apart of the culture and institutionalized)
3	• Families serve as representatives more broadly and in a general advisory capacity beyond specific issues, conditions and MCH populations.
2	• Families serve as representatives on select advisory committees and taskforces related to specific issues and conditions or MCH populations.
1	• Obtain input from families through general surveys or customer satisfaction surveys. (Families do not directly participate in programs)

Redefining Family Engagement

Finding Title V Leaders

https://mchb.tvisdata.hrsa.gov/

Options for State and
Community Level Policy Activity

- Simple actions
- Start small
- Elevate community successes
- Share what you do with ALA/PLA

With local school districts
- Influence their family engagement policies
- Promote the public library
- Join local networks

With state education agencies
- Find and influence 21st CCLC program funds

With IDEA Part C Early Intervention
- Identify local Part C service providers
- Educate them about library programs
- Establish policy that encourages providers to refer to libraries

Other Steps
- Identify and maintain contacts with policymakers and agency staff
- Join coalitions

Questions?