



Family Engagement in Migrant and Seasonal Head Start

Secondary Data Analysis using the 2017 MSHS Study

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Agenda

Background

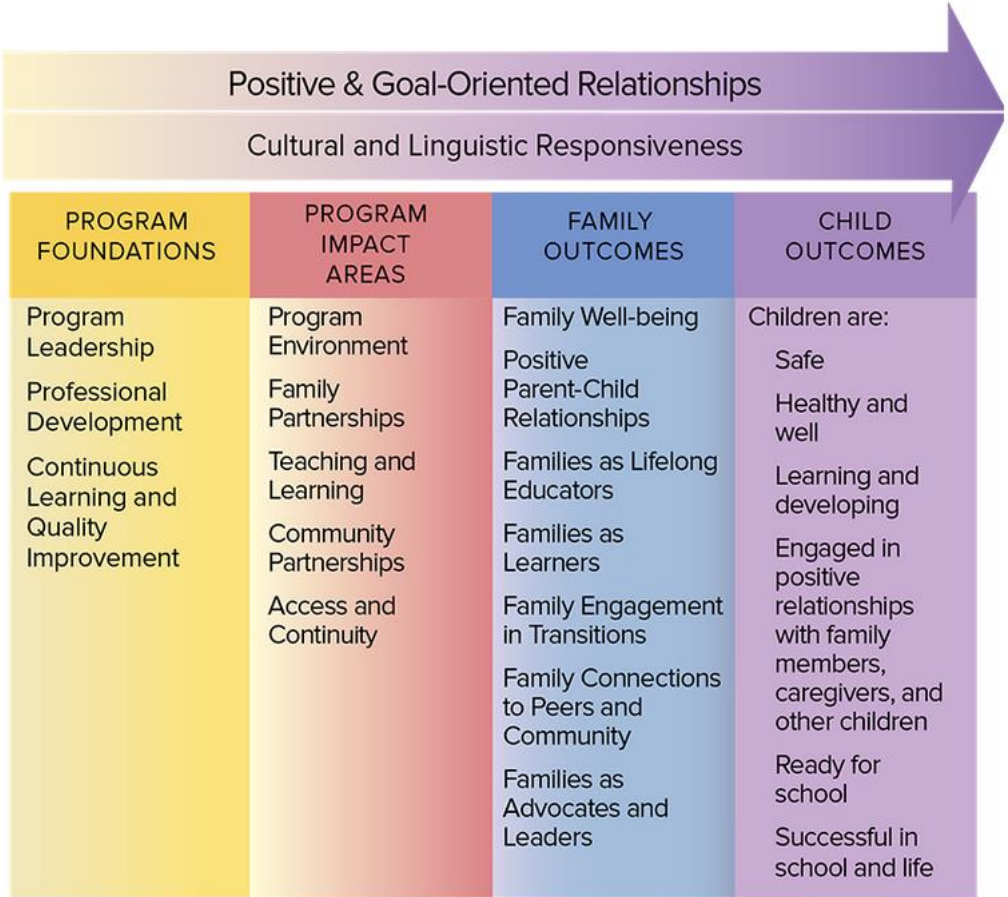
- Family Engagement in Head Start and MSHS
- About the MSHS Study
- Research Questions and Hypotheses

Research Findings

- Parent Engagement Profiles
- Parent Characteristics
- Center Strategies

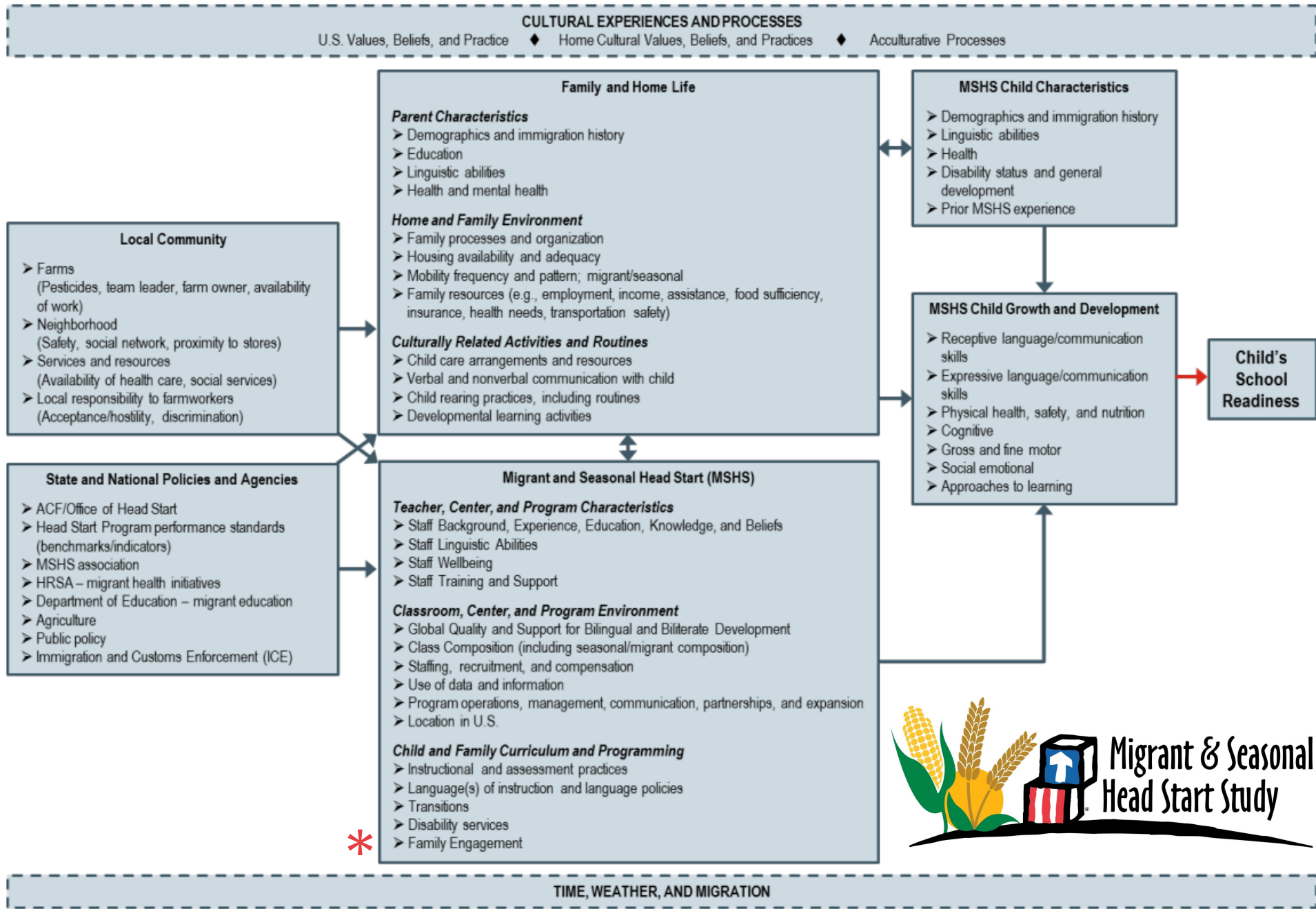
Background

Family engagement is central to Head Start



- In one review of 95 studies, researchers found a **consistent positive link** between family involvement and children’s outcomes (Van Voorhis et. al, 2013).
- Longitudinal studies have also suggested potential **longer-term** impacts of family involvement in children’s outcomes (Hayes et al., 2018).

The 2017 MSHS Study



Family Engagement in MSHS



Information Collected for the MSHS Study



Staff surveys

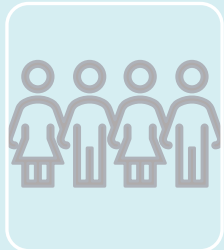
- Program Directors
- Center Directors *
- Teachers
- Assistant Teachers



Classroom observations



Parent interviews *



Child information

- Direct child assessments
- Teacher reports
- Parent reports

How do parents engage in MSHS?

Are there different “profiles” of family engagement in MSHS?

- **Hypothesis:** We expected to find multiple profiles of how parents engage in their child’s education.

How are highly engaged parents different from less engaged parents?

- **Hypothesis:** We expected to identify certain barriers that predicted lower engagement—such as transportation, economic security, and moving more frequently.

Are centers doing something different with highly engaged parents?

- **Hypothesis:** We expected to see that certain strategies—like frequent communication and use of a parent curriculum--would be related to higher parent engagement.

Research Findings

**How do parents engage in MSHS?
Are there different “profiles” of how
families engage in MSHS?**



Information used to predict parent engagement profiles

“Have you ever engaged in the following activities in your child’s center since the beginning of this season?”

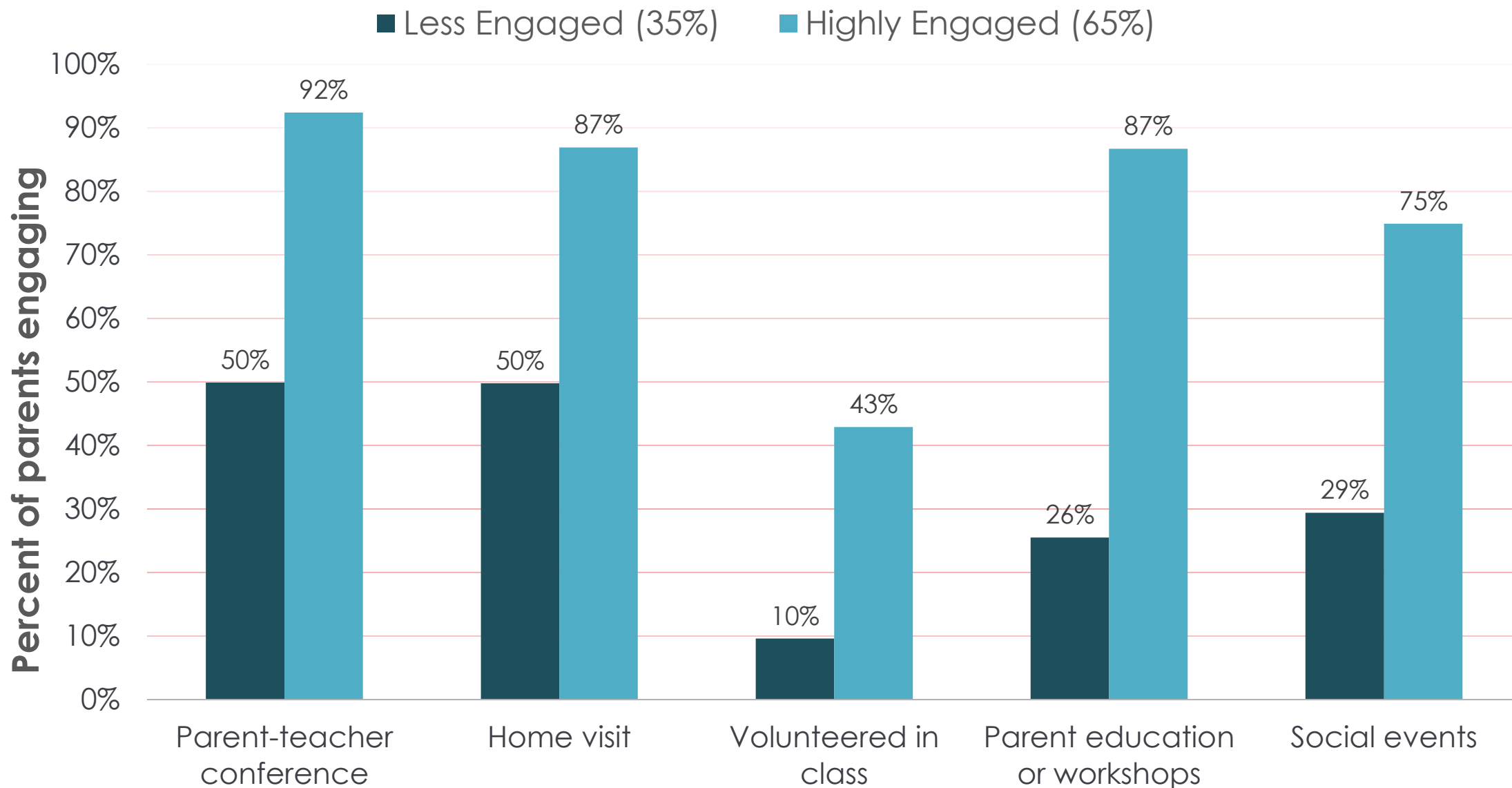
Volunteered or helped out in child’s classroom

Attended Head Start **social events** for children and families

Attended parent education **meetings** or workshops

Attended parent-teacher **conferences**

Visited with a MSHS staff member **in your home**





Does having highly engaged and less engaged parents resonate with your experience? Or do you have parents who engage in different ways?

How are highly engaged parents different from less engaged parents?



Comparing highly engaged parents vs. less engaged parents

High and less engaged parents were similar in some ways...

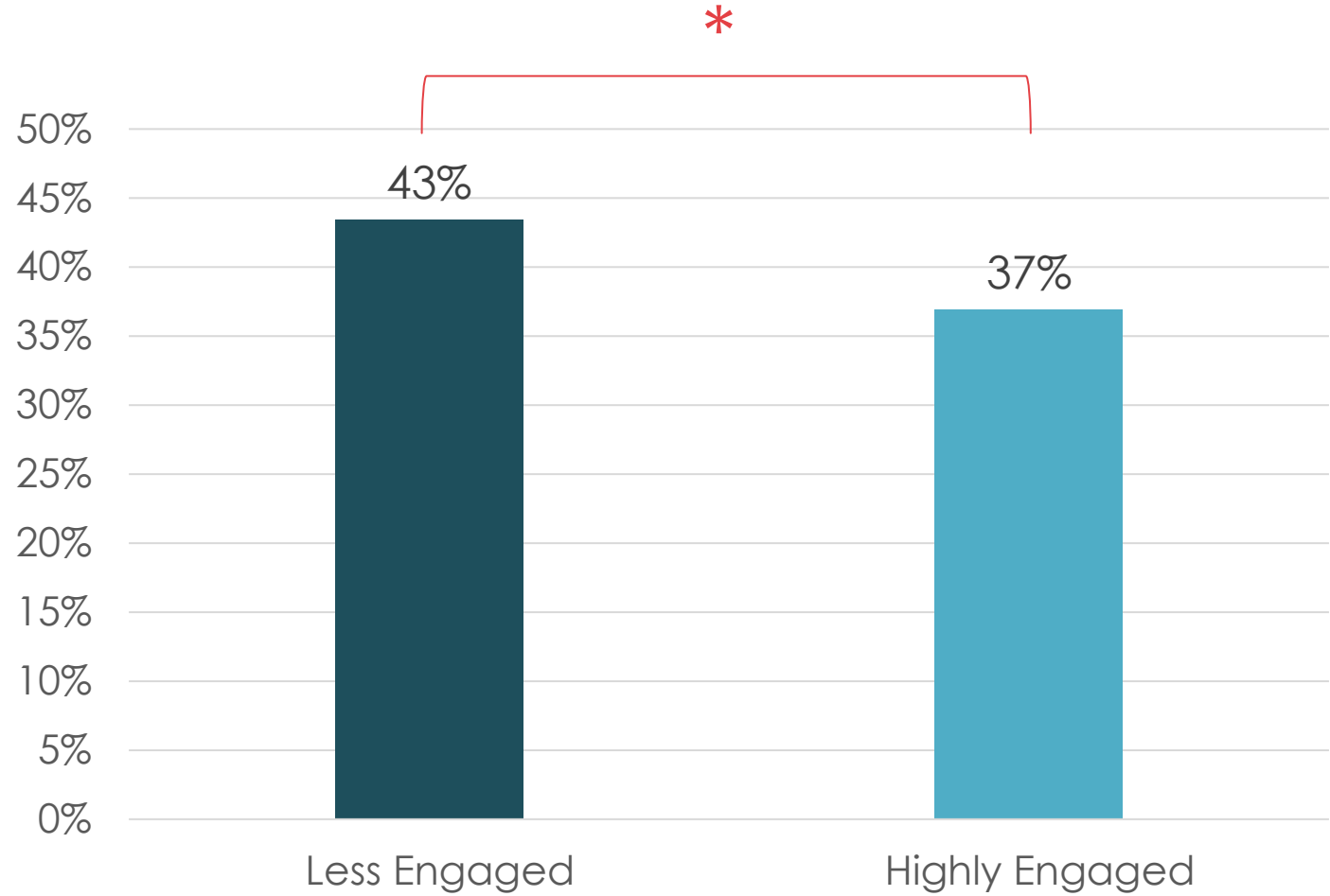
- Economic security
- Number of times families moved in the past two years
- English language skills

There were also some small differences. Highly engaged parents...

- Had slightly higher incomes
- Had slightly lower educational attainment
- Had more years working in agriculture
- Had been enrolled for more time in MSHS

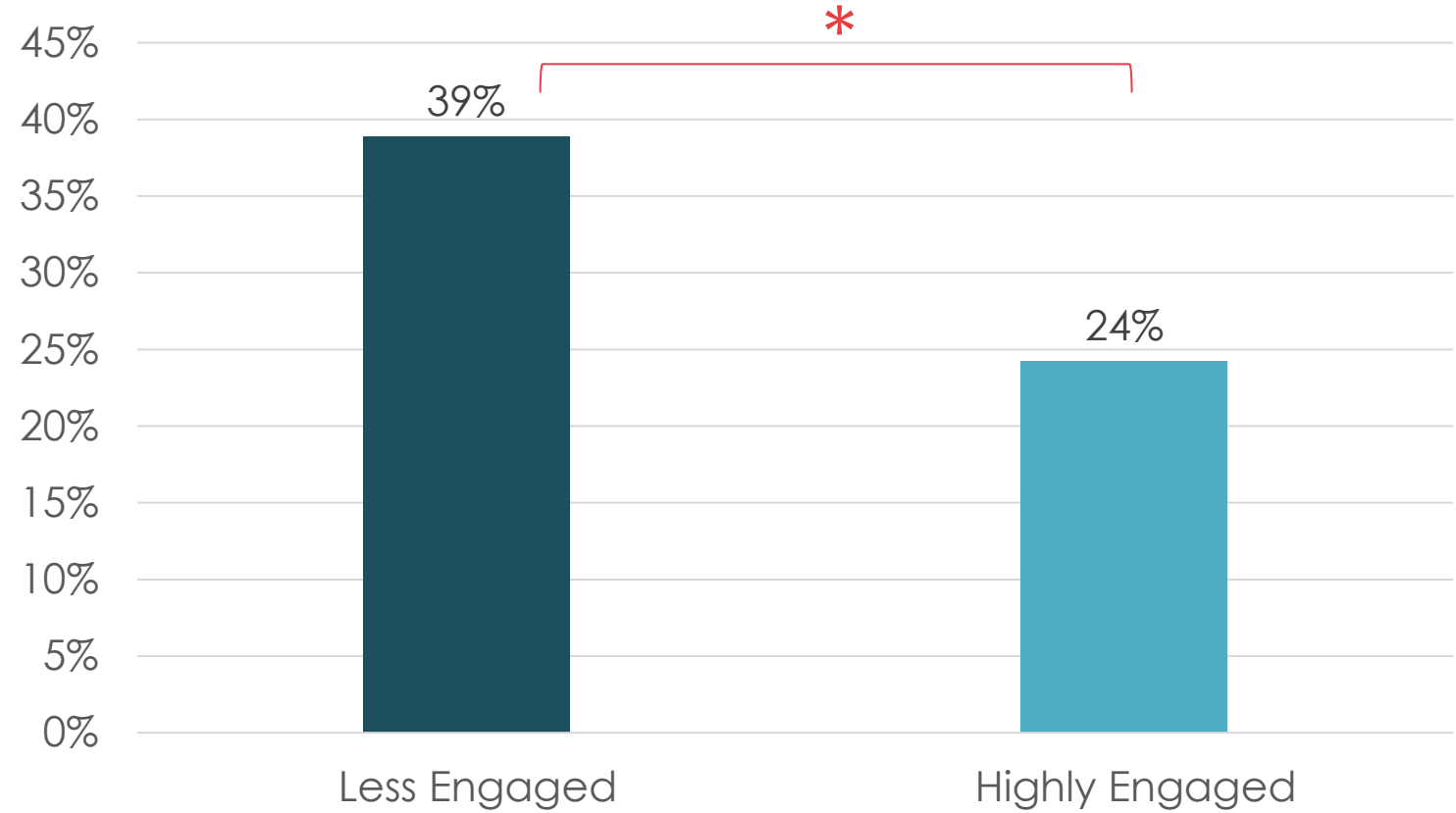
**However, less engaged parents faced
greater transportation barriers**

Less engaged parents faced transportation barriers



Centers Directors were more likely to say that a lack of transportation was a major barrier for parent engagement in MSHS

Centers are actively trying to lessen the transportation challenge



Less engaged parents were more likely attend centers that provided transportation to encourage parent engagement



Is transportation a challenge for families in your program?

What creative strategies have you used to overcome these obstacles?

What strategies are most successful for engaging parents?



By and large, highly engaged parents and less engaged parents attended centers that were similar.

Centers were similar in terms of strategies and characteristics

Similar strategies

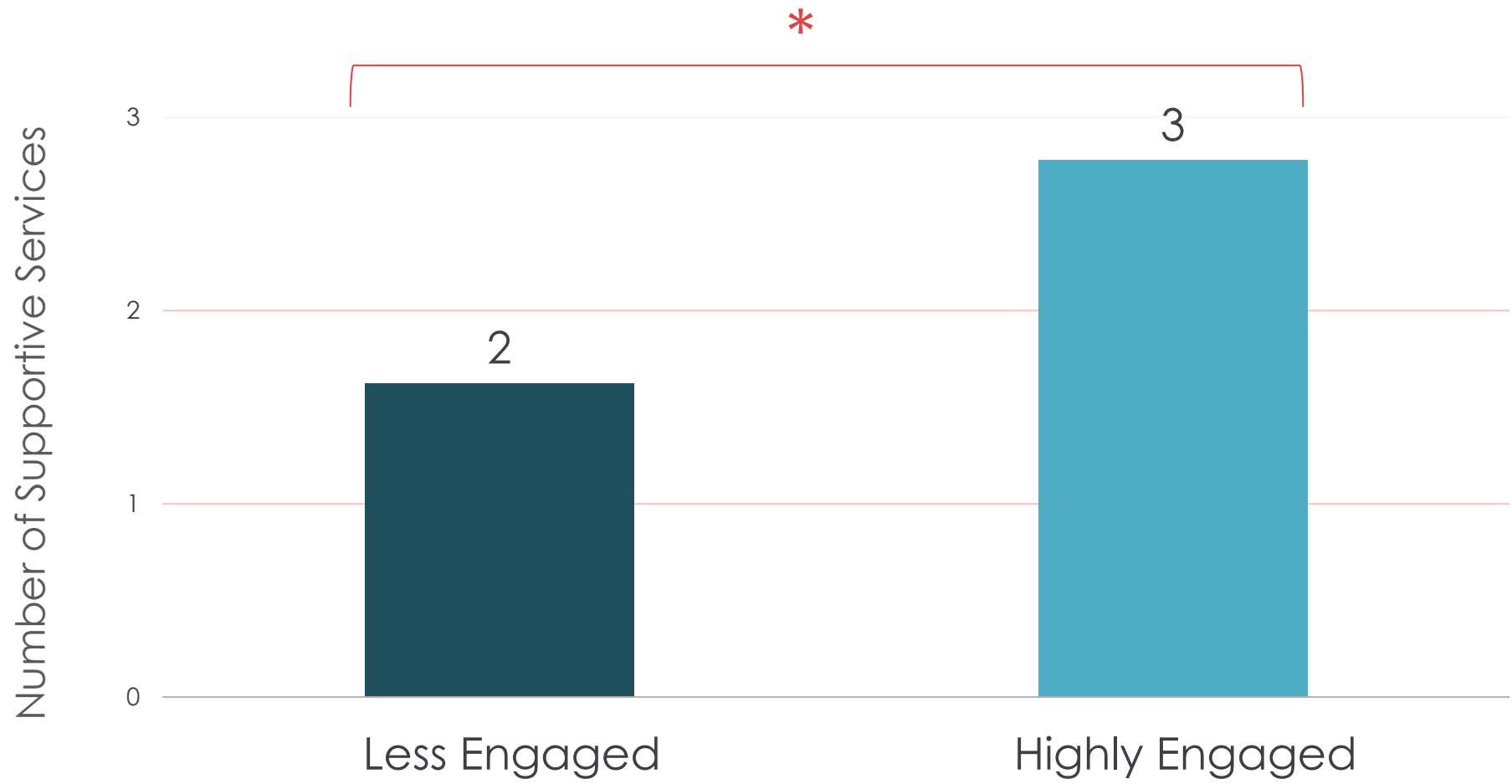
- Strategies to communicate
- Amount of communication
- Time spent on family engagement
- Use of family engagement curriculum

Similar characteristics

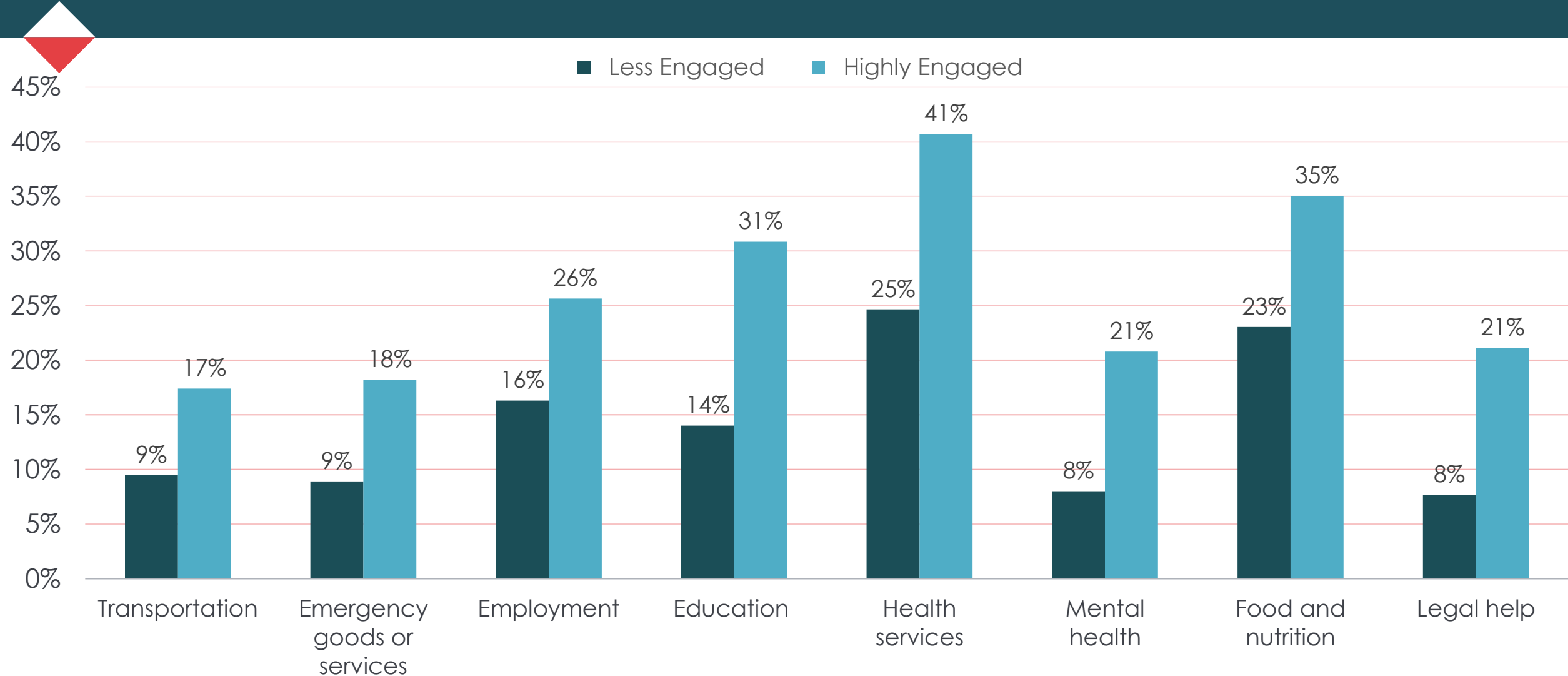
- Number of enrolled children and age mix
- Proportion of migrant and seasonal families
- Turnover of teachers and children
- Length of operational period

**However,
highly engaged parents
received more supportive services
and felt more helped by MSHS centers**

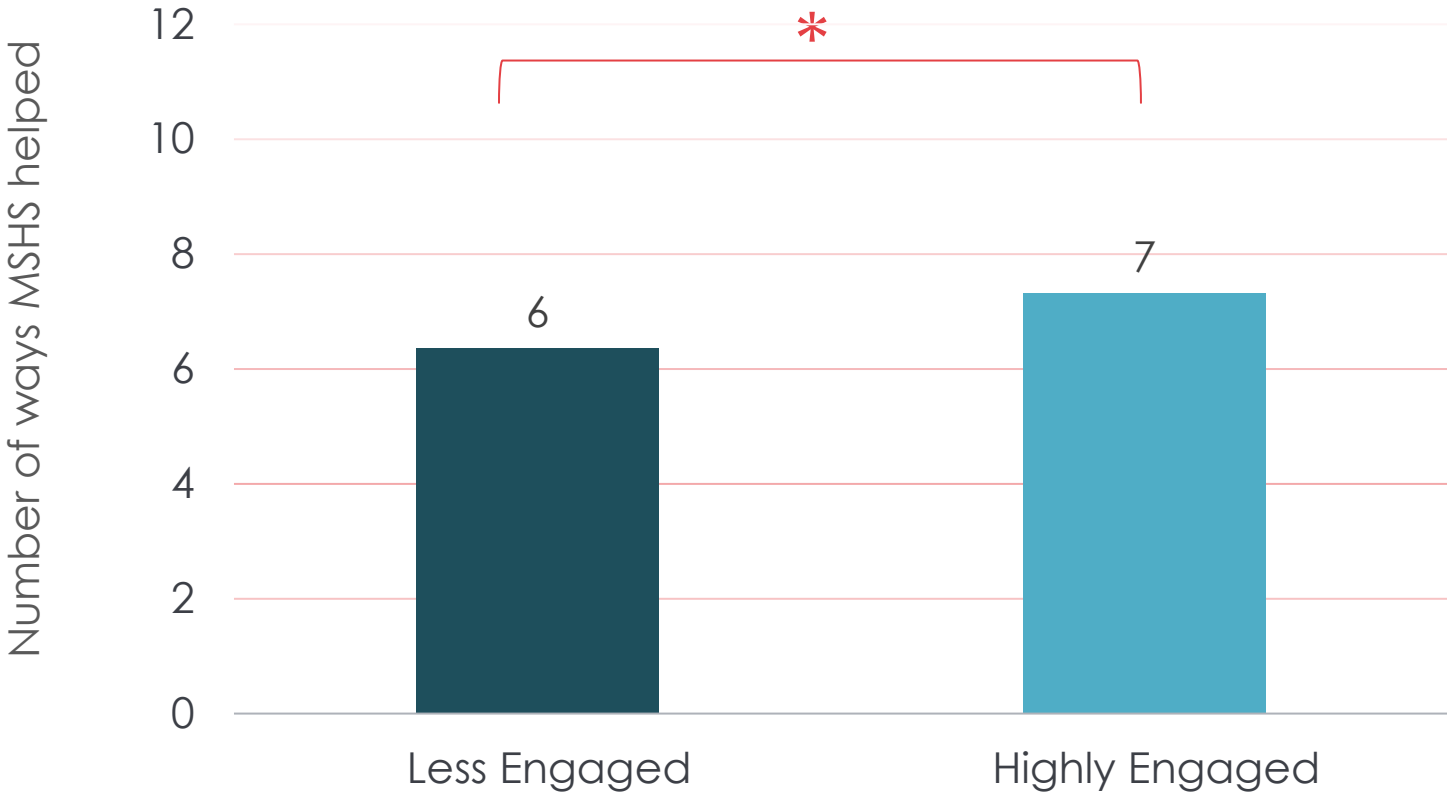
Highly engaged parents received more supportive services from their MSHS centers



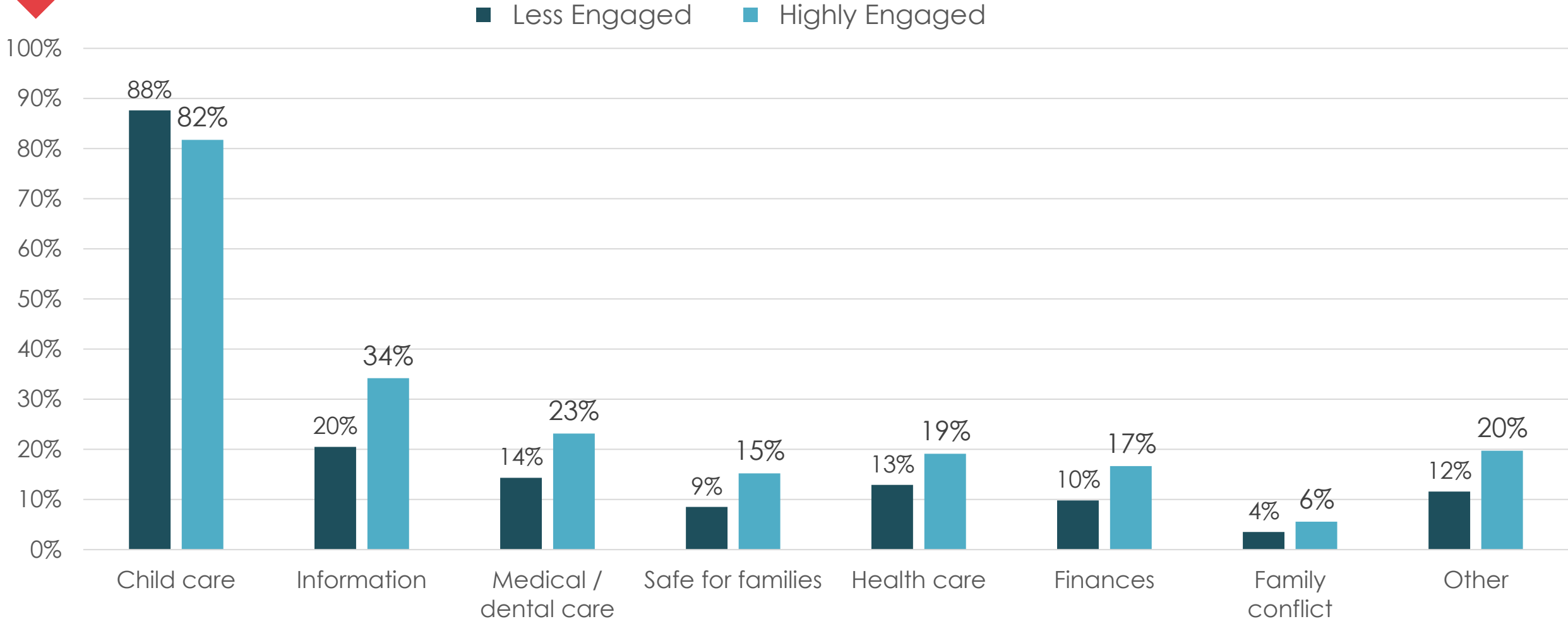
Highly engaged parents received more supportive services from their MSHS centers



Highly engaged parents felt MSHS helped their child and their families in more ways



Highly engaged parents felt MSHS helped their families in more ways





Have you noticed a relationship between supportive services and family engagement in your work?



It seems like there are other forces at play that are driving differences in parent engagement.

What would you suggest looking at next?

Thank you!

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