

2013-14 ND COMMUNITIES TOPICAL CALL SERIES

CALL RECAP

MEANINGFUL FAMILY AND COMMUNITY ENGAGEMENT: INTAKE

TUESDAY, DECEMBER 10, 2013

- **CALL RECORDING:** [Meaningful Family and Community Engagement: Intake](#) (Adobe Connect)
- **CALL SLIDES:** [Meaningful Family and Community Engagement: Intake](#) (PPTX)

The involvement of family members, caregivers, and other caring adults is critical in the lives of youth who are neglected, delinquent, or at risk. But often times schools, facilities and programs struggle to actively engage these individuals. The [“Meaningful Family and Community Engagement” topical call series](#) explores ways of fostering, increasing, and sustaining meaningful engagement of the important adults in the lives of N or D youth, from the time a youth enters the justice system through his or her return to the community. This series addresses culturally relevant outreach, preparation and training for family members and caregivers, the importance of community and natural supports, and much more.

This document provides a summary of the first topical call in this series. It discusses:

- The role of family members and caregivers from the moment a youth becomes involved with the justice system
- How systems, facilities, and programs can plan for meaningful family and community engagement.

OVERVIEW

During this call, Dr. Karen Francis of the American Institutes for Research discussed the importance of family/caregiver engagement during a youth’s initial contact and intake process in a juvenile justice facility or program. To supplement the broad overview of family/caregiver engagement as a general practice, Dr. Francis specifically addressed how systems, facilities, and programs can plan for meaningful family/caregiver engagement; explored the role of family/caregivers from the inception of system-involvement; and, shared examples of successful strategies. A synopsis of the role of State TIPD coordinators in family/community engagement concluded the presentation.

TOOLS, TIPS AND TAKE-AWAYS

For Family Members and Caregivers

- Family members and caregivers usually know their child best and should be encouraged to share information that will assist the program or facility to address the child’s needs.
- Research emphasizes the importance of family/caregiver engagement in reducing recidivism and improving academic and behavioral outcomes for children.

- Families/caregivers should expect to be treated with respect and dignity.
- Families/caregivers are vital components of the child's context and environment, and should be partners in developing plans to ensure their child's successful transition back to family and community.

For Systems, Facilities, and Programs

- Ensure that facility and educational program staff are able to communicate effectively with families.
- Share information about the school and student progress with parents.
- Provide opportunities for families to visit their children and become familiar with the staff and facility.
- Ensure that the facility and teachers are meeting the needs of families and students.
- Empower families to help their students be successful in and out of the facility.

For State TIPD Coordinators

- Encourage subgrantees to include family/caretaker engagement as a part of their TIPD applications, which is consistent with [Section I](#) in the Nonregulatory Guidance.
- Include family/caregiver engagement as part of your monitoring plan.
- To the extent feasible, support use of TIPD funds to encourage family/caregiver engagement in programs and facilities.

ADDITIONAL RESOURCES

- [NDTAC Toolkit: Facility Toolkit for Engaging Families in Their Child's Education at a Juvenile Justice Facility](#). This Toolkit expands on the guide to family involvement (below), providing facilities and programs multiple tools to enhance family engagement.
- [NDTAC Guide: Family Guide to Getting Involved in Your Child's Education at a Juvenile Justice Facility](#). This guide presents practical strategies for families to build a relationship with their child's facility or program and keep their child on track to success.
- Agudelo, S. V. (April 2013). [The impact of family visitation in incarcerated youth's behavior and school performance: Findings from the families as partners project](#). VERA Institute of Justice, New York. This brief describes efforts to promote better outcomes for incarcerated youth by helping staff draw on the involvement and strengths of youth's families.
- Henderson, A. T., & Mapp, K. L. (2002). [A new wave of evidence: The impact of school, family, and community connections on students' achievement. Austin, TX: National Center for Family & Community Connections With Schools](#). This article discusses the importance of family and community engagement to improving student outcomes.