



THE OFFICE OF PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT PRESENTS:

FAMILY ENGAGEMENT PROMISING PRACTICES 2016-2017 School Year



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Introduction



The Office of Parental Involvement and Family Engagement (PIFE), District PIFE Liaisons, and the Advisory Council for Family Engagement are excited to publish the first annual collection of *Family Engagement Promising Practices*. The PIFE Office sought responses from schools, districts, and community organizations with the intention of highlighting promising practices in the area of family engagement that are occurring throughout the state of Nevada.

Over fifty years of research confirms that family engagement in a child's education matters. Many studies have found that, regardless of income or background, effective family engagement leads to:

- higher grades and test scores
- enrollment in advanced programs
- improvement in school attendance
- better social-emotional skills
- increased graduation rates
- higher college persistence rates

Acknowledging the important role of family engagement in a child's education and its positive impact on student outcomes, Nevada has included family engagement in its state education plan under the Every Student Succeeds Act and its five-year state improvement plan. Day-to-day effective family engagement practices and strategies that support learning at home, at school, and after school are instrumental in improving student outcomes and making Nevada the fastest improving state in the nation.

This publication is organized to show how each promising practice aligns with the National PTA Standards for Family-School Partnerships, adopted by the Nevada State Board of Education in 2015 as a part of [Nevada's Policy on Parental Involvement and Family Engagement](#). Please note, that a promising practice may meet more than one standard.



Special Thanks



Special thanks to the schools, districts, and community organizations who submitted and allowed us to share their promising practices with the greater Nevada community. Additionally, special thanks to [Colorado's State Advisory Council for Parental Involvement in Education and the Colorado Department of Education](#) for inspiring Nevada to publish its own collection of family engagement promising practices.

Welcoming All Families Standard 1



Standard 1: Welcoming all families into the school community – Parents and families are active participants in the life of the school, feel welcomed, valued, and connected to each other.

- A positive educational environment is established by treating families in respectful and culturally sensitive ways.
- Examples include culturally diverse welcome signs, volunteer opportunities, home visits, student work throughout the school, etc.



The following exemplify exceptional promising practices utilized by schools, districts, and community organizations that align with Standard 1. These examples show how families can feel an immediate and lasting sense of belonging established through school policies and programs that reflect, respect, and value the diversity of families in the community.

Bring Your Parent to School Day

Jack Lund Schofield Middle School

Las Vegas, Nevada



Annually, the school hosts a “Bring your parent to work day,” the goal of which is to increase parent and family involvement and engagement at the middle school. It affords parents/guardians the opportunity to gain an understanding of what takes place in classrooms during a typical school day. It also allows parents/guardians to learn many different ways to support their child academically at home.

Before the event, parent/guardians receive their child’s course schedule. On the day of the event, parents/guardians sign in at the registration table, get their picture taken with their child, and receive a badge and a snack. They then follow their child from class to class where teachers have been provided extra seating for the families. The school provides pizza and salad in the library so that participating parents/guardians can enjoy lunch with their child(ren). At the end of the day, parents sign out and complete an evaluation form that provides the school with feedback about the event, similar to that used for Title I Parent Involvement activities. The feedback is valuable to the school and helps the school’s administration identify what is working in classrooms and what is not working. It also provides input on the school’s procedures, climate, and policies.

This practice increases involvement of all stakeholders. All teachers in the school are involved because every classroom is visited. The school’s learning strategist ensures that all items on the event checklist are completed. Parents/guardians gain an understanding of what is expected of their child in each class and build an awareness of the school’s procedures and policies, thus impacting student outcomes. It creates an environment where parents/guardians are comfortable engaging in their child’s education.

Family and School Collaboration

Harvey N. Dondero Elementary School

Las Vegas, Nevada



All parents and families, Pre-K through fifth grade are invited to attend the monthly parent training sessions through the school's newsletter, flyers, and stickers that students are given to wear home. All written communication is translated to encourage more families to attend. Families are also able to bring younger siblings and are provided snacks.

The format for the parent training session is as follows:

- School staff provides resources and/or training on strategies used with students in the classroom
- Families are provided the opportunity to observe their child's classroom
- Discussion of the observation and/or questions are addressed with the whole group
- Communication of upcoming events, the school plan of operation, or other important information is provided to parents/families
- Parents are given an opportunity to provide feedback, discuss concerns, and/or share information with one another

During the meetings, the school shares research and data behind the strategies presented and provides a hands-on opportunity for parents to engage in the strategy. For example, parents were provided with information about STEAM, a new school initiative. During the STEAM parent meeting, parents participate in an inquiry-based experiment with magnets, water, and cheerios. The goal was for parents to find a connection between the three items. Parents were given the opportunity to experience the activity as students and discussed their findings with other parents, just as teachers would encourage students to do. At times, getting parents to participate in the discussion is difficult, but the more parents are provided the experience, the more they participate. The feedback from parents on these types of sessions is very positive.

The goal is to provide families a welcoming environment and the opportunity to become active participants in their child's education. Specifically, parents are provided resources and training from school staff on strategies used in the classroom to build student success that can also be used to support their child's learning at home. Parents and other family members are able to see first-hand how teachers use these strategies during the parent training sessions. The hope is that by providing families with the opportunity to observe in the classroom the school will increase the number of parents volunteering and the support students receive.

Family Engagement Days

Jim Thorpe Elementary School
Henderson, Nevada



The school hosts three different family engagement days throughout the year, each focusing on a different content area (reading, math, and science). During these 'Family Engagement Days,' parents are invited to the classroom to participate in an academic activity with their child. All of the classes, preschool through fifth grade, participate.

In preparation, the school has a committee devoted to each content area that creates a schedule of events for the month that focus on the identified content area. Part of their responsibility is to plan and prepare for the family engagement day during that month. Committee members collaborate on the activity they would like teachers to facilitate during the family engagement day and provide any pre-teaching information and materials needed prior to the day of the activity. Each grade level creates a different activity based on the ability of the students and the content they are learning at the time.

Teachers prepare enough materials for all students to participate and take home in case their parents cannot attend the event. On the day of the event, parents check in to the front office at the designated time. Teachers facilitate the activity and include parents as participants along with the students. After the activity, parents are excused and the learning for the school day continues as normal. The school conducts a survey of parents at the end of the school year to determine the success of the activities and to determine any changes or celebrations based on the parent feedback gathered.

Family Literacy Night

Grass Valley Elementary School

Winnemucca Nevada



The practice of having an annual Family Literacy Night involves strategic planning by the school to meet the needs of its parents and families. The school focuses on targeting each age group and sub-population present at the school, including English-Spanish learners (ESL), Special Education, behavioral unit, and general education. Additional identified needs are based on socioeconomic and cultural factors, living situation (e.g. single parent household), and/or unique work schedules.

The school knows that to be successful, they must have parent buy-in and offer activities that parents and families want and are able to participate in. To do this, they frame the event as a “family” literacy night, rather than just an event for students, and include the whole family in the literacy activities. Those activities are strategically planned to be both very fun yet ensure that they involve learning. In addition, they host the Family Literacy Night in the early evening to accommodate both day and night work schedules.

To further increase success, the school advertises heavily. These efforts include a school robo-call to all parents, an article in the local newspaper, and flyers posted around town, which are also sent home twice with students.

The school also posts the event on social media. During Family Literacy Night, the school opens its computer labs. By allowing parents and students to work together in the school computer lab that is set up as a learning station, parents can sit down and use the same learning software that their child uses every week during school. Parents are very excited about the activity and even asked how they can purchase the same software for their home so that they can stay involved in their kids’ learning in a fun way.

Realizing that many parents do not know exactly what their child is doing during the in the areas of reading and writing, the school displays actual student work so that parents can see products created by their child. Throughout the night, parents are invited to “walk the halls and read the walls,” where the hallways are decorated with students’ writing displays and matching art work. The event is a huge hit with families, as indicated by many of the parents asking if they can keep the displays.

Finally, the school hosts a large book fair that night and ensures that the school librarian is available to help parents choose books for the entire family and to discuss the school’s Accelerated Reader program since some parents may be unfamiliar with the program.

Family Literacy Zoom Night

J.T. McWilliams Elementary School
Las Vegas, Nevada



The Family Literacy Zoom Night event occurs twice a year. The first Zoom Family Night of the 2018-2019 school year was held on October 5, 2016 with an 'outer space' theme. The second Zoom Family Night was held on March 16 with a 'garden' theme. The school had approximately 80 families of all ages participate in the event.

In an effort to ensure high attendance rates, the school advertised for the event by sending home several flyers, providing posters throughout the school, and sending out Parentlinks. Since the school population is approximately 85 percent Hispanic, all communication was delivered in English and Spanish. The school also raffled off five baskets and sold pizza slices and water so that families could enjoy the learning activities and have dinner together in the school's beautiful garden/courtyard.

The first fifteen to twenty minutes of the event was reserved as an informational community meeting with staff and families. Administration discussed traffic safety, assistance with locating stolen Chromebooks, upcoming SBAC assessments, and other related topics.

Families then signed in and received a map showing where all the educational activities were located. Teachers hosted various engagement activities throughout the campus related to a garden theme. Students planted seeds in gloves, went on a nature hunt in the school garden, used coupons to solve math problems, created flipbooks discussing various types of vegetables, learned about various idioms, created contractions out of flowers, played Bingo based on various garden words/pictures (intermediate Bingo used words, primary had pictures), and painted. The school also had one of their bilingual teachers host a workshop encouraging parents to start college funds for their children. In addition, because the school is involved with Pop-Up-Produce, families received bags of produce in exchange for evaluations at the end of the evening.

The goal of the Family Literacy Zoom Night event was to provide a fun and educational evening for J.T. McWilliams families and staff. The school wanted parents to be engaged in purposeful learning activities with their child.

Lunch Brunch

John C. Fremont Elementary School
Carson City, Nevada



The Lunch Bunch event allows parents come to share a meal with their child and their child's friends and then join them for recess if they choose. At the beginning of each year, the school sends a note home in both English & Spanish (like every written and oral communication from the school) explaining the Lunch Bunch goal and simple procedures. The event is also listed monthly on the school calendar, Facebook page, webpage, and marquee. Through these media, families are informed what week and day of the month is designated for each grade level so they are not too crowded.

As parents arrive at the designated time for the grade of the day, they sign in and join their child in the cafeteria. During this time, any staff member in the cafeteria is expected to greet the parents and thank them for coming. Casual conversation is appropriate. No school business is discussed unless the parent requests it. If so, then it is discussed in the office after lunch with administrators. This seldom happens since the event is meant to be a social, welcoming event.

If a parent misses the designated day for their child, they are welcomed on any day that is convenient at the child's lunch time. If a parent chooses to eat the school lunch, the school offers a free meal voucher and invites them to be "their guest." Most parents accept the first time and then decline and pay for their own lunch on successive lunch days.

The school is a Title 1 school. Many of the families have not had a positive experience in schools both for themselves and their children. The school simply wants to bring families, friends, neighbors of their students into the school setting in a friendly, positive environment. Through this event, parents become more comfortable in the school setting and realize that the school considers them a valued part of the Fremont family. This is a very simple event, but the school has seen a rise in attendance at parent conferences and monthly Parent Information Nights/Dinners.

Monaco Parent Connections

Mario C. and Joanne Monaco Middle School
Las Vegas, Nevada



Monaco Middle School hosts Monaco Parent Connections utilizing the Monaco Parent Center in combination with Community in Schools (CIS), to provide monthly family wellness classes, opportunities for enrichment and communication, and collaboration with community partners. CIS provides students and their families with basic needs support, which includes food, clothing, health care, glasses, and shoes.

The Monaco Parent Center has become the heart of family engagement at the school. The Parent Center is staffed by the school's CIS worker and its safe schools professional. It is also staffed by the Parent Center's co-chairs, Monaco's school psychologist, and Monaco's bilingual health teacher. Monaco Parent Center provides a comfortable location for parent trainings and parent outreach functions including welcoming community partnerships with organizations such as the district's Family and Community Engagement Services Department (FACES).

The school has a business center for parents who do not have access to computers, fax and copy machines, or supplies at home. There is a children's corner with books, toys, and activities for young children to enjoy while their parent is involved in Parent Center activities. Comforts in the Parent Center also include couches, tables, chairs, water dispenser, coffee, snacks, and a refrigerator. Community resource information is clearly posted and available for parents to take copies.

A few goals of Monaco Parent Connections includes increasing involvement of parents in student academic life, providing parent access to enrichment opportunities to improve family health, and bridging the gap between parents and community resources. Goals of Monaco Parent Connections are supported by practicing family wellness curriculum, Survival Skills for Healthy Families, which includes the following goals:

- Improve student behavior at home and at school
- Increase communication between home and school
- Build trust between community and school
- Validate cultural values
- Build on home/school relationships
- Give parents tools to guide, support, and encourage their children
- Help parents make rules and learn how to stay in charge in relation to school and home responsibilities
- Gives parents alternatives to physical discipline
- Gives hands on modeling and guided practice in effective parenting
- Encourages parents to motivate children to improve efforts at school with reinforcement at home

Parent Engagement Center

K.O. Knudson Middle School

Las Vegas, Nevada



The Knudson Parent Engagement Center is unique in its constant pursuit to provide parents with knowledge and strategies requested by parents. The Center coordinator is tasked with three primary responsibilities:

- Contact and survey Knudson parents regarding their wants and needs for their child's success as well as designing a monthly Parent Center calendar which best meets parents' schedules and availability
- Design workshops, secure materials and outside instructors (if necessary), and oversee these offerings in the Parent Center
- Follow up with parent evaluations, student surveys, records monitoring, and data compilation

Although K.O. Knudson Middle School is a magnet school for technology and performing arts, it has a school population where 75% of the attending students receive free and reduced lunch. Additionally, 66% of Knudson students are Hispanic/Latino, many of whom speak a first language other than English.

As with many schools, parent participation and engagement is a primary goal as well as an ongoing challenge. To this end, Knudson has taken action to address increased student earning through parent engagement through the Knudson Parent Engagement Center.

The goals of the Parent Engagement Center are as follows:

- Empower parents to fulfill their role as their child's first teacher
- Partner with parents in education to ensure student achievement

ReInvent School Las Vegas (RSLV)

City of Las Vegas
Las Vegas, Nevada



ReInvent Schools Las Vegas is a partnership between the Clark County School District (CCSD) and the city of Las Vegas, in collaboration with local businesses and non-profit organizations as a community school model. These community schools are hubs that assist students and their families.

RSLV focuses on aligning academic achievement, expanded learning, integrated student supports, and family and community engagement. RSLV is a full-service community school model based on successful plans from across the nation by integrating the community into the school to support the needs of students and families through health and community fairs, parenting and life-skills development, adult education opportunities, and more.

CCSD ReInvent Schools is a collaboration of partnerships focused on school improvement efforts and maximizing organizational staffing. It manages flexibility at the Reinvent School campuses and develops joint, collaborative governance structures focused on the goals of the schools, resulting in increased student achievement while the neighboring communities thrive as well.

The goals of RSLV are as follows:

1. Improve academic outcomes for students in underserved communities in Las Vegas
2. The development and alignment of community systems and supports to address the needs of students and families living in the urban core of Las Vegas and other geographic regions within the City of Las Vegas
3. Increased college- and career-readiness of students attending school on RSLV campuses
4. Active engagement of RSLV graduates in the community

These long-term outcomes are designed to address the impact of systemic poverty on the outcomes of students and families in Las Vegas. To achieve these long-term outcomes, specific goals, aligned with the RSLV priorities have been established. Each goal has specific outcome measures that will be utilized to determine movement toward attainment of the goal.

Communicating Effectively

Standard 2



Standard 2: Communicating effectively – Parents, families and school staff engage in regular, authentic, two-way, meaningful communication about student learning.

- Families know how to provide input and respond to school communication.
- Written and spoken interaction between families and teachers are respectful. Families receive positive and consistent information as well as recognition for their engagement.



The following exemplify exceptional promising practices by schools, districts, and community organizations that align with Standard 2. These examples show how schools keep all families informed about important issues and events and make it easy for families to communicate with teachers.

CCSD Parent Ambassador Initiative

CCSD's Family and Community Engagement Services
Clark County, Nevada



At the start of the school year, principals were asked to identify a parent leader to serve as the school's Parent Ambassador with whom they could communicate on a consistent basis. Once selected, these individuals were invited to attend a Parent Ambassador Kick-Off meeting. This initial meeting, held in the month of October, was planned and led by District-wide parent leaders who provided focused evidence regarding the value of parent engagement and the establishment of parent networking opportunities. Additionally, the roles and responsibilities of the school Parent Ambassadors were identified and described as follows:

- Attend and participate in the monthly Parent and Community (PAC) meetings of their designated Trustee.
- Receive information sent by Family & Community Engagement Services (FACES) in regard to family engagement support and activities and disseminate it to other parents/families within the school community.
- Establish relationships with other parents/families within the school community to create a positive support system.
- Gather stakeholder feedback which will be utilized by the school and FACES to determine the needs and interests of the school community.
- Correspond with Parent Engagement Forum Representatives, appointed by the School Associate Superintendents in each Performance Zone, in order to give feedback and communicate ideas/concerns to be brought to the forum.
- Meet regularly with the school site administration team to relay information and to discuss feedback provided from families within the school community.
- Look for opportunities to engage and serve within the school community.

The goal of this parent leadership program is to provide parents with opportunities to engage in two-way communication with other parents, their child's school, and District Personnel. When afforded these opportunities, parents enhance their knowledge and skills to positively impact student achievement. When parents feel encouraged and supported in their participation, the access leadership opportunities among their peers.

Supporting Student Success Standard 3



Standard 3: Supporting student well-being and academic success – Parents, families, and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Teachers use data to show parents and families how their student is doing both individually and compared to grade level standards.
- Families receive information, resources and training from teachers and school staff on how they can support their student’s learning at home.



The following exemplify exceptional promising practices by schools, districts, and community organizations that align with Standard 3. These examples show how schools help families know and understand how well their child is doing in school and how well the entire school is progressing. Families are active participants in their child’s learning at home and at school.

Academic Parent Teacher Teams

Adobe Middle School

Elko, Nevada



The implementation of the program began during the summer months. In July and August of 2016, the school made appointments to travel and make a home visit to every 7th and 8th grade EL student in the school. They sat down with parents and students and informed them of educational opportunities they would have at Adobe, provided them with opportunities for support if they had struggled academically in the previous year, and listened and received feedback from parents on their views about Adobe Middle School.

During the school year the school made periodic home visits to students who were struggling academically and met with parents to ensure that they were providing parents with information and support to raise student performance. During the spring semester, they made one last round of home visits to discuss transitions to the high school, transitions to 8th grade, and again listen to parents concerns and questions.

Academic Parent Teacher Team (APTT) meetings were implemented and facilitated four times during the 2016-17 school year. These team meetings served to create an academic partnership between the school and the parents so that the latter could leave these meetings with educational tools to support their child at home. APTT meetings began with a 15-minute data review session, (this specific year they focused on district MAP data), where parents received information on MAP testing and where their child stood in both ELA and Math.

There are then either two or three 15-minute sessions in which teachers present academic areas of their curriculum, model a lesson for parents, and then give parents a practice activity/game that they can use with their child at home. These meetings have been a challenge because parents are reluctant to attend afterschool functions during the middle school years. The school struggled to draw more than 15-20 families to their first few APTT meetings. To combat this, the school partnered with the local feeder elementary school and this increased their attendance dramatically for their last two APTT meetings. Their thinking was that elementary parents love to attend school functions and the majority of students at their feeder schools have older brothers and sisters at Adobe. This proved to be true and attendance rates greatly increased.

The goal of these initiatives is to increase the relationship link between parents and schools.

Academic Parent Teacher Teams

Bertha Ronzone Elementary School

Las Vegas, Nevada



There are four meetings with parents during the school year. Three of them are 75 minutes long and are Team Meetings with all the parents in a certain class. The fourth meeting is an Individual Meeting to talk about a specific child with their parents in a one-on-one situation (Parent Teacher Conference).

Ronzone Elementary School decided to implement APTT in three 5th grade classes and in two 1st grade classrooms. At Ronzone, first Team Meeting was held on October 11, 2016. The second Team Meeting was held with three 5th and one 1st grade classrooms on February 7th, 2017. The third Team Meeting was held with three 5th grade classrooms on May 9, 2017. The Individual Meeting with parents was held on December 14, 2016.

This practice is linked to student outcomes by setting SMART goals at the end of each Team Meeting. The SMART goal is then worked on at home for the weeks in between the Team Meetings.

This practice is evaluated by several people. First, WestEd coaches are there to guide the teachers along throughout the whole process. After the Team Meeting, the school holds a Teacher Debrief as well as a Leadership Debrief and evaluates how things went and what needs to be improved for the next Team Meeting. Many things are learned from this evaluation meeting and are corrected and implemented for the next Team Meeting.

The goal of this practice is to help parents to become true partners in the education of their child. First, it builds the parents' capacity to provide focused support for their child at home. It also builds the capacity of the teachers at the school to better understand the families and the circumstances in which their students live. Lastly, it builds capacity among the students because they are able to be successful on foundational grade level skills.

Academic Parent Teacher Teams

Myrtle Tate Elementary School

Las Vegas, Nevada



The Academic Parent Teacher Teams (APTT) model of parent-teacher collaboration is comprised of three 75-minute “Team Meetings” and one 30-minute “Individual Session.” During the Team Meetings, held in the fall, winter, and spring, parents attend a workshop with their child’s teacher that follows a specific meeting format that emphasizes teacher-to-parent and parent-to-parent relationships. The session begins with an ice-breaker activity that helps parents who have children enrolled in the same class get to know each other and begin networking. Next, the teacher explains the targeted standard or skill, providing parents with the necessary vocabulary to understand the concept, the connection with standardized testing, and how it is used in real-life. The teacher then presents a bar graph showing the class’s outcome data on a test that measures the students’ performance on the targeted standard.

Each parent is provided with a “secret number” so that they can see how their child is doing compared to the rest of the class, the current benchmark, and the targeted goal while maintaining confidentiality. Next, the teacher introduces one or two games or activities that helps student improve their mastery of the targeted standard. After the teacher explains and models the games, the parents are provided time to play with each other. Lastly, the parents work with the teacher to set SMART Goals for their child, determining an individualized goal and stating how much they are going to use the game or activity they just learned to help them reach this goal.

Throughout the Team Meeting, the teacher uses instructional strategies commonly used with students in the classroom setting such as asking open-ended questions, watching videos, engaging in cooperative learning structures, and participating in the gradual release model (I Do/We Do/You Do) to fully engage parents in the experience. During subsequent Team Meetings, the teacher shows the students’ current performance on the targeted standard and provides parents opportunities to share their experiences and successes in the home. The teacher then either introduces a new standard or skill or provides parents with additional activities to help their children reach higher goals on the same skill.

During the Individual Session, provides individualized feedback and support regarding the student’s performance. While this session mirrors the traditional parent-teacher conference, the extended time, focus on specific standards, and the teacher-parent relationship already developed during the initial Team Meeting helps the parent feel more comfortable discussing their child’s performance and needs.

Breakfast with iPads

Robert E. Lake Elementary School
Las Vegas, Nevada



The school normally holds this event in October after they have analyzed the baseline assessment data from AIMSweb, Star, iReady, and Evaluate. A letter explaining the event to parents is sent home, which also requires parents to RSVP before a formal invitation is sent. School staff creates student data folders for families to keep. These include student assessment results, Read by Grade 3 paperwork (to be signed), information on how to download schoolwide programs for at home use such as ST Math, MYON and iReady, as well as, information for Connect to Compete (Internet service for low-income families), and places in the community that provide internet and computer access.

On the day of the event, parents arrive with their child to school, sign in, and then take an agenda. After signing in, students present the Seven Habits and welcome their parents to their class. The school's focus habit is "Begin with the End in Mind". A student explains what it means to begin with the end in mind (i.e. make a plan to accomplish your goal) and this theme is reiterated throughout the session. Next, a teacher introduces herself, the digital coach, the learning strategist, and the instructional coach. The agenda for the session follows the pattern of explain, review, explore. All information is translated by the school's learning strategist. The agenda begins with a discussion of data. The school leaders first explain that AIMSweb data is what the school uses to determine proficiency for Read by Grade 3 purposes. Parents have their child's data folder in hand as it is explained. Once AIMSweb data has been reviewed, the instructional coach discusses the Read by Grade 3 law and answers any questions the parents may have. This pattern is followed until the data review is completed.

Next, school staff discusses the programs the students use during the instructional day. Students are in charge of showing their parents each program. The digital coach explains how to access the programs and the progress reports. Parents are encouraged to explore programs with their child in order to understand how the digital programs relate to the learning goals. Once the activities are completed, parents are asked to sign the Read by Grade 3 agreements and ask any questions they may have. To conclude the program, the students present the Seven Habits however, this time the parents are responsible for doing the gestures as well.

This practice has two goals; the first is to review student data and teach parents how to read the reports. The second goal is to inform parents about the various digital programs the school uses on campus, including assessments.

Family Engagement Evening

David M. Cox Elementary School

Henderson, Nevada



The implementation of this practice came from the school realizing that parents wanted to help their child at home but didn't understand the most effective way to do so. The Read by Grade 3 team brainstormed the idea to host Family Engagement Evenings three times a year. The goal of this practice is to provide parents with information on understanding what a reading deficit is, what the school is doing to help their child, and practical strategies parents can use at home to support their child with their reading deficit. The evenings are held after the completion of each of the benchmarking periods to ensure that the school includes any new students that might be identified as falling into the reading deficient group.

The school always begins the evening with all the parents in the library to explain why their child was categorized as having a reading deficit. The school reviews the assessments that were conducted and what grade level norms were considered. In addition, SB391 is reviewed to ensure that parents understand why the law was made and what it means to parents and students.

Parents are then split up according to grade-level or ability level. For instance, Kindergarteners are grouped together, and a Kindergarten teacher goes over practical strategies with parents that will help their child. Suggested strategies may include activities like manipulating sounds or conducting word play. For example, if they are driving a car, parents could say, "I see something outside that rhymes with bun. It is bright and yellow. It is SUN." By doing activities that are aligned with each learning level, it is the school's hope that parents walk away realizing that they do not have to drill skills into their students; they can have fun and provide practical ideas that work.

The typical population and age group includes students who are Kindergarten through third grade. Students in fourth or fifth grade are also invited if their teachers think it may benefit the student and parent.

The biggest logistical challenge the school has identified is trying to increase parent participation in the event. The first meeting had about 50 families show up. In an attempt to increase this number, the school formed a partnership with the PTA to provide snacks and drinks for the evening. The PTA has been very supportive in providing what the school needs. They also collaborate to provide summer reading kits for students to take home. The school is also talking about coming up with an incentive if parents complete a portion of the kit and bring it back in August. All those students would be entered into a drawing for a prize. The school continues to work on this part of the program.

Family Learning Resource Academy

CCSD's Family and Community Engagement Services
Clark County, Nevada



The Family Learning Resource Academy (FLRA) is an opportunity for parents and families to gain valuable strategies, educational resources, and other important information to support their children's academic success. The four academies, held quarterly, are focused on meeting the needs of parents and families. Each session has a different academic focus including literacy, math, science, and writing. The target audience is parents from Title I schools; however, all parents are welcomed to attend. All FLRA events are free with bilingual translation services provided. Held within all four quadrants of Las Vegas, the academies help parents and families gain skills to help their children at home. For example, during the FLRA on February 2, 2017, parents learned how to encourage their children to problem solve, giving more than one solution for a mathematical problem.

While the majority of parents in attendance have been from the elementary level, The Family and Community Engagement Services Department (FACES) ensures that the academic experts leading the sessions extend their presentations Pre-K through Grade 12 so parents can see the progression in learning. Parents are given family-friendly ideas and take-home materials so that they can immediately implement at home. Free child care with quality and developmentally appropriate learning activities is provided for non-school aged children by the FACES staff on site so that parents have the opportunity to focus on their learning during the academies.

Within the academies, parents are given an explanation of their rights and responsibilities as well as receive important district updates. Most importantly, parents are asked to serve as parent leaders, taking the information back to their home schools to share with other families. After the hour and a half an academically-focused session, parents are invited to a community resource fair with agencies and organizations offering services and support for families.

FACES staff is involved in the planning and implementation of the four FLRA events. The licensed staff works with academic experts to provide quality presentations, while the rest of the FACES staff works to promote the event at each school site, within the FACES Family Learning Centers, and throughout the community. FACES Family Outreach Specialists have developed relationships with community partners to participate in the Community Resource Fair. The content of the four academies is based upon parental feedback given from the University of Family Learning evaluations on an ongoing basis in order to meet the general needs and interests of families.

Family Reading Program

Northern Nevada Literacy Council

Reno, Nevada



Since July of 2015, the Family Reading Program (FRP) has been presented in libraries, churches, and Inter-Tribal Council of Nevada Head Starts across northern Nevada. Families in rural and low socio-economic areas are specifically targeted for this program.

The FRP travels to communities across Northern Nevada modeling ways in which parents can read, sing, play, and talk with their child to build and support literacy. Each two-hour session includes group reading, family-friendly and literacy-related STEAM projects, and free books with which to practice modeled behaviors at home.

During each session, families sit in a circle with the parent holding the book and the children looking on. Going around the circle, each parent takes a turn reading to everyone as we ask questions about the story and illustrations. The FRP staff incorporates and models dialogic reading techniques so that when parents read these same books to their child at home, they will use the modeled techniques and build on them with a goal of supporting their child's emergent and standard literacy.

Each group reading is followed by a related art or science activity in which parents "get down on the floor" with their children to create art or test a scientific hypothesis. It is the hope that these types of positive learning experiences will be continued at home and that resulting discussions will build each child's vocabulary, leading to advancements in literacy.

Families at each FRP program site experience up to four different sessions, each of which is designed to emphasize one literacy-building behavior for parents to use with their child. This main point or skill is called the "literacy idea of the day." This is the take-home skill that parents will practice every day with their child. The idea is modeled, discussed, practiced, and repeated throughout the two-hour session.

The FRP has three main goals:

- To encourage families to read together every day.
- To encourage families to talk, play, and sing together as a way to support emergent literacy.
- To give families books with which to build home libraries.



Food for Thought currently serves six elementary schools and one middle school in the district. This program was created to remove the roadblocks that families often experience when choosing to attend school events. The goal of the Food for Thought program is to bring families to school for a free, healthy meal and an educational session. Food for Thought provides a free healthy meal, child supervision, translators, raffle, and an educational session for parents taught by their child's teacher. The evenings are sponsored by grade level teams and teachers create presentations specifically directed towards how parents can help their children succeed in the classroom. Presentations are carefully constructed to engage parents in meaningful ways

Teachers volunteer for this program and attend a one-day in-service training. The training focuses on shifting perception of family engagement in order to welcome disenfranchised families back into schools. Teachers receive instruction regarding increasing attendance, student participation in the implementation of the event, and creating a powerful parent presentation. An overarching mission of Food for Thought is to provide shame-free education sessions for parents who may have had poor education experiences themselves or perhaps feel they are unable to help their children in school. Teachers are provided with a model to follow for presentations and planning of the event. After the presentations, the district wants all parents to feel motivated to step in at home, even in the smallest of ways, to increase the connections between families and schools.

Each parent education session focuses directly on a student outcome at school. For example, many teachers educate parents on the increased writing expectations of their students. The teachers provide examples of the attributes of successful writing and tips on how to encourage children when they feel stuck. Parents learn about creating mind maps to help organize their students thinking. Finally, teachers provide parents with a writing sample from their child, often written specifically for the training session. With this writing sample, parents are offered real information about the next steps in supporting their child as a writer, guided by their child's teacher.

Teachers have created presentations on math, fixed vs. flexible mindset, reading, student organization, and new technology in the classroom. Most often, teachers report an increased level of communication and academic support from parents who have attended a Food for Thought event.

Holiday Family Literacy Workshop

West Wendover Elementary School

Wendover, Nevada



Job's for America's Graduates (JAG) students from West Wendover High School plan fun meaningful activities related to the elementary school's theme for all Pre-K through 4th grade students. Some examples of activities include Pin the Carrot on Frosty, oral reading of books, Matching Glove Game, Break the Ice, and Frost Frosty Cookies.

While the elementary students participate in the JAG activities, their parents rotate through 15-minute mini-workshops designed to teach techniques that will develop their child's reading skills. All parent workshops are hands-on and centered around a pre-selected book. The Frosty activity had a mini-workshop educating parents on how to find a "Good Fit Book" for their child and provided information from a research seminar examining the importance of reading at home for twenty minutes. Also using the Frosty text, teachers taught parents how to use a story map and conduct an ABC hunt. Parents were given specific word strategies for decoding and ideas for developing a "voracious" vocabulary in their child. A template for making a question cube was used for playing a comprehension game. In the lab, the school supplied a list of websites available that are free of charge and can help build a child's reading skills. Parents had the opportunity to interact on the websites such as ABC Mouse and were able to sample the AR quiz for the Frosty text. Parents were also educated on the school's Reading Horizons Tier 2 intervention program.

To make the evening engaging, parents were given a passport and received a stamp at every mini-workshop they attended.

At the conclusion of the activity, completed passports were exchanged for a "Magic Ticket." The magic ticket is a free ticket to attend a family super activity held at a later date and sponsored by the school's Parent Teacher Organization (PTO).

The school strives to educate parents on the importance of reading together and encourages them to read with their children for at least twenty minutes a day. The main goal is to help parents develop a toolbox of research-based strategies to use when reading with their child that will help build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

Parents Educating All Kids (PEAK)

J.M. Ullom Elementary School

Las Vegas, Nevada



The goal of P.E.A.K is to model reading, writing, and math strategies and activities to the parents as the teacher works with their children to model the same concepts. The first year of implementation at Ullom began with a focus on Kindergarten families. P.E.A.K. meetings are held on the first Wednesday of each month throughout the school year. At the beginning of the year, they hold an open house to inform parents about the monthly meetings and what they will learn each month if they attend. Then, the school chooses a teacher to model what a parent's child is learning. The school selects a teacher who speaks Spanish to increase access for the school's Spanish-speaking families. Many families do not know how to teach to the Common Core, so modeling and creating all activities ahead of time is a great way to show parents how to work with their child.

The school utilizes surveys and keeps track of parent involvement each month. This has been tracked for almost 3 years. One challenge has been tracking attendance data for students and parents due to the high transiency rate (~40%). The school has an increasing number of fathers who attend and acknowledges the importance of paternal involvement versus just that of moms. The school also opens the event to younger siblings and their parents so they can begin the learning process to be prepared for kinder.

The program began at Daniel Goldfarb Elementary School in 2004 and is still implemented there in kindergarten and first grade as of the 2018-2019 school year. It was implemented three times a day each month - for morning kinder families, afternoon kinder families, then at 6 pm for families who could not attend during the day. The teacher worked around parent schedules and called parents who did not attend. Although requiring a lot of effort, teachers acknowledged the program's value.

Parent University

Brian and Teri Cram Middle School

North Las Vegas, Nevada



One of the goals of Parent University is to help parents help their children become successful in Mathematics. Parents, and their children, attend bi-weekly classes on Saturday mornings taught by their child's math teacher. The classes focus on the content and strategies to be covered the next two weeks in class. Homework and test/quiz previews are also included. Parents and students learn the information together through investigation and problem solving. Separate classes are offered in Math 6, Math 6 Accelerated, Math 7, Math 7 Accelerated, Pre-Algebra, and Algebra I.

Approximately 40 sets of parents and students attend Parent University regularly. Over the three years Parent University has been in existence at Cram Middle School, the students' grades in Mathematics have increased at least one letter grade for over 80% of the students whose parents regularly attended.

For this program to be successful, it is necessary to have a willing department of math teachers. School leadership sold it to math teachers by saying, "How many times do we hear parents say, 'I wish I could help, but I don't understand this math,'? Let's try helping our parents help us, and ultimately our students."

Parent University

Marvin M. Sedway Middle School
North Las Vegas, Nevada



The goal of Parent University is to increase the content knowledge and confidence level of parents while providing a unique bonding opportunity as parent and child learn academic content side-by-side. The school plans eight Saturdays from 9:00 am - 10:30 am and begins with math content. The parents/guardians who attend provide input on the content with which they want to engage. School staff meets with parents in the school's library at 9:00 am to thank them for their attendance, have everyone sign in, provide refreshments, and frame the purpose for the morning. The school does not allow young children to attend because they want the parents to focus on their learning of the content with their middle school student. The school knows this causes some parents/guardians to not attend, but the school has not found a way to provide daycare in addition to the instruction on Saturday mornings.

When at least two parents/guardians need language support, the school attempts to provide a translator. At the end of each Saturday session, parents receive a certificate as something tangible that shows their commitment to their child and their own education.

Ready to Learn

Vegas PBS

Las Vegas, Nevada



Vegas PBS offers the Ready to Learn (RTL) program to proactively address the community's need for early learner support through a comprehensive approach that engages parents, caregivers, and children through free and universally available PBS resources. RTL services enhance children's early literacy, STEM, physical education, dental health, and school readiness skills. By combining free over-the-air educational broadcast content at home with online apps and parent engagement and teacher resources, Vegas PBS can surround the child with familiar characters and consistent and reinforcing curricular content tied to the Nevada Academic Content Standards (NVACS).

RTL family engagement workshops demonstrate how parents, caregivers, and teachers can use PBS KIDS educational television programming to provide fun learning activities that extend the educational experience beyond the broadcast to make any time learning time. RTL collaborates with local schools and community partners to deliver resources and instruction designed to meet the needs of the whole child: cognitive, social, emotional, and physical. Vegas PBS' efforts focus on Victory, Title I, and Zoom school neighborhoods. The RTL family engagement workshops are designed for early childhood education and are scalable to children in grades K-5. Eight workshops can accommodate up to 40 students each, and include: Early Writing, Environmental Print, Feelings/Coping Skills, Keeping Kids Fit Exercise, Keeping Kids Fit Nutrition, Math and Measurement, Music and Literacy, and Reading for Smiles Dental Health. RTL also offers multi-session family engagement series to foster vocabulary and STEM skills using popular PBS KIDS programs, Martha Speaks and Odd Squad.

Literacy instruction is integrated in all workshop themes, and new books are distributed after the workshop, in English or Spanish, to extend the concepts discussed and help build children's home libraries. Participating families are provided one book per month, for a total of 12 new books during the year to encourage continued development of literacy skills and parental engagement with their child's learning. By providing grown-ups with tools and experiences that they can use to support their children's learning, Ready to Learn strives to achieve measurable results in improving literacy skills of children in low-income families. Vegas PBS approaches all educational outreach programs as a continuum of support for children in our community from preschool to adulthood.

Including adults as learning partners is a key component of PBS' strategy to ensure that all children are given the opportunity to be successful in school and life. PBS KIDS curriculum-driven content is designed to help parents and caregivers provide fun learning experiences that extend the educational experience beyond the broadcast. By leveraging the full spectrum of media and technology available to help build knowledge, critical thinking, imagination and curiosity, families can make "anytime learning time."

The Family Learning Program

The Public Education Foundation

Las Vegas, Nevada



The Family Learning Program currently operates in eight elementary schools, seven that have high English Learner (EL) populations and one that is a primarily English-speaking community. The curriculum of the Family Learning Program is geared toward families who have children in primary grades (Pre-K to third grade) in hopes that families continue learned practices to help support students matriculate through their K-12 education. Using the Toyota Family Learning model from the National Center for Families Learning, parents engage in a 32-week program that offers leadership and educational workshops during Parent Time, connections between in-class and at-home learning during Parent and Child Together (PACT) Time, employability skills development during Family Service Learning, and the building of social capital through Family Mentoring.

Parent Time is held in a designated space on the school's campus, determined in partnership with the school administration. Families meet with Site Coordinators from The Public Education Foundation for two hours each week, engaging in workshops that share best practices on education and helping them to navigate the school system. During Parent Time workshops, participants are exposed to community experts and resources including financial planners, school administrators, and health care providers. Parents set personal and family goals at the beginning of the program and their Site Coordinator and peers support them to work to achieve these goals throughout the duration of the program. PACT Time occurs both in the classroom and at home. Parents are required to complete at least two hours of at home PACT Time per week and 30 minutes of in-class PACT Time per week.

Before parents enter the classroom, they receive training during a period called "Prep-to PACT." Site Coordinators prepare families with skills that allow them to effectively observe their child's learning style and the teachers' teaching methods, training participants to recognize the differences between auditory and visual learners and the effects of whole group versus small group instruction.

The goal for in-class PACT Time is to aid families in the process of understanding the way their child learns and to expose families to effective learning techniques that will further assist students during at home learning. Parents/guardians are encouraged to use the skills learned during Parent Time and In-Class PACT Time to complete innovative and effective at-home PACT activities. At-home PACT Time activities may consist of families reading together at bedtime or families measuring ingredients together during dinner preparations.

The University of Family Learning (UFL)

CCSD's Family and Community Engagement Services (FACES)

Clark County, Nevada



Parents and families are invited to participate in a variety of workshops that support the Superintendent's Pledge of Achievement. Every UFL workshop offers credit for hours of participation. Participants who meet the yearly goal of 50 or more hours are honored at the end of the year at the Ceremony of Achievement.

As interest in UFL workshops has increased, it has become necessary to include community resources and expand the engagement of District partners in order to provide optimum support to families and students. Twelve FACES Family Engagement Centers provide onsite UFL workshops that are facilitated by the presence of a Teacher/Family Assistant who works with young children to provide educationally focused activities while participants are engaged in learning experiences.

In order to facilitate scheduling of workshops at all schools in the District, Family School Liaisons (FSL) are engaged in contacting principals or their designees to ensure that UFL workshops are made available to families. To meet specific needs, two catalogs have been created to focus on the interests of elementary as well as secondary school families. The catalogs are available on the FACES website as are the daily schedules of workshops throughout the District.

FACES staff and administrators are engaged in planning workshops in support of the Superintendent's Pledge of Achievement for CCSD. All workshops are categorized according to four focus areas: Parents as Learning Partners, Navigating the School System, Parent Leadership, and Family Wellness and Development. Implementation of UFL workshops is provided by FACES staff, vetted community resources, and District partners. Staff maintains registration data and records attendance throughout the academic year. As mentioned previously, participants accumulating fifty (50) or more hours of workshop attendance are recognized for their commitment to learning at the annual Ceremony of Achievement held in May. In the three years since the inception of the UFL, over 390 participants have received certificates recognizing their dedication to learning.

The goal of the UFL is to provide extended learning opportunities for adult family members of current and future CCSD students in order to access valuable educational resources, provide networking opportunities, and to promote parent leadership strategies in order to increase both family and student success.

Speaking Up for Every Child Standard 4



Standard 4: Speaking up for every child – Parents and families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Teachers work with families to take advantage of resources and programs that support student success (tutoring, counseling).
- The teachers and school staff empower families and encourage advocacy for students to resolve problems/conflicts.



The following exemplify exceptional promising practices by schools, districts, and community organizations that align with Standard 4. These examples show how schools help families know how the local school and district operate and how to raise questions or concerns about school and district programs, policies, and activities. Parents understand their rights and responsibilities under federal and state law as well as local ordinances and policies. Parents are prepared to monitor their child’s progress and guide them toward their goals through graduation, postsecondary education, and career.

Family Support Resources

Nevada PEP



Nevada PEP's goal is to empower families to partner with schools to improve their child's education. Nevada PEP services are about empowering families to be life-long advocates for their children through education and skill-building which results in raising hope and expectations. Nevada PEP helps families of children who have disabilities (ages 0-26) by responding to their concerns and providing individual assistance. Using email, phone calls, and meetings with families allows Nevada PEP staff to discuss options to address family concerns. Families are the experts on their children and must learn about disabilities, and intervention needs.

As their child's primary decision maker, families must also learn how to develop a support system to meet those needs.

Nevada PEP staff are parents of children with disabilities and have an understanding of the challenges parents face when they have a child with a disability. Using supportive learning environments, parents have the opportunity to learn with other parents in classes such as: Coffee, Tea and IEP; Positive Behavioral Supports; IEP Clinics; and Advocacy Workshops.

The Nevada PEP Leadership team designs, through strategic planning, an extensive orientation process and provides continuous training for staff. Services are evaluated through parent surveys that provide an opportunity to address training needs through a quality improvement process.

Given the power that family involvement has to influence how our children achieve in school and in life, it's not surprising that the nation's special education law, the Individuals with Disabilities Education Act (IDEA), strongly supports parents' right to be involved in the special education their child receives. As IDEA states: Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by strengthening the role and responsibility of parents and ensuring that families have meaningful opportunities to participate in the education of their children at school and at home.

Whitney Family Leadership

Whitney Elementary School

Las Vegas, Nevada



Whitney Elementary School is a Title I school where most of the families live below the poverty level and are considered “homeless.” During Whitney Family Leadership events held once a month for a full day, parents are taught how to be a leader in their homes and at school by a Whitney teacher-leader. Content is presented in Spanish and English and both breakfast and lunch are provided to families who attend. Families also have the opportunity to win door prizes and volunteer in the school’s clothing/food pantry. At the end of the day, families receive a food bag with groceries.

FACES parent workshops – which includes 100 Ways to Raise a Reader, Parent Engagement at School, Bullying Prevention, Home/School Communications, Talking to Your Children Counts, Toxic Stress and Child Development, Active and Healthy Families, Police and Parents: Partners at School – are designed to support learning at home and helped 41 parents become empowered to advocate for their children. These workshops are held on Family Leadership days. These FACES parent workshops are combined with parenting classes that cover topics such as budgeting, school and personal journaling, the importance of education, being an advocate for your child, creating a family action plan, and cultural orientations. A visit to a local university is also included to encourage the pursuit of higher education by parents and their children. The teacher-leader shares important information about happenings at the school and additional trainings. Parents are welcomed to bring their younger children and also engage in voluntary service projects. The teacher leader also offers and encourages free night classes in English as a Second Language and High School Equivalency. Parents take turns watching the toddlers while others attend the workshops in the school’s Adult Learning Portable Classroom. Volunteer trainings are held often and parents are encouraged to volunteer in the school and in their student’s classrooms.

Family Night Fundraisers have been a part of the Family Leadership Program as well. With the help of staff members, parents planned and executed a night to raise funds for the school. Parents made and served the food while families were entertained by a Mariachi group. Families then chose a workshop to attend that was presented by FACES and Whitney teachers. Everyone then returned to the multi-purpose room to draw names for the gift basket prize. Gift baskets were created by the parents and staff through their own personal donations or the donations of others. Large numbers turned out for the event. All were fed, educated, and entertained in the same night. Through Family Leadership training, parents have helped out with Movie Night fundraisers for field trips and grade level materials. The school also has family literacy and math nights, as well as a very well attended Multicultural Festival presented annually.

Sharing Power Standard 5



Standard 5: Sharing power – Parents, families, and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- The teacher collaborates with families to establish an equal voice and mutual understanding in decisions regarding their student’s education.
- Encourage families to become active participants in the school culture at the local and district level. The schools will encourage purposeful engagement in parent advisory groups, school board meetings, school functions, and activities.



The following examples exhibit exceptional promising practices by schools, districts, and community organizations that align with Standard 5. These examples show how schools collaborate with families to be full partners in making decisions that affect children at the school and in the school community. Families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders.

School Organizational Teams

Clark County School District



With the passage of AB 469 during the 2017 Legislative Session, every school in Clark County is now required to have a School Organizational Team (SOT). A SOT assists and advises a school principal on the operation plan of the school and helps monitor and implement the school in carrying out that plan.

A SOT consists of:

- The school principal (non-voting member)
- A minimum of two but not more than four licensed educators
- One support professional or two support professionals (if there are four licensed educators)
- Parents/guardians that equal 50% of the non-voting SOT members
- A student (secondary only/non-voting member)
- [*Optional*] One or more community members (non-voting)

SOTs meet at least once a month and are open to the public. This allows the shared decision-making process to be most effective with all stakeholders involved and working toward the same goals. Shared decision-making is the foundation of a successful SOT. This shared decision-making process seeks to:

- Be collaborative
- Involve input from all stakeholders
- Represent a shared vision for student achievement and school improvement
- Reach consensus for all decisions being made

Collaborating with Community

Standard 6



Standard 6: Collaborating with community – Parents, families, and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

- The teacher and school staff communicate with families about services/resources, make referrals to programs, and plan activities that expand learning opportunities.
- Schools develop resources to purposefully include and collaborate with community organizations to participate in classrooms, school events, and activities.



The following examples exhibit exceptional promising practices by schools, districts, and community organizations that align with Standard 6. These examples show how parent and school leaders work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff, and families, and build a family-friendly community.

Breakfast/Snack Time with Books

Spread the Word Nevada

Henderson, Nevada



The goal of the Breakfast/Snack Time with Books program is to help instill the importance of reading with children in partnership with families. Each month students, parents, grandparents, guardians, and siblings are invited to share in a light breakfast/afternoon snack and story reading at the elementary schools that Spread the Word Nevada serves.

Every person who attends receives a breakfast or afternoon snack, a book to keep, and a simple literacy expansion activity to take home and complete. At the conclusion of the story reading, a raffle takes place and attendees have a chance to win a prize. Spread the Word Nevada also encourages children to read and complete a reading log each month. When they turn it in, they select a prize from the treasure chest.

The emphasis of the program is family literacy and encourages families to read with their children. Research indicates that disconnecting from school at an early age can have long-term financial consequences. Spread the Word Nevada can be a part of the solution by having the goal of achievement to be reading proficiently by 3rd grade. The organization builds upon each year's academic success to strengthen the student's platform for future learning and simply put; when kids read, they succeed!

Youth need academic pathways to build skills and knowledge to reduce the achievement gap. Spread the Word Nevada provides the family unit with tools of support to achieve their own family's stability and successes. The organization's literacy services provide opportunities both for students and families to easily participate. Research emphasizes the "close connection between family stability and well-being to a child's success. Recognizing that kids thrive when their families do and by taking the entire family into account with the two-generation approach to equip parents and children with the tools and skills necessary for both to succeed." – 2014 Annie E. Casey Foundation, Creating Opportunity for Families.

Family to Family Connection

Family to Family Connection

Las Vegas, Nevada



Family to Family Connection (F2F) Cambridge is located in Las Vegas, Nevada near Maryland Parkway and Flamingo. Classes are free and there are no qualifications to attend. The majority of participants are Hispanic or Asian. Most children are accompanied by mothers, some fathers, grandparents, other relatives and caretakers. Registration is required since many classes are at capacity. F2F Connection has acquired three classrooms in which they have attempted to develop a homey environment. They maintain a no-shoe policy where children can play and family photos and craft projects are displayed on the walls, demonstrating wide ethnic diversity.

Parents come nearly every day, since many consider F2F their school. Valuing F2F, families support one another by eagerly translating for newcomers, when needed. In addition, they bring homemade food for snack time, donate supplies, and volunteer to teach and assist with a variety of classes.

Interaction between staff and families is based off a strength-based model and is very respectful. F2F recognizes and values cultural differences and does not prescribe to a cookie cutter approach. Staff has expectations of families to take responsibility for their children, show up for class on time, and follow directions. These are the basics for success in family relationships as well as professional endeavors. F2F serves the entire family in order to improve outcomes for children.

F2F staff is skilled and educated in early education. Partnerships with early intervention programs allows F2F to help families by providing developmental screenings or appropriate referrals. Parents are very comfortable to express concerns to staff regarding their child's development or behavior. Many issues parents have been remedied by understanding typical development and/or individual temperament.

F2F offers classes specific to various holidays and traditions. Children begin to learn about the world alongside their parents and friends. Several of F2F's class offerings have a similar routine, which begins with circle time that includes introductions and saying names in song and rhyme. This is followed by a story time related to the theme and three activity stations with different projects.

As families rotate through the activities, children learn to easily transition. There is great and on-going emphasis on the importance of babies and young children being read to every day. As much as possible, F2F uses repurposed or recycled materials to demonstrate that many creative projects can be done at home.

