

Nevada's Family Engagement Framework Birth through Grade 12

Developed and informed by
Nevada families, educators,
and community members



2021



Guide



Resource



Toolkit

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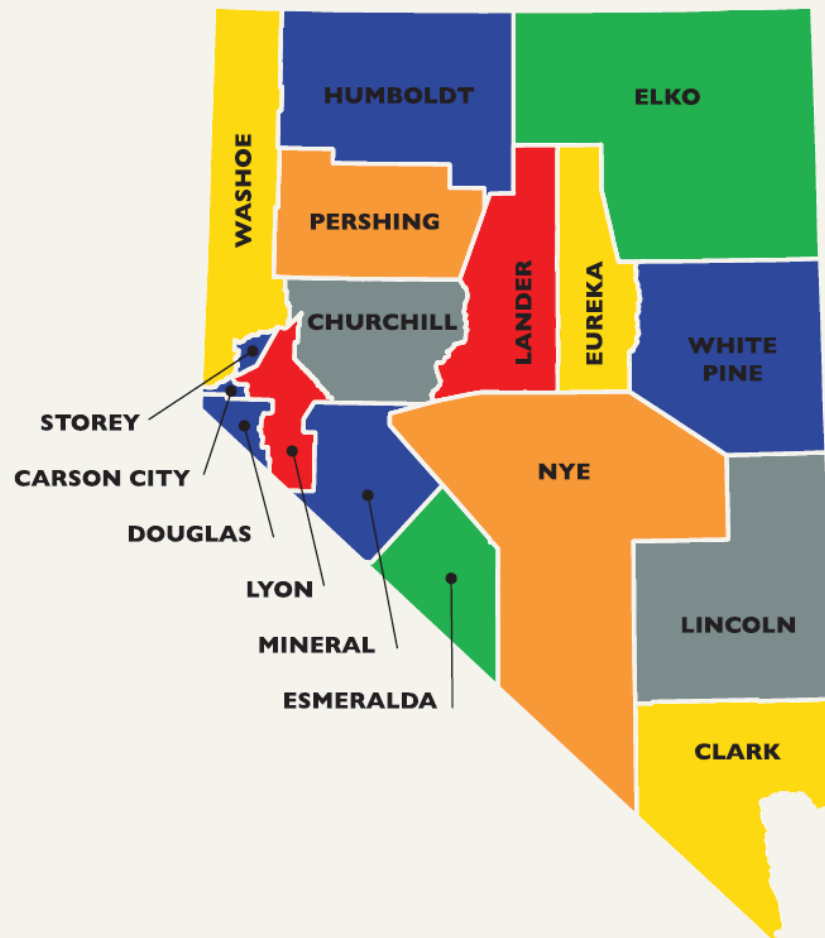


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Letter from Nevada State Superintendent of Public Instruction

Dear Nevada Families, Educators and School Staff, Students, and Community Members,

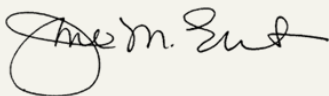
In June 2018, the Nevada Department of Education (NDE) partnered with the Council of Chief State School Officers (CCSSO), the National Association for Family, School, and Community Engagement (NAFSCE), and 12 other states to form a State Consortium on Family Engagement (Consortium). Each state education department committed to this partnership due to the awareness of the impact that family engagement has on student outcomes and the strong desire and commitment to offer systemic and strategic approaches to family engagement throughout each of our states.

One of the goals of the Consortium was for each state to establish a coalition of diverse stakeholders with a vested interest in family engagement to help develop a statewide definition for family engagement and a family engagement framework customized to the needs of the state and its community. I want to recognize and thank all the members of the Framework Advisory Committee (Committee) and the many other Nevada families, educators, and community members who lent their time, effort, and expertise in the creation of this document. This work could not have been done without you.

Nevada's *Family Engagement Framework: Birth through Grade 12 (Framework)* will provide schools, districts, educators and school staff, and community members a shared approach and definition for family engagement and be a valuable resource in family engagement planning efforts. The *Framework* is based on research and evidence-based practices and strategies in family engagement and emphasizes the need for educators to build authentic relationships with families. The *Framework's* five foundational principles begin with Equity, the cornerstone and driving force of the State Plan for the Improvement of Pupils (STIP). Family engagement is a critical component of a child's educational experience and requires a sustained commitment of effort and resources, especially during this difficult time and the circumstances created by the COVID-19 pandemic. The current public health pandemic has brought unprecedented challenges to our education system and cast a spotlight on the need for effective and sustained family engagement in a child's educational experience.

The *Framework* will be a living document and consistently updated to reflect the most up-to-date family engagement strategies, practice, and research. It is our responsibility as educators and members of the community to effectively engage and support our families and students so that each Nevadan is ready for success in a global 21st century.

Sincerely,



Jhone M. Ebert
State Superintendent of Public Instruction

Nevada's Family Engagement Framework

Nevada's Family Engagement Framework: Birth through Grade 12

The Nevada Department of Education's (NDE) *Family Engagement Framework: Birth through Grade 12 (Framework)* was developed and informed by Nevada **families**¹, **educators**², and **community members**³. The Framework Advisory Committee (Committee) supported NDE in developing the *Framework* to guide schools, districts, educators, and community members in their family engagement efforts. The Committee consisted of family engagement experts and advocates from across the state. Nevada families, educators, and community members also provided NDE and the Committee feedback on the *Framework* and its family engagement definition through written feedback and surveys.

The *Framework* is based on best practices from national and state organizations, family engagement research, and Committee members' expertise. The *Framework* itself is not a script for family engagement efforts, but a compass. It is designed to be a common family engagement guide for schools, districts, educators, and communities. Schools, districts, educators, and communities should still develop and put in place a family engagement plan that best fits and best serves their community. The *Framework* is also a valuable family engagement resource for anyone else who has a role in a child's learning and educational experience. The Committee and NDE hope schools, districts, educators, and communities apply the Framework's concepts and guidelines in their family engagement planning process and initiatives.

“The *Framework* itself is not a script for family engagement efforts, but a compass.”

The Goal of the Framework

The goal of the *Framework* is to create a shared understanding and approach to family engagement in Nevada from birth through grade 12. This will result in family engagement playing a greater role in a child's learning and development throughout the state in our efforts to improve children's outcomes.

The Document and Framework's Layout

The following pages provide context and background information regarding NDE's definition for family engagement, the difference between parental involvement and family engagement, the role everyone plays in family engagement, why family engagement matters, and the need for a change of mindset. It is then followed by the *Framework* and its five *Foundational Principles*:

¹ Families: any caregiver who takes primary or shared responsibility for raising a child, regardless of biological relationship

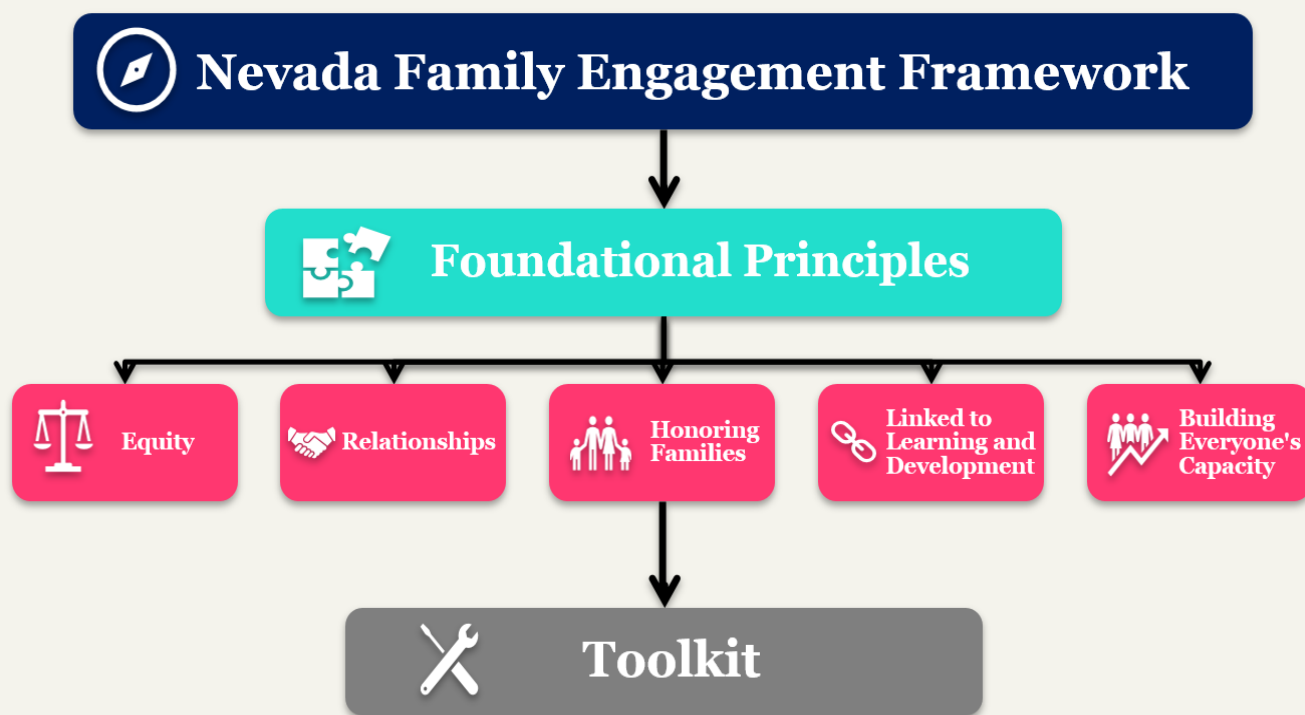
² Educator: refers to in-school and out-of-school staff providing instruction and support to students

³ Community member: a member of the community and/or community organization

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- Equity;
- Relationships;
- Honoring Families;
- Linked to Learning and Development; and
- Building Everyone's Capacity

The *Framework* also contains a *Toolkit*, which has recommended family engagement practices and strategies that align with the *Framework's Foundational Principles*, [the Parent-Teacher Association's \(PTA\) National Standards for Family-School Partnerships](#), which were adopted by the Nevada State Board of Education in 2015 as a part of its [Nevada Policy of Parental Involvement and Family Engagement](#), and the [Nevada Educator Performance Framework's](#) family engagement standard. The *Toolkit* will be consistently updated to reflect the most up-to-date family engagement best practices and strategies.



Defining Family Engagement

Having a common, definition for family engagement in Nevada gives everyone a shared understanding of what we mean when we refer to or talk about family engagement. It allows everyone to be on the same page when discussing family engagement and puts us in a better position to make decisions going forward.

During the summer of 2019, the Committee and NDE engaged hundreds of **stakeholders**⁴ to help develop Nevada's definition for family engagement. Over 400 hundred families, educators, and

⁴ Stakeholders: anyone who has an interest in the success of a school or school system, including government officials, school board members, administrators, educators, district and school staff, associations, parents and families, and community members

Nevada's Family Engagement Framework

community members shared their thoughts on what family engagement means to them and what words or phrases Nevada's definition should include. The Committee and NDE then took all the feedback and crafted a common statewide definition.

Nevada defines **family engagement**⁵ as...

a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning.

[Click here](#) for a short video to learn more about what family engagement means.

Everyone Plays a Role

NDE, districts, schools, early childhood programs, community members, and families all play an important role when it comes to family engagement. It requires everyone systematically working together to improve child outcomes ([U.S. Department of Health and Human Services & U.S. Department of Education, 2016](#)).

Envision all the people who work together for a space launch. A space launch relies on everyone's expertise, from engineers, mathematicians, and physicists, to work together to send astronauts into space. The same is true for family engagement. To successfully launch a child's learning and educational experience, schools, families, and community members need to work together to set goals and create a plan. By consistently working together throughout the year on a shared mission, we will be able to successfully launch students' learning and help them reach their academic and personal goals ([FrameWorks Institute, 2019](#)).



⁵ Family engagement: A shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning

Nevada’s Family Engagement Framework

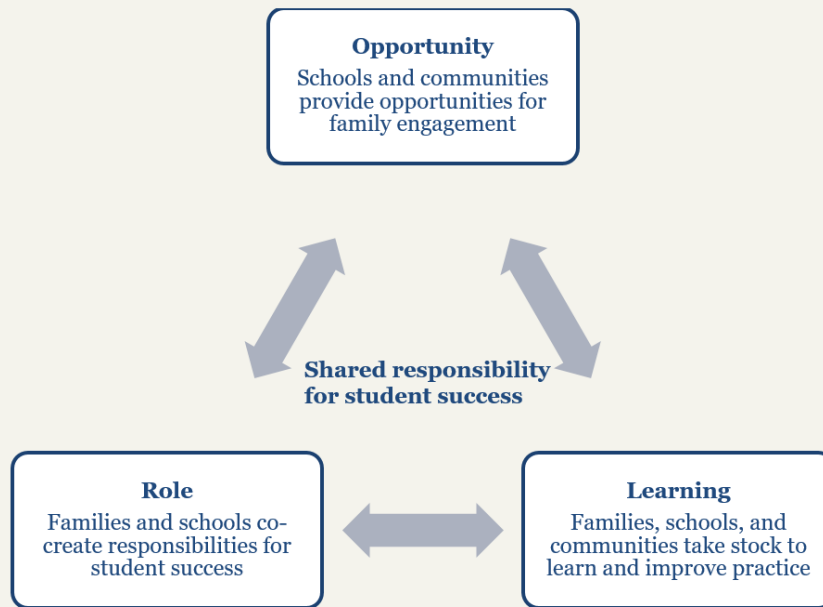
Family Engagement: A Shared Responsibility

Shared responsibility⁶ means educators, families, students, and the community co-owning the responsibility for teaching, learning, and accountability for student success.

Many people still hold the view that learning happens only in schools and is solely the school’s responsibility. Given that learning happens well before children enter school and takes place beyond school walls, a shared responsibility for children’s learning is the foundation for a new approach to family engagement ([Rosenberg et al., 2009](#)).

The concept of shared responsibility has three main dimensions:

- 1) Opportunity;
- 2) Role; and
- 3) Learning



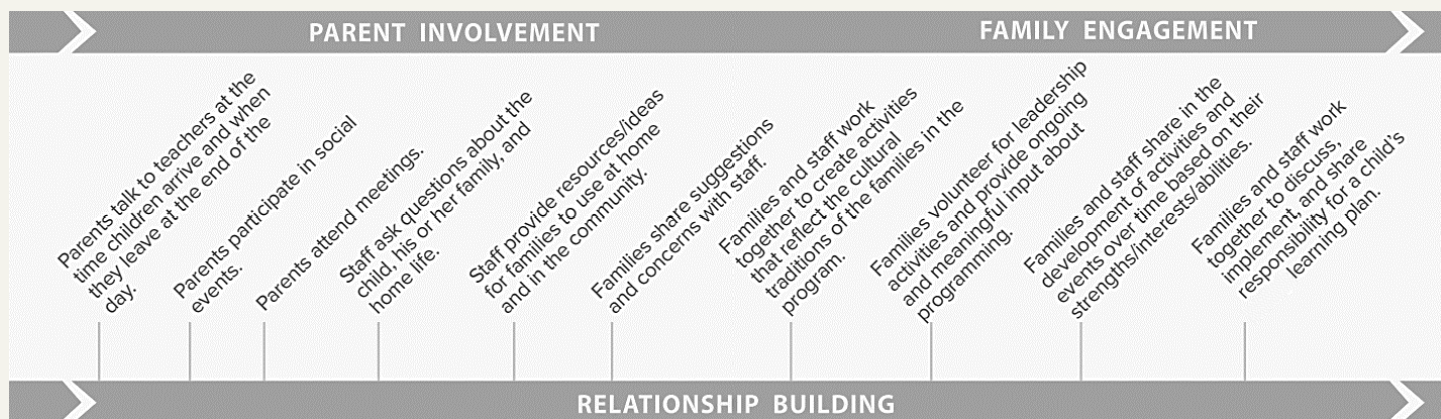
(Adapted from [Rosenberg et al., 2009](#))

Parental Involvement vs. Family Engagement

Even though parental involvement and family engagement are often used interchangeably, it is important to know there are key differences between the two terms. **Parental involvement** relies on practices that may have less impact on student achievement, such as attending school activities, meeting with teachers, or helping with homework ([Pekel, 2015](#)). **Family engagement** focuses more on educators, families, and community members *partnering together* for the learning and development of children. Parental involvement is more of a “doing to” parents as opposed to family engagement, which is something you are “doing with” families ([Furlazzo, 2012](#)).

⁶ Shared responsibility: Educators, families, students, and the community co-owning the responsibility for teaching, learning, and accountability for student success

Nevada's Family Engagement Framework



(Adapted from [Office of Head Start, 2018](#))

That is not to say that parental involvement is not effective. We know through research that any kind of increased parent involvement in a child's education can help. However, the same research also says that family engagement can produce even better results—for students, families, schools, and their communities (Ferlazzo & Hammond, 2009).

Why Family Engagement Matters

The research and evidence on the impact of family engagement is consistent, positive, and convincing. It's no secret that family engagement has a major impact on a child's learning and development throughout their life. When schools, districts, families, and community members work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Over 50 years of research confirms that family engagement in a child's education matters. Many studies have shown that regardless of income or background, family engagement leads to:

- Improvement in school attendance;
- Increased social-emotional skills;
- Higher grades and test scores;
- Higher enrollment in advanced programs;
- Increased graduation rates; and
- Higher college enrollment rates.

([Henderson & Mapp, 2002](#))

Family engagement also is identified as one of the nine characteristics found most often in high-performing schools. High-performing schools intentionally link family engagement strategies to academic goals and make family engagement a part of their school improvement plan ([Shannon & Bylsma, 2007](#)).

[Click here](#) for a short video to learn more about the impact of family engagement.

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Changing Mindsets

Family engagement demands a major shift in **mindset**⁷ from one of *devaluing* families to one of *valuing* families. Valuing family engagement means building on family strengths and cocreating with families. It means rejecting old scripts about families and the negative assumptions that certain families are less engaged and invested in their child's learning and development. Research has proven these negative assumptions to be a myth and that the different and innovative ways families engage in their child's learning often goes unrecognized. All families want what is best for their children and the most effective family engagement initiatives build upon families' strengths and funds of knowledge ([Global Family Research Project, 2018](#)).

Changing mindset is the critical first step for family engagement to be successful and effective in improving student outcomes.

A Strengths-Based Approach

A **strengths-based approach**⁸ involves:

- Acknowledging the strengths of families first
- Respecting and learning from differences
- Showing openness to adapting practice based on family preferences
- Sharing decision-making
- Approaching families as equal and reciprocal partners in support of their child

Adopting and using a strengths-based approach allows us to positively build trusting relationships with families and shows families that we want to work together ([Office of Head Start, 2018](#)).



⁷ Mindset: way of thinking

⁸ Strengths-based approach: involves acknowledging the strengths of families first; respecting and learning from differences; showing openness to adapting practice based on family preferences; sharing decision-making; and approaching families as equal and reciprocal partners in support of their child.

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The Framework

The Five Foundational Principles

The *Foundational Principles* are a set of values and beliefs that underscore the content in the document and the *Framework*. They ensure the recommended family engagement practices and strategies in the *Toolkit* align and adhere to these core values and beliefs. The *Foundational Principles* are based on research and stakeholder feedback and align with other family engagement frameworks like the [Dual Capacity-Building Framework](#).

Foundational Principle #1: Equity

Committing to **equity**⁹ means that educational opportunities are accessible ([Gorski, 2019](#)) and provided to all students based on their unique educational and social needs so they can succeed ([Bishop & Noguera, 2018](#); [Robinson, 2018](#)). Equitable educational opportunities must consistently address the need for families to partner with schools in the learning process to strengthen children's learning ([Mapp, et al., 2017](#)). An effective Multi-Tiered System of Supports (MTSS) can help provide equitable success for everyone. Below are NDE's seven core-elements of MTSS, which can also be found in Nevada's [Framework for Equitable Integrated System of Student Supports](#).



Nevada Department of Education, 2019

We must acknowledge and address barriers to achieving equitable opportunities for families to partner in their child's education. For example, if school events get scheduled during times when families are working, families might be excluded. Or, when families and teachers do not speak the

⁹ Equity: The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status (NDE definition from the [2020 Statewide Plan for the Improvement of Pupils](#))

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same language, some families may not be included in the communication process. To promote family and school engagement, schools need to look at and examine family engagement efforts through an equity lens (Linton, 2011). For instance, schools might consider which languages school communications should be translated into and how that communication will be distributed in a way that includes all families. Schools might also consider which times are best for families to participate in school events to include the greatest number of families. By training educators to understand the needs, hope, and goals of families from different circumstances and backgrounds, schools can address barriers to equitable educational opportunity and integrate effective and equitable family engagement practices and strategies.

Foundational Principle #2: Relationships

Authentic, respectful, and trusting relationships are the foundation to any strong partnership, especially when it comes to family engagement. Building **authentic relationships**¹⁰ with families is essential and requires intentional effort. Families and educators must be given the opportunity to learn about each other, share stories, and build partnerships (Mapp, et al., 2017). Effective and meaningful family engagement cannot take place until this occurs.

Additionally, schools and educators need to understand that some families do not feel confident in working with the school because of their own level of education, their own or their child's school experiences, or some other relevant barrier. Whatever the reason, educators and schools need to make and maintain the effort to build authentic relationships with families to help reduce and eliminate this feeling (Constantino, 2016).

Building authentic relationships with families also helps bridge divides that are a result of age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. This includes **implicit bias**¹¹, which is something we all have and affects the way we live and work in the world. Identifying how our implicit bias may negatively affect those around us is critical for us to ensure the well-being of everyone. The impact of educators' implicit bias on students and their families is linked to the well-documented and persistent **opportunity gaps**¹² for Black, Hispanic, and low-income students (Gay, 2010). Not knowing and understanding who our students and their families are can have a lasting negative impact. By building and sustaining authentic relationships with families, educators can help counteract misconceptions and personal implicit biases about families and form stronger family-school partnerships.

[Click here](#) for a short video to learn more about implicit bias.

¹⁰ Authentic relationship: a relationship where educators fully understand a family's needs and where parents can share their knowledge, strengths, and what is important for them and their child.

¹¹ Implicit bias: attitudes or stereotypes toward others that unconsciously affect our understanding, actions, and decisions toward others ([McKnight, et al., 2017](#))

¹² Opportunity gaps: Refers to the ways in which race/ ethnicity, socioeconomic status, English proficiency, community wealth, familial status, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain students

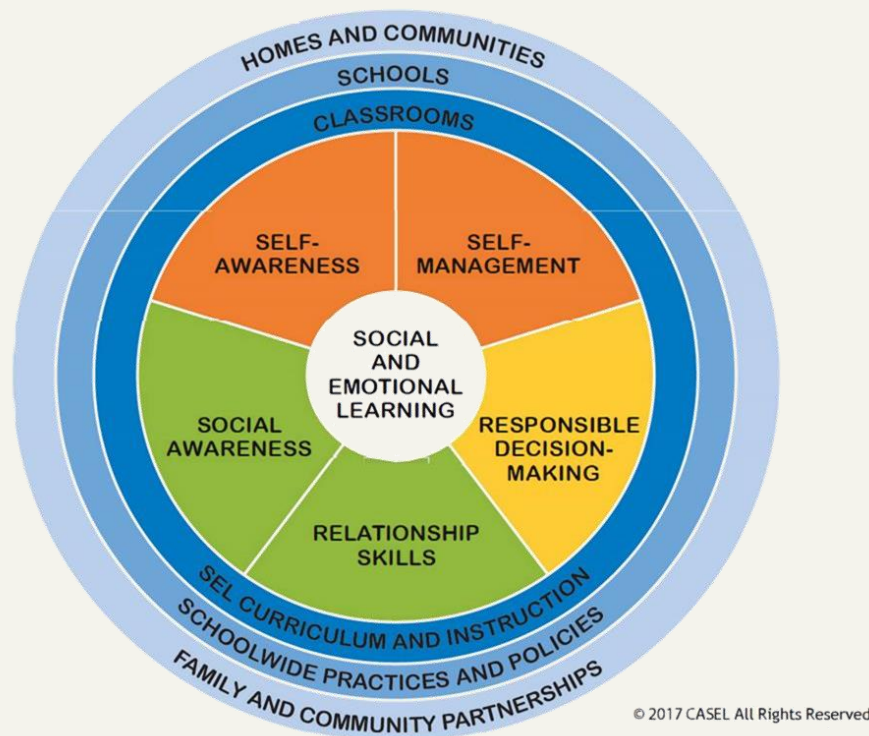
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Foundational Principle #3: Honoring Families

Honoring and recognizing families' funds of knowledge, skills, and forms of engagement is key to sustaining any effective family-school partnership (Mapp, et al., 2013). A child's first teachers are their family. And as their first teachers, families are the expert on their child and know their child's strengths best. Educators must understand that no matter a family's age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status, that, with support, they can enhance their already existing ability to encourage and foster their child's learning and development. Making it clear to families that their knowledge is an extremely valuable asset will only help to strengthen this partnership (Mapp, et al., 2017).

Foundational Principle #4: Linked to Learning and Development

Family engagement initiatives, practices, and strategies should be linked to the learning and development goals of the child. They should align with the school or district's social, emotional, and academic development (SEAD) goals in addition to any other goals that are set. Research shows that family engagement increases SEAD skills at home and at school. Educators, families, and community members have a shared responsibility to support **whole child**¹³ development.



(The Aspen Institute, n.d.)

Family engagement events or activities are great opportunities to share with families what their child should know and be able to do. Families and educators are more interested in and motivated to

¹³ Whole child: Consideration of the whole child transitions focus from narrowly defined academic achievement to one that promotes long-term development of each child through a healthy lifestyle, physical and emotional safety, connections with school and the broader community, support from adults, as well as academic preparation for success in college and career.

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participate in events and programs that are focused on growing their ability to work together as partners to support children's cognitive, emotional, physical, and social development (Mapp, et al., 2013).

Foundational Principle #5: Building Everyone's Capacity

Effective family engagement requires building the capacity of both families and educators. Building up everyone's knowledge and skills to work together will only result in stronger, more effective family engagement. It is important to acknowledge that all families have strengths and knowledge to build on, as opposed to seeing families as empty or damaged vessels in need of services and "fixing" (Mapp, et al., 2017).

Educators also need to build their capacity to engage families as well. Families and educators can build their capacity through workshops, trainings, seminars, family engagement activities, and/or professional development. Just like we expect our children to continuously improve and grow, the same applies to the adults in our education system.

Coronavirus Disease 2019 (COVID-19) Circumstances

Even though NDE and the Committee could not foresee the current Coronavirus Disease 2019 (COVID-19) pandemic and its impact on the educational landscape when developing the *Framework*, the *Framework's* concepts and guidelines are still relevant and applicable. Effective family engagement best practices and strategies should be and can be adaptable to any type of setting. Family engagement has always been a critical piece of a child's educational experience and it is our responsibility to engage families consistently and in new ways. We need to move beyond just informing families – we need to involve and engage them. The level of and attention to family engagement is one of the few bright spots of the pandemic that we should sustain for the long term. Families are not a replacement for educators but last spring they were our eyes and ears. If we expect families to communicate and collaborate with us, then we need to invite them into our work early and often. It is more important than ever for districts, schools, educators, and community members to meaningfully and equitable engage and support students and families during this time.

Nevada's Family Engagement Framework

Toolkit

The Toolkit contains recommended family engagement practices and strategies that align with the Framework's *Foundational Principles*, the [Parent Teacher Association's National Standards for Family-School Partnerships](#) (Standards), which were adopted by the Nevada State Board of Education in 2015 as a part of its [Nevada Policy of Parental Involvement and Family Engagement](#), and the [Nevada Educator Performance Framework's](#) family engagement standard. The Standards identify what educators, families, and communities can do together for the successful learning and development of all children and youth. Some recommended practices and strategies may align with more than one of the Standards.

Under each Standard there is:

- The Standard's goal(s);
- A brief description of what the Standard should look and feel like;
- A Soft Chalk link to learn more about the Standard;
- Recommended practices and strategies that align with the Standard;
- The recommended grade of the practice/strategy; and
- Links to resources and evidence for the recommended practice/strategy.

Please Note: No one practice or strategy will be enough to effectively engage families. Rather, a constellation of practices and strategies that align and are a part of an overall family engagement plan will contribute to an effective family engagement environment.

Welcoming All Families

Learn more about the Standard [here](#)





Goal 1: Creating a welcoming environment

Goal 2: Building a respectful, inclusive school community

- ❖ Educators value, respect, welcome, and encourage children and families of all diverse cultural backgrounds to become active members of the school. They view families, and children as valuable assets.
- ❖ Families feel they have voice and a sense of belonging.
- ❖ Children and youth feel accepted and know the people around them care about them.

High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Home visits Educators establish strong, positive relationships with families by visiting their home or an agreed upon location. (Adaptable via virtual option)</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">✚ The Parent Teacher Home Visit Project + Research✚ Parent Teacher Home Visits (Washoe County School District)✚ Every Student Succeeds Act: Evidence Level 3 <p>*Please check your district's home visitation policy</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Birth–PreK<input checked="" type="checkbox"/> K–Grade 5<input checked="" type="checkbox"/> Grade 6–Grade 8<input checked="" type="checkbox"/> Grade 9–Grade 12

Nevada's Family Engagement Framework



High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Hopes and Dreams Letters and Posters Families share their hopes and dreams for their child with the teacher. This helps create an effective learning environment and lets the family know from the beginning that the teacher has the best intention for the child.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Responsive Classroom  Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success (Mapp, Carver & Lander, 2017) 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Welcoming Phone Calls Set a positive, welcoming tone that builds trust and relationships using a welcome phone call, prior to meeting students and their families.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Welcoming Families from Day One  Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success (Mapp, Carver & Lander, 2017) 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

Communicating Effectively

Learn more about the Standard [here](#)






Goal 1: Sharing information between school and families

- ❖ Educators regularly facilitate positive and constructive **two-way communication**¹⁴ with families in a way that is responsive to their language needs and preferred way of communicating.
- ❖ Families are comfortable reaching out and know who to reach out to.
- ❖ Children and youth know there is consistent communication between home and school.

High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Positive Phone Call Home Teacher builds relationship with parents by calling each student's parents and telling them something positive about their child. Some parents have never been called about something positive. This is a beginning step towards two-way communication.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  PBIS Rewards  A Phone Call Home Makes All the Difference 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

¹⁴ Two-way communication: communication that is interactive, equal, and feedback-oriented

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High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Schoolwide Structures/System for Ongoing, Two-way Communication Between School-Home School and staff collaborate with families to develop school-wide structures and means for engaging in ongoing dialogue using two-way communication methods and technologies</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Creating a Culture of Two-Way Communication (Build Initiative)  Engaging Parents Through Better Communication Systems 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Two-way Communication About Student Growth and Progress The school and classroom teacher utilize ongoing communication strategies with families that provide opportunities for two-way dialogue to share student's progress, learning goals, targeted strategies for improving, and positive observations.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Conversation to Share Data with Families  How Two-Way Communication Can Boost Parent Engagement  Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12


Supporting Well-Being and Academic Success

Learn more about the Standard [here](#)

Goal 1: Sharing information about student progress

Goal 2: Supporting learning by engaging families

- ❖ Educators inform and connect families to opportunities and services according to the child's needs to support learning and healthy development both at home and at school.
- ❖ Families feel they have the tools and resources they need to support their child. And if they don't, they know who to reach out to.
- ❖ Children and youth know who they can reach out to when in need of support and feel comfortable doing so.

High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Academic Parent Teacher Teams (APTT) A workshop designed for parents of students in a class. During the session, the teacher facilitates, while the parents analyze individual and class data, develop their understanding of the concepts/skills being assessed, set goals, and explore specific ways they can support their children's learning at home.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Family Engagement – Academic Parent-Teacher Teams (APTT) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

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High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<ul style="list-style-type: none"> ✚ Video from Myrtle Tate Elementary School in Clark County, Nevada ✚ Evaluation Report 	
<p>Supporting the Whole Child and Family Provide students and families with the supports and resources they need to succeed. For example, Communities in Schools Nevada (CIS) places full-time site coordinators within school campuses who work directly with students and their families. Site coordinators work directly with the school's administration, with parents, and with students to provide resources that help students graduate on time, prepare for college, career and life.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> ✚ Communities in Schools Nevada webpage ✚ Every Student Succeeds Act: Evidence Level 1 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Family Capacity Building Build the capacity of families to help support their child's education at home. For example, The Public Education Foundation's Family Learning Program offers classes in English and Spanish, at various times throughout the day, and on different platforms. Their newly adapted curriculum helps families to familiarize themselves with technology platforms commonly used in education and provide them with tools to support their students' social-emotional needs.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> ✚ Virtual Family Learning Program 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>“You Can” Letter Engage families in classroom learning by providing a description of the target skills and/or content their children will be learning. Include a "You Can" section with specific ways the families can support their students' success with the material being addressed.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> ✚ Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

Speaking Up for Every Child

Learn more about the Standard [here](#)

Goal 1: Understanding how the school system works

Goal 2: Empowering families to support their own and other children's success in school

- ❖ Educators recognize families as advocates for their children and encourage them to speak up for their own and other children. They ensure that children and youth are treated fairly and have access to learning opportunities.
- ❖ Families feel comfortable and confident speaking up for their own and other children.
- ❖ Students feel their voice and their family's voice is valued.

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High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Family Advocacy Group Develop, build, or create a Family Advocacy Group that can unite around common goals for students' educational opportunities, school policies and school practices.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> + National PTA: Building and Joining Coalitions + Starting a Parent Teacher Association or a Parent Teacher Organization + Transforming Public Education: The Need for an Educational Justice Movement 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Growing and Empowering Family Advocates Growing and empowering families to be advocates for their child. For example, Nevada PEP empowers families to be life-long advocates for their children through education and skill building. Nevada PEP recognizes that parents are the experts on their children but must learn about disabilities, intervention needs, and how to develop a support system to meet those needs. Nevada PEP services are provided free of charge to Nevada families.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> + Nevada PEP webpage 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Parent University/University of Family Learning Workshops are offered to help families build upon skills, knowledge, and support systems to advocate for student success. Families have access to valuable educational, networking, and parent leadership information and opportunities that will increase both family and student success.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> + Parent University (Washoe County School District) + University of Family Learning (Clark County School District) 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Question Formulation Technique Strengthen families' skills to produce, improve, and use their questions to support, monitor, and advocate for their child's success.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> + Helping Parents Ask Good Questions (ASCD) + Partnering with Parents to Ask the Right Questions 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

Sharing Power

Learn more about the Standard [here](#)

Goal 1: Strengthening the family's voice in shared decision making

Goal 2: Building families' social and political connections

- ❖ Families and educators each are trusted partners in decisions that affect children and families. Together they inform, influence, and create policies, practices, and programs.

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High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Families and Educators Together (FET) Develop a team of educators and family members from underrepresented communities who collaborate to support the success and well-being of all students, as well as improve family members' connection with the school.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> ✚ Phi Delta Kappan: Building Trust, Elevating Voices, and Sharing Power in Family Partnership 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Parental/Family Action Committee Develop, build, or create a Parental/Family Action Committee (or Advisory Board) that is implemented at both the district and school levels to provide an opportunity for shared decision-making and inclusion of family voice within the decision-making process.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> ✚ Working with Families on Advisory Bodies: Build Initiative ✚ How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Shared Decision-making A School Organizational Team (SOT) is an example of how to implement shared decision-making at the school level. An 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. An SOT consists of the school principal, a minimum of two but not more than four licensed educators, one or two support professionals, parents/guardians, a student, one or more community members (optional).</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none"> ✚ School Organizational Teams (Clark County School District) 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

Collaborating with the Community



Learn more about the Standard [here](#)

Goal 1: Connecting the school with community resources

- ❖ Families and educators work with the community to create awareness of and connect each other to expanded learning opportunities and community services as needed.

High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p>Asset Mapping A strength-based approach to identifying and recognizing individual and community assets that foster connections and build capacity of the school community.</p>	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8

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High-Impact Family Engagement Strategies and Practices	Recommended Grade Level
<p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Community and School Assets Mapping for Collaborating with Community  Engage Every Family - Five Simple Principles 	<input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Community Resource Directory for Families Develop, build, or create a Community Resource Directory for families and students that is available through multiple modes (paper, online, etc.) to help connect families to vital community services.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Community Toolbox  How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12
<p>Connection with Public Libraries Library services have evolved, moving beyond traditional “story time” to providing children and other family members with opportunities to learn together and provide families the knowledge and resources they need to support their child’s literacy and school readiness skills.</p> <p><i>Resource and Evidence Links:</i></p> <ul style="list-style-type: none">  Public Libraries: A Vital Space for Family Engagement  Ideabook: Libraries for Families 	<input checked="" type="checkbox"/> Birth–PreK <input checked="" type="checkbox"/> K–Grade 5 <input checked="" type="checkbox"/> Grade 6–Grade 8 <input checked="" type="checkbox"/> Grade 9–Grade 12

If you wish to submit a high-impact family engagement strategy and/or practice to include in the *Toolkit* or the *Resource* page, please email Alberto Quintero at albertoquintero@doe.nv.gov.

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Resources

- [Be Reflective: Engagement Mindset & Impact](#)
- [Colorín Colorado](#) (A bilingual site for educators and families of English Learners)
- [Effective Family and Community Engagement Strategies](#)
- [Family Engagement Playbook](#)
- [Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning](#)
- [National Association for Family, School, and Community Engagement](#)
- [Promising Partnership Practices 2019](#)
- [Promising Partnership Practices \(Colorado Department of Education\)](#)
- [School Family Engagement with Grandfamilies in Mind \(Framework\)](#)
- [Title I, A Family Engagement Handbook](#)

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Glossary

Authentic relationship: a relationship where educators fully understand a family's needs and where parents can share their knowledge, strengths, and what is important for them and their child

Community member: a member of the community and/or community organization

Educator: refers to in-school and out-of-school staff providing instruction and support to students

Equity: The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status (NDE definition from the [2020 Statewide Plan for the Improvement of Pupils](#))

Family: any caregiver who takes primary or shared responsibility for raising a child, regardless of biological relationship

Family engagement: a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning.

Implicit bias: Attitudes or stereotypes toward others that unconsciously affect our understanding, actions, and decisions toward others ([McKnight, et al., 2017](#))

Mindset: way of thinking

Opportunity gaps: Refers to the ways in which race/ ethnicity, socioeconomic status, English proficiency, community wealth, familial status, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain students

Shared responsibility: Educators, families, students, and the community co-owning the responsibility for teaching, learning, and accountability for student success

Stakeholder: anyone who has an interest in the success of a school or school system, including government officials, school board members, administrators, educators, district and school staff, associations, parents and families, and community members.

Strengths-based approach: involves acknowledging the strengths of families first; respecting and learning from differences; showing openness to adapting practice based on family preferences; sharing decision-making; and approaching families as equal and reciprocal partners in support of their child

Toolkit: a collection of tools, guidance, and resources

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Two-way communication: communication that is interactive, equal, and feedback-oriented

Whole child: Consideration of the whole child transitions focus from narrowly defined academic achievement to one that promotes long-term development of each child through a healthy lifestyle, physical and emotional safety, connections with school and the broader community, support from adults, as well as academic preparation for success in college and career.

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