

**NEVADA DEPARTMENT OF EDUCATION  
ADVISORY COUNCIL FOR FAMILY ENGAGEMENT  
July 25, 2023  
10:00 AM**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting Room</b>
Department of Education	Virtual	Virtual	<a href="#">Lifesize Link</a>

**DRAFT SUMMARY MINUTES OF THE REGULAR MEETING**

**MEMBERS IN ATTENDANCE**

Vice Chair Tameka Henry  
Brande Johnson  
Darlene Delgado  
Duana Malone  
Brenda Zamora  
Marilyn Dondero Loop

**NEVADA DEPARTMENT OF EDUCATION (NDE) STAFF**

Alberto Quintero, Education Programs Professional, Office of Educator Development, Licensure, and Family Engagement (EDLiFE)

KellyLynn Charles, Education Programs Professional, Office of Educator Development, Licensure, and Family Engagement (EDLiFE)

Kelly Carr, Education Programs Professional, Office of Early Learning and Development (OELD)

**1. CALL TO ORDER, ROLL CALL, PLEDGE OF ALLEGIANCE, AND LAND ACKNOWLEDGEMENT**

Vice Chair Tameka Henry called the meeting to order. Alberto Quintero conducted the roll call and acknowledged that they had a quorum.

**2. PUBLIC COMMENT #1**

There was no public comment in Las Vegas or in Carson City.

**3. INFORMATION, DISCUSSION, AND POSSIBLE ACTION ON THE APPROVAL OF MEETING MINUTES**

*(Information/Discussion/Possible Action)*

The Council reviewed the meeting minutes from the December 2022 and January 2023 meetings.

**Vice Chair Tameka Henry entertained a motion to approve the meeting minutes from December 2022 and January 2023. Member Marilyn Dondero Loop motioned to approve, and it was seconded by Member Darlin Delgado. Motion passed unanimously.**

**4. INFORMATION AND DISCUSSION ON ADVISORY COUNCIL FOR FAMILY ENGAGEMENT NEW MEMBERSHIP**

*(Information/Discussion)*

Mr. Quintero introduced two new council members, Tom Hendricks and Brenda Zamora.

## **5. INFORMATION AND DISCUSSION ON ASSEMBLY BILL 65 REGARDING KINDERGARTEN START DATES**

*(Information/Discussion)*

Kelly Carr, Education Programs Professional, Office of Early Learning and Development supports pre-kindergarten through third grade projects, activities, and initiatives. Ms. Carr shared a brief history of the school age requirements. Ms. Carr mentioned that in the past children needed to be five years of age by September 30 to start kindergarten. During the legislative session two years ago, it was changed to the first day of school, which caused many challenges due to a wide variety of start dates within the state with up to a six-week span from the beginning of August to Labor Day. NDE proposed a set start date of August 1 for all districts which was passed during this year's legislative session. Beginning this school year, students would need to be five years of age by August 1; however, if they fell between the window of August 1 and the first day of school, there was an exemption for students who went to Pre-K who would be grandfathered into kindergarten. Historically, for forty to fifty years, children were not required to be in school until age seven or eight. Even though kindergarten and first grade children were not required per se, most students did attend and only a very small percentage of students did not engage in school at all until seven or eight. Ms. Carr presented the kindergarten webpage and the data flow chart from the NDE website (<https://doe.nv.gov/>) which could be found by clicking on Offices > Early Learning and Development > Families > Kindergarten. Ms. Carr noted that the platform may change as NDE changes to a new website redesign, but the content will remain the same. Ms. Carr noted that there was contact information for districts as well as other resources on the webpage.

Member Zamora asked for a link to the page. Vice Chair Tameka Henry asked if there are community engagements conversations around the age requirement changes. Ms. Carr added that there has been discussion within the department on whether they can offer Nevada Ready Pre-K seats to those groups of individuals who may need another year. Ms. Carr said she would welcome suggestions on how this information could best be communicated to families. Vice Chair Henry suggested working with the Children's Cabinet and other community-based organizations.

## **6. INFORMATION AND DISCUSSION ON THE NEVADA PURPLE STAR SCHOOL AWARD PROGRAM**

*(Information/Discussion)*

KellyLynn Charles, Education Programs Professional, Office of Educator Development, Licensure and Family Engagement (EDLiFE), whose primary focus was on recruitment, retention, and recognition of educators, gave a presentation on the Month of the Military Child and the Nevada Purple Star School Award Program. Ms. Charles shared that the purpose of the Month of the Military Child and Nevada Purple Star Program was to increase educator awareness and understanding of experiences and challenges facing children in military-connected families. Both programs aligned with goal number two of Nevada's Strategic Improvement Plan.

Each year, April is designated as the Month of the Military Child which began in 1986 as a part of the Department of Defense commemoration to celebrate the important role of military children play in the military community as it recognized the sacrifices they made and the challenges they overcame. In the military, purple symbolized the joint forces. A military-connected student was defined as a student with a parent who was a member of the Armed Forces on active duty, including the National Guard and Reserve Forces, veterans medically discharged or retired for one year, and members who

died on active service who were enrolled in a public, private, or charter school. She added that there were many ways schools and the public could celebrate and highlight military-connected children. The most visible way was by wearing or displaying purple.

The Interstate Compact on Educational Opportunity for Military Children, often referred to as Military Compact, was used to strengthen and ease transitions and close educational gaps as military families and their children moved to new school districts in other states. It was designed to level the playing field for military children. All fifty states, including the District of Columbia, joined the Military Interstate Childrens Compact. Nevada has been a member since 2009, and the Nevada Compact language could be found in the [NRS 388F.10](#). The Military Compact applied to all military children from kindergarten through twelfth grade.

The Purple Star School Award was launched in Ohio in 2017. Currently, there were thirty-seven states, including Nevada, that had the program. Ms. Charles explained that America's military connected students could experience academic, social, and emotional challenges as they relocated to new schools due to parents change in duty station. These transitions created challenges since schools often have different cultures, curricula, standards, different course offers, schedules, and even graduation requirements. The Purple Star Schools program was designed to assist schools in responding to those educational, social, and emotional challenges that military children face during transition into a new school and to keep them on track to be college, workforce, and life ready. The Purple Star Schools designation helped military-connected families identify which schools in their vicinity had taken extra steps to fully support and understand military-connected families. Additionally, the US military included the schools near military facilities as part of its calculus in deciding future basing and personnel decisions. Communities with Purple Star Schools helped retain bases, helped protect state revenue, and attracted military families who bring economic benefits to local communities.

Data collection on military children was very limited and research on Purple Star Schools was still in its beginning stages. The majority of state programs were less than four years old. The non-profit Military Children Education Coalition was the national advocate for the Purple Star Schools program. In the fall of 2020, they partnered with the Center for Public Research and Leadership to better understand the impact and potential that Purple Star Schools present for military connected students and their families. They conducted a follow up study in Spring of 2022. Students, family, and staff reported a positive impact the Purple Star Schools designation had on school staff awareness and motivation to support military-connected students and their families with 77% of school staff survey respondents reporting that the Purple Star Program had a positive impact on their school. The study found that 62% of school staff reported that their schools engaged with military families well or very well, 57% of schools linked an improvement in their students' social and emotional development, and 53% linked an improvement in academic experience. Fifty-seven percent of parents and 50% of students noted that their experience had been better at a Purple Star School than it had been at non-designated institutions. Seventy-seven percent of parents in Purple Star Schools were satisfied with their children's social emotional experience compared to 54% of their peers at non-designated schools. The study also found that Purple Start Schools promoted the visibility of military-connected families and students which streamlined the enrollment and withdrawal process for families and increased understanding of the Military Interstate Children's Compact. Furthermore, since the family-military connection was self-reported, the Purple Star Schools program was helping schools, districts, and states gain an accurate count of military-connected students which could lead to an increase in the amount of impact aid funding schools and districts receive as well as improved data collection. Lastly, she added that a major finding in report was that Purple Star Schools cultivated and

communicated cultural competency. Professional development focused on the unique needs of military-connected children greatly shifted the way school staff and faculty conceived of and addressed the challenges faced by military connected children, building empathy and providing concrete resources to help accommodate student needs. This was one of the greatest benefits for families and students in Purple Star Schools. Ms. Charles concluded the presentation by explaining the Purple Star Schools application process and shared the names of the schools receiving the 2021 and 2022 Purple Star Schools and Districts Awards. Ms. Charles also shared details of their participation in Aviation Nation ([see Meeting Materials](#)).

## **7. INFORMATION AND DISCUSSION ON NEVADA DEPARTMENT OF EDUCATION FAMILY ENGAGEMENT UPDATES**

(Information/Discussion)

Mr. Alberto Quintero, Education Programs Professional, Office of Educator Development, Licensure and Family Engagement (EDLiFE) shared updates on work the Office had been working on regarding family engagement. The Nevada Family Engagement School Recognition Award was still in progress, but the primary objective was to develop, create, and establish a standardized statewide award that recognized schools for school-wide family engagement efforts. The award would be based on the implementation of evidence and research-based family engagement best practice strategies and national standards. There were three goals to this award: to highlight and recognize the implementation of school-wide family engagement efforts by schools; to grow the number of schools implementing evidence and research-based family engagement best practices, strategies, and national standards on a school-wide basis; and to collect and share family engagement best practices and strategies already occurring currently in the schools. Mr. Quintero added that once the award is up and running, the application would open in January and close at the end of September. The application review process time would take the first couple of weeks of October. The award itself would be announced on the third Thursday of November annually, as November was designated as National Family Engagement Month, and the third Thursday of November was dedicated as National Family Engagement Day. Council members would receive an email invitation to join a stakeholder group to help craft the criteria of the award would be and what are some things to consider. Mr. Quintero added that the application would not be overly burdensome to schools but would allow them to give an accurate portrayal of what their family engagements activities were and what was happening at the school site itself. The reason that the Council was focusing first on a school-wide award rather than a teacher-specific award was that they wanted to highlight schools that are implementing family engagement strategies on a school-wide basis because when a family engagement effort is being produced on a school-wide basis it has the most impact.

Mr. Quintero shared that the Department received a pre-school development grant award from the US Department of Education. A key component would be updating the Nevada Family Engagement Framework, specifically with an emphasis on early childhood education and providing additional strategies and practices to support that. Mr. Quintero shared that he intends to have the [Nevada Family Engagement Framework](#) updated by the end of the 2023 calendar year.

About a year ago, a few stakeholders and community organizations throughout the state, led by the Public Education Foundation, applied for the Statewide Family Engagement Center Grant by the US Department of Education. The Southern Nevada Family Engagement Center would facilitate professional learning and all things family engagement for parents, families, educators, and community members. Unfortunately, they did not receive the grant; however, the Public Education Foundation and their partners wanted to keep the momentum going and keep the partnership together to not only move the work forward, but to also be in a better position to reapply for the grant once it

is available again to create the family engagement center. The Office participates in monthly calls with the group, and one of the things the Office is working on is creating a website for the Southern Nevada Family Engagement Center to provide resources. As an example, it will provide public-friendly PSA videos and resources to families regarding chronic absenteeism. Once the website launches, Mr. Quintero will present it to the group.

In June, non-legislative members were provided a virtual registration to the Institute for Educational Leadership (IEL) National Community in Schools Family Engagement Conference. Hopefully, some were able to attend virtually as well as access some of the recordings that were available thirty after the event. For the last couple of years, the Community in Schools and the Family Engagement Conferences have been combined. Vice Chair Tameka Henry gave a brief synopsis about her experience at the conference.

Mr. Quintero reminded the Council that it was creating a workgroup to review the statewide family engagement state policy and welcomed any additional volunteers. The Nevada State Board of Education approved the original policy and would approve revised the policy. The review of the policy was outlined in the Nevada Revised Statutes (NRS), but it had not been updated since 2015.

Mr. Quintero also provided updates and highlights on a bills that were passed during the 2023 legislative session that impacts the work that the Council oversees or that were related to family engagement: K-12 education funding, Senate Bill (SB) 9 – Educational Involvement Accord, Assembly Bill (AB) 72 – Advisory Committee on the Safety and Well-Being of Public School Staff, AB 285 – Progressive Discipline and Restorative Justice, AB 330 – Progressive Discipline and Restorative Justice, AB 428 – Parental Involvement and Family Engagement Course Requirement for Educator Licenses, AB 348 – Virtual Early Engagement and Childhood Pilot Program, AB 239 – Appointment Process for Council Members, AB 185 – Advanced Enrollment of Military Student Dependents, AB 400 – Early Childhood Literacy Readiness Account and Read by Grade 3 Retention Policies ([see Meeting Materials](#)).

**8. INFORMATION, DISCUSSION, AND POSSIBLE ACTION ON ADVISORY COUNCIL FOR FAMILY ENGAGEMENT MEMBERS ATTENDING A FAMILY ENGAGEMENT SUMMIT**  
*(Information/Discussion/Possible Action)*

Mr. Alberto Quintero notified the Council that they had an allotted amount of funds that have been used in the past to send members to a national family engagement conference. In the past, it was used to attend the Institute for Educational Leadership (IEL) Conference, but during the last few years it has been combined with the National Community Schools and Family Engagement Conference. Both Vice Chair Tameka Henry and member Duana Malone have been able to attend the conference in the past. Mr. Quintero mentioned that there was another family engagement conference that some of his colleagues in other states sent their members to. Mr. Quintero wanted to discuss whether Council members would want to go to the IEL conference in June, or whether members would want to go to the Family Engagement Summit in October of this year. Since the IEL conference and the National Community Schools and Family Engagement conference were combined, members would be able to receive the benefits of being able to join sessions regarding Community Schools, not to be confused with the non-profit organization Community in Schools, as well as and some family engagement components. Member Duana Malone was the only council member who has attended the IEL conference when it was only on family engagement. Mr. Quintero added that he had also heard from some attendees who wished there was more focus solely on family engagement as their schools and districts did not have Community Schools models. The Family Engagement in October is an exclusive conference on just family and community engagement. Some of their goals were for

attendees to gain strategies and techniques to support equitable family engagement and innovative outreach, assess the effectiveness of family engagement efforts in schools and districts, learn how to build capacity for collaborative family in school partnerships, and network to exchange ideas with educators from around the nation. Keynote speakers were Dr. Steven Constantino, Principal Baruti Kafele, and Dr. Eric Davis. The conference would be October 9 – 13 in Kansas City, Missouri. The virtual conference would be from October 9 – 10 and cost \$375.00. In person attendance would be October 11 – 13 and cost \$575.00. Attendees who registered for this conference would also receive a complimentary one-year membership to the National Association for Family, School, and Community Engagement (NAFSCE), which normally costs \$75. [Successful Innovation Inc.](#) will co-host the summit. Mr. Quintero disclosed that he is a non-paid member of the NAFSCE Policy Committee. The Council budget for the current fiscal year was \$6,744.00. The estimated total to attend the conference in October including travel, lodging, registration, and per diem would be approximately \$2,100.00 per person. One option would be that the Council sends three members to attend the in-person conference. A second option would be to send one member in-person, which would allow the rest of the non-legislative members to attend virtually. Option three would be for two members to attend in-person and six members to attend virtually. Mr. Quintero wondered if this would be the conference that the Council would prefer to send the members to versus that NAFSCE that would typically be held at the beginning of June. Vice Chair Henry asked for clarification as to whether the allocated funds would only be available for one conference. Mr. Quintero explained that another option would be to send members to each conference. Mr. Quintero said information can be sent to all members and they can notify Mr. Quintero if they wish to attend.

## **9. INFORMATION, DISCUSSION, AND POSSIBLE ACTION ON THE ADVISORY COUNCIL FOR FAMILY ENGAGEMENT 2023 MEETING SCHEDULE**

*(Information/Discussion/Possible Action)*

Mr. Quintero said there were no specific meeting requirements in NRS; however, the Council has typically met 4-6 times annually. The Council discussed possible dates and times for Council meetings throughout the rest of the year, potentially every month or every other month. Member Duana Malone mentioned that she would be flexible with any time that the Council decided, but she thought that morning meetings had been better than the afternoon meetings in the past. Vice Chair Tameka Henry agreed with every other month and that morning meetings were fine but added that the Council wanted to be mindful of the schedules of both parents and educators. Member Duana Malone agreed that afternoons might be better for educators. Mr. Quintero said that he would reach out to Council members via email to schedule the next meeting as well as dates/times for future meetings to vote on the next time the Council meets.

## **10. INFORMATION AND DISCUSSION ON THE ADVISORY COUNCIL FOR FAMILY ENGAGEMENT 2024 LEGISLATIVE REPORT DRAFT**

*(Information/Discussion)*

Pursuant to Nevada Revised Statute 385.620(10), the Council, on or before February 1 of each year, must submit a report to the Director of the Legislative Counsel Bureau for transmission to the Legislature in odd-numbered years and to the Legislative Commission in even-numbered years, describing the activities of the Advisory Council and any recommendations for legislation. Mr. Quintero shared the draft (see [Meeting Materials](#)) and asked Council members if there were any suggestions that should be added to the report. No suggestions were made, but Mr. Quintero said Members could email him any suggestions to include in the draft.

**11. FUTURE AGENDA ITEMS**

*(Information/Discussion)*

There were no future agenda items discussed, but Mr. Quintero said Members could email him any items to include in the next agenda.

**12. PUBLIC COMMENT #2**

There was no public comment in Las Vegas and no public comment in Carson City.

**13. ADJOURNMENT**

Without any further discussion, the meeting was adjourned at 11:44 AM.