



ABE Directors' Meeting

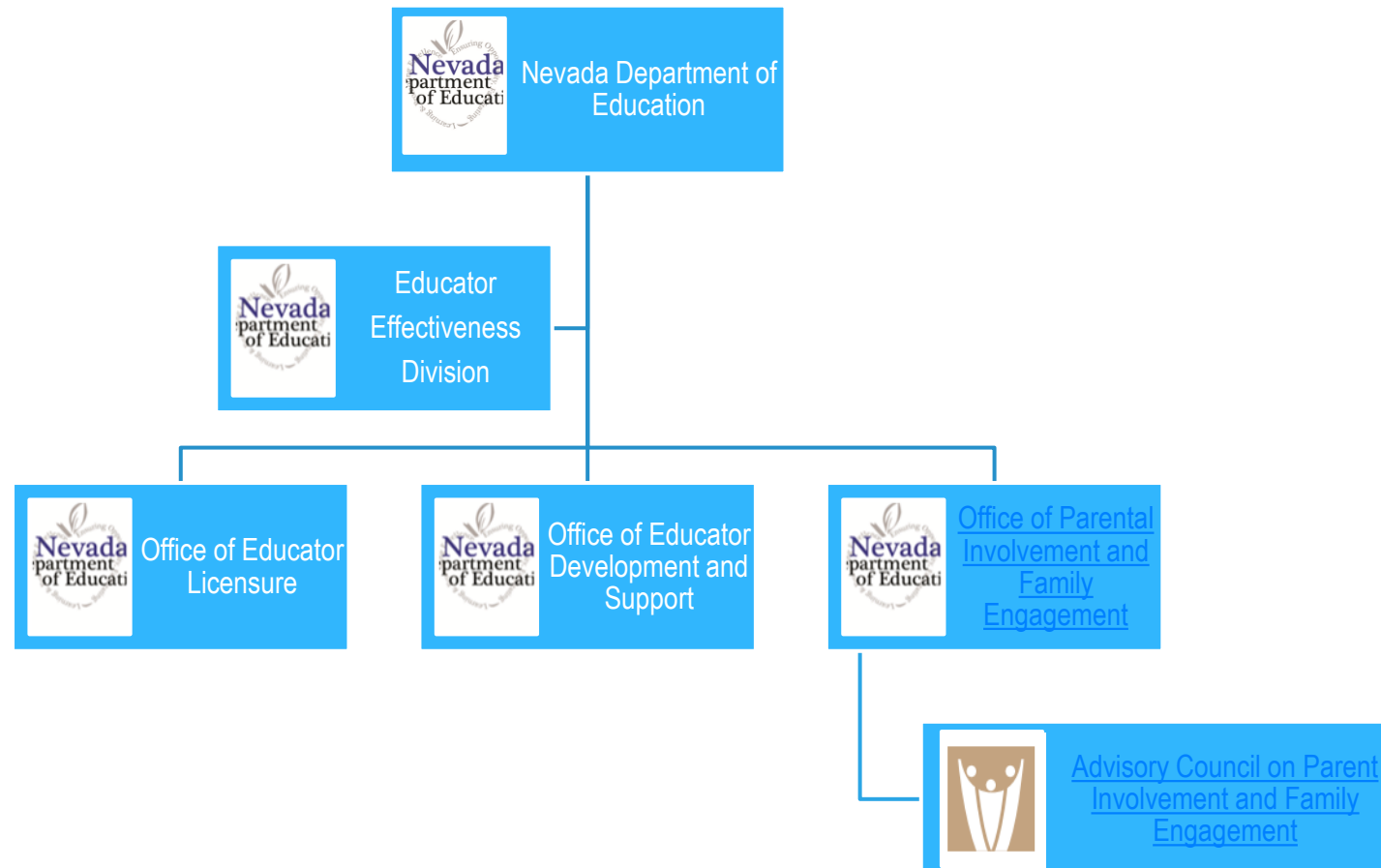
CYNTHIA SANTOS

OFFICE OF PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT

AUGUST 11, 2016

Nevada Department of Education

Office of Parental Involvement and Family Engagement



Council

Roles and Responsibilities

NRS 385.620

Review state and school districts' parent involvement policies.	Review annual report of accountability relating to communication with, participation, involvement, and engagement of families.
Review, and determine the feasibility of carrying out, any effective practices carried out in individual school districts.	Review, and determine the feasibility of carrying out, any effective practices carried out in other states.
Identify methods to communicate effectively and provide outreach to families of pupils who have limited time to become involved for various reasons.	Identify the manner in which the level of parent involvement and family engagement affects the performance, attendance, and discipline of pupils.
Identify methods to communicate effectively and provide outreach to families of pupils who are limited English proficient.	Determine the necessity for the appointment of a statewide or school district parental involvement and family engagement coordinator or both.
Work in collaboration with the Office of Parental Involvement and Family Engagement to carry out the duties prescribed in NRS 385.635.	Submit an annual report to the Legislative Committee on Education and a biannual report to the Director of the Legislative Counsel Bureau.

Office

Roles and Responsibilities

NRS 385.635

Review and evaluate programs.	Develop a list of effective practices.
Work with RPDP to create a statewide training program.	Provide information on available grants for PD, training families, family literacy, home visitation programs, and other innovative programs.
Provide support to district Parent Advisory Councils.	Build school capacity to involve parents with Parent Involvement Policies.
Work with COPS on family engagement required coursework.	Work with the State Board of Education on guidelines for family engagement.
Assist schools and school districts with incorporating effective strategies.	Work with PIFE Council .
Website maintenance and annual reports.	Biennial Family Engagement Summit

Family Order

- ▶ Break off into one of the following groups:
 - ▶ Corner A: Only Child
 - ▶ Corner B: Oldest Child
 - ▶ Corner C: Middle Child
 - ▶ Corner D: Youngest Child

- ▶ As a group, come up with a list of pros and cons.

Nevada Parental Involvement and Family Engagement Policy

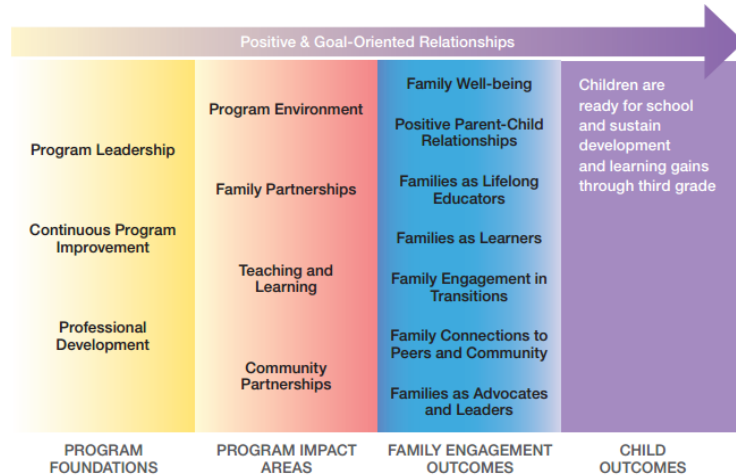
Standard 1 Welcoming All Families	Standard 2 Communicating Effectively	Standard 3 Supporting Student Well-Being and Academic Success
<p>Parents and families are active participants in the life of the school, feel welcomed, valued, and connected to each other.</p>	<p>Written and spoken interactions between families and teachers are respectful and pleasant. Parents, families, and school staff engage in regular, two-way, meaningful communication about student learning.</p>	<p>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.</p>
Standard 4 Speaking up for Every Child	Standard 5 Sharing Power	Standard 6 Collaborating with the Community
<p>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.</p>	<p>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.</p>	<p>Parents, families, and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>

National Family Engagement Frameworks

The Head Start Parent, Family, and Community Engagement Framework

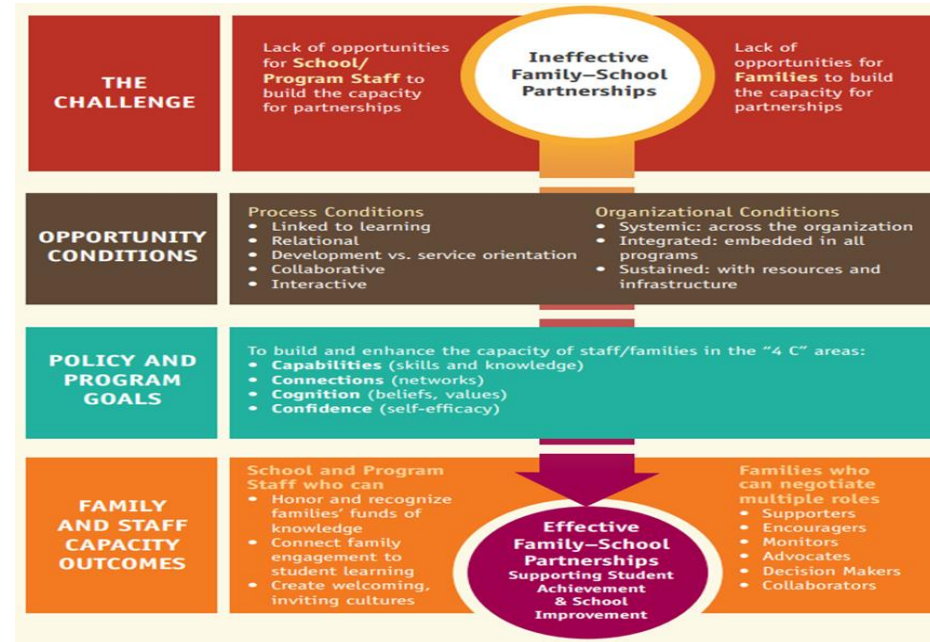
PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



The Head Start Parent, Family, and Community Engagement Framework 1

Dual Capacity-Building Framework for Family-School Partnerships



Joint Policy Statement on Family Engagement From Early Years to the Early Grades



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON FAMILY ENGAGEMENT FROM THE EARLY YEARS TO THE EARLY GRADES

May 5, 2016

PURPOSE

This policy statement from the U.S. Departments of Health and Human Services (HHS) and Education (ED) provides recommendations¹ to early childhood systems and programs on family engagement. Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems. For family engagement to be integrated throughout early childhood systems and programs, providers and schools must engage families as essential partners when providing services that promote children's learning and development, nurture positive relationships between families and staff, and support families. The term "family" as used in this statement is inclusive of all adults who interact with early childhood systems in support of their child, to include biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. Early childhood systems include child care options, Head Start and Early Head Start, early intervention programs, preschool programs, and elementary school from kindergarten through third grade. Providers include teachers and paraprofessionals in schools, preschools, and Head Start and Early Head Start classrooms; child-care providers, early intervention service providers; related service personnel; comprehensive services staff; and other professionals that work directly with children in early childhood systems.

Family engagement promotes children's learning and healthy development

Joint Policy Statement on Family Engagement From Early Years to the Early Grades

Recommendations to

State Education Agencies:

- ▶ Plan and Prioritize Family Engagement
- ▶ Communicate Consistent Messages that Support Strong Family Engagement
- ▶ Invest and Allocate
- ▶ Establish Policies, Procedures, and Practices that Support Family Engagement

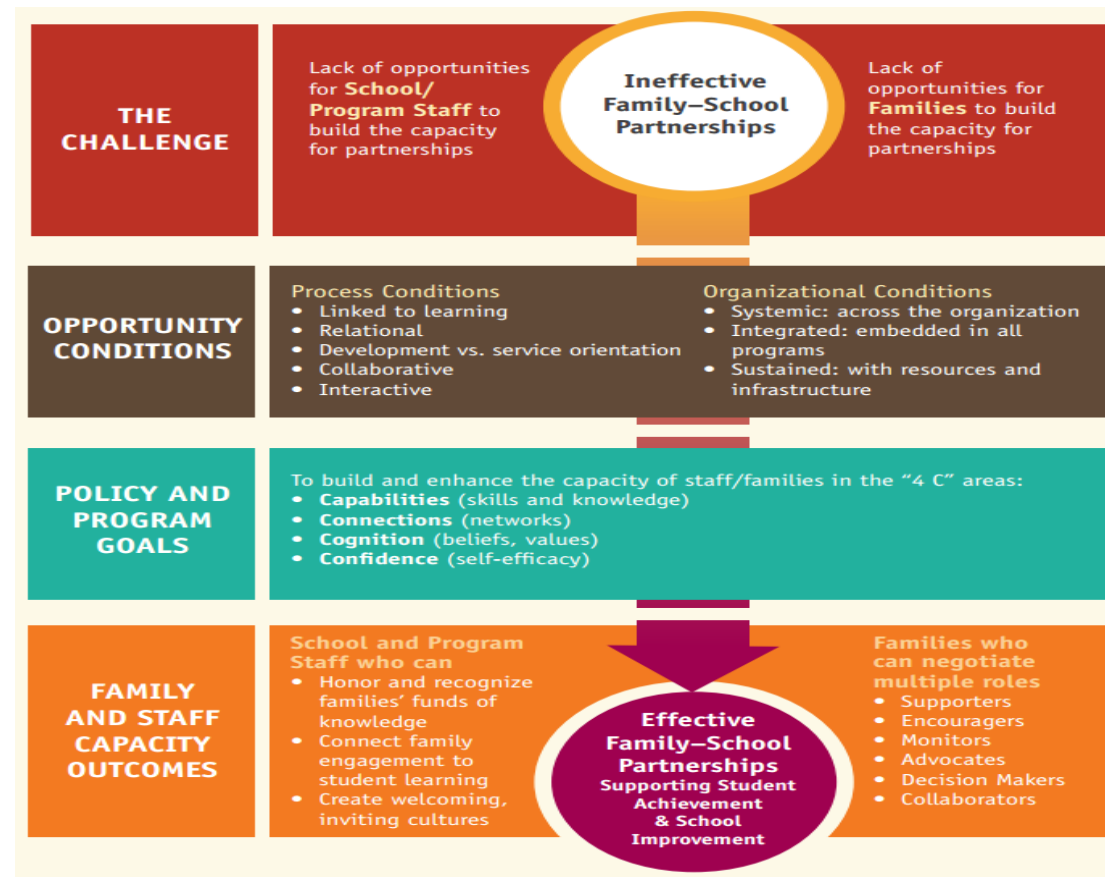
Recommendations to

Local Education Agencies:

- ▶ Create Family Friendly environments
- ▶ Establish workforce capacity building that supports family engagement
- ▶ Support family connections
- ▶ Develop family and professional relationships linked to learning, development, and wellness
- ▶ Establish formal relationships with community partners

*Adult Ed can support school districts' efforts.
Additional recommendations can be found in the [Joint Policy Statement](#)

US DOE Dual Capacity-Building Framework for Family-School Partnerships



The Challenge

THE CHALLENGE

Lack of opportunities for **School/ Program Staff** to build the capacity for partnerships

**Ineffective
Family–School
Partnerships**

Lack of opportunities for **Families** to build the capacity for partnerships

The Challenge

- ▶ A monitoring report issued in 2008 by the U.S. Department of Education's Office of Elementary and Secondary Education found that family engagement was the weakest area of compliance by states.
 - ▶ 12 According to the 2012 "MetLife Survey of the American Teacher," **both teachers and principals across the country consistently identify family engagement to be one of the most challenging aspects of their work.**
 - ▶ A common refrain from educators is that they **have a strong desire to work with families from diverse backgrounds and cultures and to develop stronger home-school partnerships of shared responsibility for children's outcomes, but they do not know how to accomplish this.**
 - ▶ **Families**, in turn, can face many personal, cultural, and structural barriers to engaging in productive partnerships with teachers. They **may not have access to the social and cultural capital needed to navigate the complexities of the U.S. educational system, or they may have had negative experiences with schools in the past, leading to distrust or to feeling unwelcomed.**

Opportunity Conditions

OPPORTUNITY CONDITIONS

Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

Process Conditions

- ▶ Linked to Learning

Enhancing the capacity of families (and staff) to collaborate with one another to support student learning.

- ▶ Relational

Building respectful and trusting relationship serves as the foundation for shared learning and responsibility and acts as an incentive and motivating agent for continued participation.

- ▶ Development (vs Service Oriented)

Empower and enable families to be confident, active, knowledgeable and informed stakeholders.

- ▶ Collaborative

Building learning communities and networks – builds social capital!

- ▶ Interactive

Opportunities to test out and apply new skills.

Policy and Program Goals

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the “4 C” areas:

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

Policy and Program Goals

- ▶ The 4 C's
 - ▶ Capabilities
 - ▶ Connections
 - ▶ Confidence
 - ▶ Cognition


- ▶ How is Adult Education supporting the 4 C's?

Family and Staff Capacity Outcomes

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures



**Effective
Family-School
Partnerships
Supporting Student
Achievement
& School
Improvement**

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

Dual Capacity and Adult Education

Family Capacity Building

- ▶ Adult High School Programs
 - ▶ 14 Counties
- ▶ Adult Basic Education Programs
 - ▶ 8 Partners
 - ▶ 4 Counties (Carson City, Clark, Elko, Washoe)

District Contacts

	District	Liaison	Title
1	Carson City	Leticia Servin	Parent Coordinator - Carson HS
2	Clark	Cheryl Davis & Patsi Saas	Director - FACES
3	Churchill	Heidi Woosley	Parent Involvement Coordinator
4	Douglas	Rommy Cronin	Area 3 Director of Elem. Curriculum
5	Elko	Todd Pehrson	Director Elementary Curriculum
6	Esmeralda	Petra Perez	Special Programs Coordinator
7	Eureka	Dan Wold	Superintendent
8	Humboldt	Gail Janhunen	Coordinator - EE & FE
9	Lander	Krissi Tucker	Parent Involvement Coordinator
10	Lincoln	Cherry Florence	Principal
11	Lyon	Lise Coudriet	Grants Dept. Manager
12	Mineral	Walt Hackford	Superintendent
13	Nye	Karin Williams & Karen Holley	Grants Assistant & Coordinator of Federal Programs
14	Pershing	Shea Murphy	Principal Lovelock & Imlay
15	Storey	Todd Hess	Supervising Administrator
16	Washoe	D'Lisa Crain	Administrator of Dept of Family School Partnerships
17	White Pine	Julie Heggi	Superintendent's Assistant
18	SPCSA	Vacant	

Contact Information

Cynthia Santos

Education Programs Professional

Office of Parental Involvement and Family Engagement

(702) 668-4334

Cynthiasantos@doe.nv.gov