

Family Support & Community Engagement

Overall Goal

Through community partnerships, ensure families have the support they want and need to nurture their children's early learning and development.

OBJECTIVE 1

Expand opportunities for families to gain knowledge and support on their children's social/emotional development.

Vision

Throughout Nevada, families with young children will have high-quality resources to help them nurture their children's social, emotional and cognitive development. The resources will be available via many organizations that have direct relationships with families so they'll be trusted and easy to access. They will be well tested and of high quality. And they will provide consistent messaging so families receive the benefit of constant reinforcement. Lastly, helpful information will be available whenever families need it.

As a result of accessing this information, parents and other primary caregivers will understand their critical roles and be effective at them. The impact will be broad in increasing the number of children who are prepared to be successful learners. It will also help create a culture of early learning support that engages families, the organizations that serve them and their children, and their communities.

Strategy

- Use Born Learning (www.bornlearning.org) as a primary shared resource.
 - This is a well-tested and effective program employed nationally by United Ways and hundreds of partners.
 - It gives families clear, practical guidance on relationship building, how children learn, language skill development, nutrition and health, using routines and supporting "learning on the go."
 - It offers facts and best practices for different ages and stages of a young child's life and ideas to use everyday moments as learning activities.
 - Born Learning helps communities create local trails with guidance about how to use learning opportunities when out on a stroll or visiting a local playground.
 - Born Learning Academies offer a series of six locally offered workshops providing families and caregivers with practical, user-friendly ideas to turn everyday activities into learning moments.

- Use Daily Vroom (www.joinvroom.org) as a call to action and key resource.

- This evidence-based approach uses an app to help families turn every day moments into brain building activities.
 - It is easy to use, even for parents who have very little time available.
 - By providing daily guidance via phone, it is easy to deliver on a large scale, even to families in remote communities with few resources or lack of Internet connection.
- Recruit partners throughout the state to promote these resources and provide them with training to do so effectively.
 - Focus on organizations that interact with families regularly, such as child care providers, schools, libraries, family-serving non-profits, and health providers. Position libraries as hubs for engaging community participation and hosting programming.
 - Engage local municipalities to offer Born Learning Trails.
 - Use train-the-trainer approach to ensure effective delivery.

Key measures of progress will include: the number of partners consistently engaged, the number of families engaged (program attendance; receiving resources), and the impact on family behavior (which can be assessed through surveys conducted with the support of strategy partners).

Benefits

This objective meets a major need. It capitalizes on well-tested resources proven effective on a large scale and can lead to families taking advantage of other supportive resources. Born Learning training is already in the Nevada Registry, has strong United Way backing, and has been incorporated as a key strategy of the Northern Nevada Campaign for Grade-Level Reading.

Born Learning has proven to be popular among United Way partners. It offers an avenue for many child and family serving organizations to offer quality, consistent family engagement programming. It may also offer value to elementary schools. Family engagement is a statewide priority for K-12 education. The Every Student Succeeds Act requires evidence-based practice on family engagement. Adopting Born Learning programming could provide a proven, high quality approach.

Coordinating Entities

ECAC, United Way of Northern Nevada and the Sierra, Nevada Library Association

Key Implementation Partnerships to Explore

- To engage early care and education providers: Children’s Cabinet, Nevada Registry, Office of Child Care Development and Quality, Nevada AEYC
- To provide local hubs for community promotion and program delivery: Nevada Library Association, Nevada Library Cooperative, State Council on Libraries
- To promote school district and elementary school involvement: Nevada Department of Education Offices of Family Engagement and Safe and Respectful Learning Environments

ECAC Role

Facilitate partnership development, implementation planning, and integration with other strategies as needed.

Time Frame

- Year One: Engage partners for promotion and training; initiate community-level partner recruitment.
- Year Two: Train community partners via core partner networks. Initiate implementation.
- Year Three: Achieve full implementation and initiate impact measurement.

Funding Needs

Funding will be needed to:

- staff, recruit and train partners,
- support program promotion,
- purchase curriculum and materials for health entities, libraries, schools and out-of-school time programs, and
- track and report involvement and results.

OBJECTIVE 2

Provide family guidance in health settings.

Vision

Families of 0-5 year olds will receive guidance on nurturing cognitive and emotional development from their pediatricians and other health care professionals whenever they bring children in for a well-child visit.

Strategy

- In pediatric settings, expand Reach Out and Read, a nationally proven approach that provides parental guidance and free age-appropriate books during each well-child visit from birth through age 5.

Measures of progress include the number of health settings engaged, program sustainability, the numbers of families served and books distributed, and the impact on family behavior and satisfaction (via family surveys and health care provider feedback).

Benefits

Reach Out and Read has proven effective at increasing family reading with young children. It has also been sustainable on a large scale (5,800 sites nationally). It is particularly effective at reaching low-income families.

Expanding *Reach Out and Read* is already a strategy of the Northern Nevada Campaign for Grade-Level Reading. *Reach Out and Read* is in place at Renown, Southwest Medical Associates

and Community Health Alliance. It has proven popular with participating physicians, clinics, and the families they serve. The *Reach Out and Read* national office offers training, data on impact and other forms of support.

Initial Coordinating Entities

ECAC, United Way of Northern Nevada and the Sierra, Renown Health System, Community Health Alliance, Southwest Medical Associates (Clark County)

Key Implementation Partnerships to Explore

Nevada WIC, American Academy of Pediatrics NV Chapter, Nevada Primary Care Association, State Office of Rural Health; Southern Nevada Health District, Nevada Medical Center, the Nevada Association of Family Physicians, Nevada Primary Care Association

ECAC Role

Facilitate partnership development, implementation planning, and integration with other strategies as needed.

Time Frame

- Year One: Continue existing program sustainability and expansion; engage partners to assist promotion of Reach Out and Read statewide
- Year Two: Via partners, promote expansion to other health networks.
- Year Three: Continue expansion to achieve full state coverage.

Funding Needs

A key need is to buy books, which must be new and age appropriate (at an average cost of \$30 per family served). Modest additional funding will be needed for partner recruitment and training.

OBJECTIVE 3

Expand individualized support for families that may benefit most.

Vision

Families that could benefit most will have support from well trained staff who understand their aspirations and needs, provide personalized guidance, and assist them in engaging their children in activities and services that enhance their development.

Strategy

- Conduct an updated assessment, led by Nevada Home Visiting Network, to determine the scope and nature of family need and to identify system enhancement opportunities. Explore doing so with the involvement of multiple agencies that directly serve Nevada families with young children. Engage families directly in this process to gain perspectives on how the system of support could serve them best.

- Pursue crosswalk training for Nevada home visiting staff and Nevada community health workers. In so doing, expand the workforce that has the capacity to be a resource for personalized early childhood health and development support for families.
- Promote greater use of the Nevada 211 and Nevada Home Visiting Resource Directory in order to refer families to needed services and follow up to ensure that they obtain the help they want.
- Build linkages between home visiting staff and schools.

Measures of Progress will include the increase of trained individuals involved in home visiting, the number of families served, and assessments of family progress in nurturing early learning and supporting healthy child development.

Benefits

This objective builds on a solid foundation. Home visiting has proven very effective in serving families with significant challenges. Nevada has strong home visiting programming encompassing multiple evidence-based approaches (Parents As Teachers, Nurse-Family Partnership, HIPPPY, Early Head Start). Home visiting is present in multiple places (Clark, Elko, Lyon, Mineral, Nye, Storey, Washoe Counties). It has a strong track record and robust management. The frequency of home visits and other interactions is determined by level of family need.

A collaborative needs assessment could support greater system integration in support of families with young children. Crosswalked training will build an enhanced workforce that can provide direct outreach and support for families. Greater use of resource and referral assets by home visitors will help target assistance where it is most beneficial. And creating close working relationships between schools and home visiting programs will help in identifying and assisting families of early grade children.

Coordinating Entities

Nevada Home Visiting Network, ECAC

Key Implementation Partnerships to Explore and Develop

Nevada Healthy Communities Coalition, Nevada Community Health Worker Association

ECAC Role

Facilitate partnership development, implementation planning, and integration with other strategies as needed.

Time Frame

- Year One: Conduct needs assessment and determine associated recommendations. Explore and define connections between home visitors and community health workers.
- Year Two: Develop and pilot cross training. Develop plan to target and track family services of community health workers trained in early childhood development home visiting.

Funding Needs

Funds may be required for needs assessment design, implementation, and training.

OBJECTIVE 4

Expand community-based learning opportunities for young children and their families.

Vision

Young children and their families will take advantage of quality early learning activities in their communities. These will be offered in a variety of out-of-school locations easily accessible to families.

Strategy

- Expand family story time in local libraries.
- Make libraries a) hubs for the promotion of other local learning programs for young children and their families and b) partners with school districts in their communities to provide learning resource information to families.
- Engage local school districts, Nevada 211 and other entities that serve families on a large scale in promoting local out-of-school (OST) learning opportunities for families with young children.
- Expand high quality non-profit program reach.
- Expand training in early childhood development for OST providers.

Measures of progress will include increases in program participation by children and families and training completed by community-based child and family serving programs.

Benefits

Nevada has a wealth of non-profits providing high quality programming in communities for young children. The Nevada library system is well positioned to be a key resource for local services and promotion and the Nevada After School Network and the Nevada Registry provide channels to promote training and recognize quality improvement. This objective aligns with the Campaign for Grade-Level Reading in Northern Nevada, focused especially on summer learning.

Coordinating Entities

Nevada Library Association, United Way of Northern Nevada and the Sierra, Children's Cabinet, Nevada After School Alliance

Key Implementation Partnerships to Explore

United Way of Southern Nevada, Nevada Registry, Nevada Department of Education Offices of Family Engagement and Safe and Respectful Learning Environments, faith-based organizations, Nevada Statewide Coalition Partnership, Northern Nevada Literacy Council, Boys and Girls Club network

ECAC Role

Facilitate partnership development, implementation planning, and integration with other strategies as needed.

Time Frame

- Year One: Expand story time programming in library districts. Organize partners to promote community-based learning opportunities. Initiate resource development for OST program expansion. Organize early childhood development training for OST providers.
- Year Two: Promote and deliver OST provider training. Continue resource development and program expansion.
- Year Three: Continue training and program expansion.

Funding Needs

There is a need to support the costs of program expansion, in which private funding must play a major role. There may also be a need to support expanded provider training.

OBJECTIVE 5

Strengthen family partnership throughout early grade education.

Vision

Family engagement and partnership will be an embedded aspect of Nevada's pre-K-3 education system. All districts and schools will incorporate standards and practices that ensure families have a strong role in guiding their children's learning.

Strategy

- Provide credit-bearing professional development on family partnership for early grade teachers and administrators.
- Conduct outreach to school districts to promote family partnership, including the implementation of PTA family engagement standards.
- Build partnerships between libraries and schools to promote and offer family programming (see Objectives 1 and 4).

Measures of progress will include local adoption of PTA family engagement standards, implementation of family engagement practices at district and school levels, numbers of families served, and positive feedback from parents and other caregivers.

Benefits

The objective builds on progress that has been built or is underway. Nevada has an existing state infrastructure and policies to support family engagement (Department of Education). Nevada state policy requires review and evaluation of family engagement programs and promotes identification and adoption of effective practices. It is possible to identify best

practices as well as areas in need of improvement. Schools and districts are asking for help in family engagement. A credit-bearing course on family engagement and partnership is undergoing final stages of evaluation. If approved, it can be offered in early 2018. Social workers are now in place in elementary schools, providing key points of contact for programming and information that could be benefit to families.

Coordinating Entities

Nevada Department of Education Office of Parental Involvement and Family Engagement, Nevada Office of Safe and Respectful Learning Environments, Nevada Registry

Key Implementation Partnerships to Explore and Develop

United Way of Northern Nevada and the Sierra, Nevada Library Association, Nevada Library Cooperative, State Council on Libraries.

ECAC Role

Facilitate progress and integration with other strategies as needed.

Time Frame

- Year One: Launch family partnership professional development course for teachers and administrators. Conduct outreach to school districts to increase programming for families with children from pre-K to grade three.
- Years Two and Three: Increase school-based programming and school-to-community program referrals.