

# Family and Community Engagement Programs

For more ideas on community organizing strategies, visit the following websites of these FACE programs discussed in *Everyone Wins!*

## **Parent-Teacher Home Visits (PTHV)**

The [Parent-Teacher Home Visits](#) project began in Sacramento, California, as an effort by community organizers to improve relationships between families and schools. Through one-on-one conversations and front-porch meetings, parents urge teachers to visit them in their homes and find out who they really are. The Parent-Teacher Home Visits (PTHV) model is designed to promote a trusting, mutually supportive relationship between educators and families.

## **Restorative Justice for Oakland Youth (RJOY)**

[Restorative Justice for Oakland Youth](#) aims to reduce suspension rates and increase academic achievement by interrupting cycles of violence and incarceration through restorative justice practices and policies in schools, communities, and the juvenile justice system.

## **Austin Interfaith**

[Austin Interfaith](#) is a community-organizing group based in Austin, Texas, which works to reduce structural inequities. Austin Interfaith's network of high-poverty "Alliance Schools" provides leadership training to parents, teachers, and administrators and supports them in implementing reforms to improve student learning.

## **Northwest Bronx Community and Clergy Coalition**

[Northwest Bronx Community and Clergy Coalition](#) (NWBCCC) is a member-led, grassroots organization that provides the resources, tools, and analysis for citizens to collectively address issues that impact them.

## **Child-Parent Centers, Chicago (CPC)**

The [Child-Parent Center](#) Preschool to 3rd Grade (CPC P-3) Program is a school reform model that integrates early childhood education with the elementary school years to form a supportive continuum of learning and development.

## **Achievement for All (AfA)**

[Achievement for All](#) is a whole-school improvement program that aims to improve the academic and social outcomes of primary school students with special needs. A key component is the hour-long "structured conversations about learning" between teachers and parents or another family member, held three times a year.