



Vegas PBS



Family Engagement Workshop Kits

Executive Summary

Strategies for Creating Home-School-Media Partnerships: Engaging Children Across Learning Environments

**Evaluative Research of Vegas PBS: Ready To Learn Initiative
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Purpose and Scope

The Ready To Learn Initiative (RTL) promotes school readiness for children ages 2–8 in Title I schools through high-quality educational materials that connect PBS KIDS media with home and school environments. The 2023–2025 RTL iteration focused on reinforcing **science and socioemotional learning** skills via take-home materials and family engagement workshops.

To assess experiences and enduring recollections, the current study aimed to evaluate parent and child responses to, and usage of, take-home materials approximately one year after they received these materials. The current study also sought the responses of teachers regarding their decisions in selecting science and/or socioemotional learning materials, as well as their experiences facilitating parent workshops.

Participants

- Teachers: 33 Title I pre-kindergarten teachers participated in facilitating workshops and distributing materials; 4 fully participated in the research component.
- Families: 247 families attended at least one workshop; 42 families attended two workshops and met research eligibility; 4 families completed interviews and surveys.
- Children: Participation was determined by parental permission.

Methods

- Teachers facilitated workshops using the Read-View-Do protocol and provided take-home kits.
- Parents engaged in activities at home with their children and completed interviews and surveys approximately one year after receiving materials.
- Research focused on usage, recall, and perceived impact of take-home materials by families and teachers.



Key Findings

1. **Parent Engagement:** Parents actively managed and guided their children through the activities, often facilitating sibling participation. All parents found the materials easy to use and would use the materials again. Parent mirroring of school practices proved impactful for children.
2. **Salience of Materials:** Parents retained awareness and recalled details of activities more than one year later, indicating the activities were memorable and impactful.
3. **Child Outcomes:** Children demonstrated new behaviors, applied learning in daily life, and engaged in science and socioemotional dialogue.
4. **Teacher Experience:** All teachers found the Family Engagement Workshop Kits easy to use, though veteran teachers reported nervousness in facilitating the workshops and communicating with multilingual families, despite having taught for many years. Teacher reasons for selecting kits varied – no common trend emerged.
5. **Co-Facilitation Benefits:** Parents believed that co-facilitation of the Family Engagement Workshop by Vegas PBS and teachers would be beneficial.
6. **Barriers:** Self-report limitations, low research response rate (9.5%), and concerns about mess-making or time required were identified.

Recommendations

1. Increase training for teachers who facilitate family engagement workshops, as not all of them will be familiar with Vegas PBS or be veteran teachers.
2. Mitigate teacher hesitation around teaching science topics, which may encourage more teachers to intentionally choose science-themed take-home materials.
3. Use the family engagement workshop to address concerns about mess-making and introduce