STATEWIDE FAMILY ENGAGEMENT CENTERS PRE-APPLICATION WEBINAR

OFFICE OF INNOVATION & IMPROVEMENT

PARENTAL OPTIONS & IMPROVEMENT

JULY 11, 2018

AGENDA

- Welcome

- Statewide Family Engagement Center (SFEC) Program Overview

- SFEC Eligibility

- SFEC Competitive Preference Priorities

- SFEC Application Requirements

- SFEC Program Requirements

- SFEC Selection Criteria

- Application Submission Process

- Application Review Process

- Final Q & A

These webinar slides are based on the 2018 SFEC Notice Inviting Applications (NIA). In some places we have abbreviated sections for clarity and flow. Please see the NIA for exact language.

A FEW NOTES ON Q & A

- We have budgeted time for Q & A. Please submit questions via the webinar Q&A function.

- Due to time constraints, we may not answer all questions.

- If your question is not addressed, you can submit it to sfec@ed.gov.

- **WHAT WE CAN ADDRESS**
    - Content of the SFEC Notice Inviting Applications
    - Timeline of the competition
    - Application Process

- **WHAT WE CANNOT ADDRESS**
    - Eligibility of a specific entity
    - Competitiveness of a specific entity or project design
    - Substantive explanation of the rationale behind inclusion or exclusion of specific items in the SFEC application beyond what is in the *Federal Register Notice Inviting Applications*

SFEC PROGRAM OVERVIEW

- This program is authorized under Title IV, Part E of the Elementary and Secondary Education Act of 1965 (ESEA), as amended.
- Available funding amount
  - Up to $9.7 million for an estimated 10 new awards
- Estimated range of awards $500,000 - $1,000,000.
  - We will not make an award exceeding $1 million for a single project year.
- Project period is up to 60 months (5 years).
- Purpose:
  - Provide financial support to organizations that provide technical assistance and training to State Education Agencies (SEAs) and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.
  - Establish SFECs that:
    - Carry out parent education and family engagement in education programs, and
    - Provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such programs.

SFEC ELIGIBILITY

- Eligible applicants are statewide organizations (or consortia of such applications) in partnership with at least one SEA.
  - Statewide organization means a public or private organization that:
    - Provides family engagement support or services;
    - Demonstrates capacity to provide such support or services statewide to all States participating in its proposed project; and
    - Is not an SEA or LEA.

- No SEA may partner with more than one SFEC <u>grantee</u>. The Department will review applications in funding range to ensure SEAs are represented on only one funded application.
  - If changes are necessary to highly ranked applicant's proposed SEA partners, such changes may represent a change in scope and objectives of grant, which may result in application not being selected.

SFEC ELIGIBILITY, CONTINUED

- **Cost Sharing or Matching:** Grantees must obtain matching funds or in-kind donations equal to at least 15% of its grant award in project years 2-5.

- **Applicants must:**
  - Describe how they will obtain non-Federal matching contribution
  - Include a budget showing matching contributions on an annual basis relative to the annual budget request

- **Match resources:**
  - The Department's regulations on matching funds, including in-kind contributions, are set forth in 34 CFR 74.23 (https://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol1/pdf/CFR-2011-title34-vol1-sec74-23.pdf)

- Subgrantees: Grantees may not award subgrants to carry out project activities

SFEC PRIORITIES

COMPETITIVE PREFERENCE PRIORITIES

Applicants may receive up to 6 additional points depending on how well the application meets the competitive preference priorities.

1. Competitive Preference Priority 1A or 1B: (0 or 3 points)
    A. Create SFECs that will provide direct services to parents and families through evidence-based (as defined in the NIA) activities.
    B. Provide families with evidence based (as defined in the NIA) strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities (as defined in section 203(9) of WIOA) .

2. Competitive Preference Priority 2: (Up to 3 points)

Provide families with the information and tools they need to make important decisions regarding the educational choice (as defined in the NIA) that is most appropriate for their children.

SFEC CPP 1 DEFINITIONS

- **Evidence-based**, for purposes of the SFEC NIA, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on **promising evidence** from at least **one** well-designed and well-implemented correlational study with statistical controls for selection bias.

- **Promising evidence** means there is evidence of effectiveness of key project component in improving relevant outcome, based on relevant finding from
  - WWC practice guide, WWC intervention report, or single study assessed by Department

- **Family literacy** means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:
  - Adult education, interactive literacy activities, training for parents or family in how to be primary teacher and full partner in education, and age appropriate education to prepare children for success

SFEC CPP 1 INSTRUCTIONS

- Projects that propose a process, activities, product, strategy, or practice supported by evidence of promise for CPP 1A or 1B.

- Applicants submit up to two studies to be reviewed for evidence of promise.

- In order for Applicants to receive the full points for each priority subpart 1a or 1b, the study (studies) must meet standards for Evidence of Promise (as defined in the NIA) and be relevant to activities proposed within the grant application.

- We're interested in promising evidence based strategies related to:
  - 1A: providing direct services to parents and families; or,
  - 1b: providing families with strategies for promoting literacy.

 **Applicants should not submit more than 2 studies.

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.

2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
   a. **Citation.** Provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
   b. **Relevant Finding(s).** Describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
   c. **Overlap of Population and/or Settings.** Explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	*(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."* *(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.*	*(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.*

SFEC PRIORITIES, CONTINUED

COMPETITIVE PREFERENCE PRIORITIES (CPP) TWO

- CPP 2 (up to 3 points)
    - Provide families with the information and tools they need to make important decisions regarding the **educational choice** (as defined in the NIA) that is most appropriate for their children.

- **Educational choice** means the opportunity for a child or student (or a family member on their behalf) to create a high-quality personalized path for learning that is consistent with applicable Federal, State, and local laws; is in an educational setting that best meets the child's or student's needs; and, where possible, incorporates evidence-based activities, strategies, or interventions.
    - Public educational programs or courses; private or home-based educational programs or courses; internships, apprenticeships, or other programs offering access to learning in the workplace; part-time coursework or career preparation; dual or concurrent enrollment programs or early college high schools; other educational services including credit-recovery, accelerated learning, or tutoring.
        - Note: See SFEC NIA for full definition of educational choice.

Q & A

SFEC APPLICATION REQUIREMENTS

IN ORDER TO RECEIVE FUNDING, AN APPLICANT MUST INCLUDE THE FOLLOWING IN ITS APPLICATION:

a) Approach to family engagement in education

b) SEA and any partner organizations will support the SFEC that will be operated by the applicant including a description of the SEA's and partner organization's commitment of such support

c) Plan for building a statewide infrastructure for family engagement in education, that includes:

   1) Management and governance

   2) Statewide leadership

   3) Systemic services

d) Demonstrated experience in providing training, information, and support to SEAs, LEAs, schools, educators, parents, and organizations on family engagement in education policies and practices

e) Steps the applicant will take to target services to low-income students and parents

SFEC APPLICATION REQUIREMENTS, CONT

f) An assurance the applicant will:

1) Establish a special advisory committee (membership requirements included in the NIA)

2) Use not less than 65% of funds received to serve LEAs, schools, and community-based organizations (CBOs)

3) Operate a SFEC of sufficient size, scope, and quality to ensure the center is adequate to serve the SEA, LEAs, and CBOSs

4) Ensure the SFEC will retain staff with the requisite training and experience to serve parents in the State

5) Serve urban, suburban, and rural LEAs and schools

6) Work with (i) other SFECs and (ii) parent training and information centers and community parent resources centers

SFEC APPLICATION REQUIREMENTS

7) Provide assistance to SEAs, LEAs, and CBOs that support family members in supporting student achievement

8) Work with SEAs, LEAs, schools, educators, and parents to determine parental needs and the best means for delivery of services to address needs

9) Conduct sufficient outreach to assist parents, including parents who the applicant may have a difficult time engaging with a school or LEA

10) Conduct outreach to low-income students and parents, including low-income students and parents who are not proficient in English

g) Assurance the applicant will conduct training programs in the community to improve adult literacy, including financial literacy

Note: As outlined in the SFEC Application Instructions, by submitting an application under this program, an applicant is assuring that it will meet requirements (f) and (g).

SFEC APPLICATION REQUIREMENTS, CONT

h) Description of how applicant will meet program requirement (a) to obtain non-Federal matching contribution in years 2 – 5

i) Preliminary MOU, signed by each organization or agency with which it would partner, including the partner SEA(s), which details the financial, programmatic, and long term commitment to strategies described in application

j) Logic model that identifies key project components, explains how key project components will lead to relevant outcomes, and informs applicant's performance measures and evaluation design

SFEC PROGRAM REQUIREMENTS

a) Matching funds for grant renewal (15% in years 2-5)

b) Uses of funds

- Grantee shall use funds based on needs determined under Application Requirement (f)(9) to provide training and TA to SEAs, LEAs, and organizations that support family-school partnerships; and activities, services, and training for LEAs, school leaders, educators, and parents

    1) To assist parents in participating effectively in their children's education and to help their children meet challenging State academic standards

    2) To develop and implement, in partnership with the SEA, statewide family engagement in education policy and systemic initiatives that will provide a continuum of services to remove barriers for family engagement and support school reform efforts

    3) To develop and implement parental involvement policies under ESEA

c) Final MOU within 12 months

d) SEA partnership

Q & A

SFEC SELECTION CRITERIA

	CRITERIA	POINTS POSSIBLE
A	Quality of Project Design	30
B	Quality of the Management Plan and Project Personnel	20
C	Adequacy of Resources	20
D	Quality of Project Evaluation	30

PROJECT DESIGN

UP TO 30 POINTS

1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

LOGIC MODEL

- **Logic model** (also referred to as a theory of action) means a reasonable conceptual framework that identifies key project components of the proposed project (*i.e.,* the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and <u>describes the theoretical and operational relationships among the key project components and relevant outcomes</u>.

- **Project component** means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

- **Relevant outcome** means the student outcome(s) or other outcomes(s) the key project component is designed to improve, consistent with the specific goals of the program.

Resources related to evidence, logic models and evaluation can be found on the SFEC program webpage: https://innovation.ed.gov/statewide-family-engagement-centers-program/applicant-info-eligibility/

MANAGEMENT PLAN & PROJECT PERSONNEL

1) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

3) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

4) The qualifications, including relevant training and experience, of key project personnel.

ADEQUACY OF RESOURCES

1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

3) The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

PROJECT EVALUATION

1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

2) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

3) The extent to which methods of evaluation will, if well-implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness.

Resources related to evidence, logic models and evaluation can be found on the SFEC program webpage: https://innovation.ed.gov/statewide-family-engagement-centers-program/applicant-info-eligibility/

GPRA PERFORMANCE MEASURES

1) The number of parents who are participating in SFEC activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions

2) The number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement that includes support for SEA- and LEA-level leadership and capacity-building

3) The number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, to include an understanding of how they can support learning in the classroom with activities at home or outside the school generally, as well as how they can participate in State and local decision-making processes

4) The percentage of parents and families receiving SFEC services who report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.

APPLICATION SUBMISSION PROCESS

1. Register with Grants.gov

2. Register with System Award Management (SAM)

3. Find SFEC application package in Grants.gov

4. Review application instructions

5. Complete application

6. Use the checklist to ensure completion of all required forms

REGISTERING WITH GRANTS.GOV

- All SFEC grant applicants are strongly encouraged to submit applications electronically using Grants.gov unless an organization provides a written statement stating intentions to submit a paper application at least, but no later than, two weeks before the application submission deadline (www.Grants.gov)

- Applicants **MUST** register with Grants.gov and System Award Management (SAM) system in order to submit applications using Grants.gov

- Current registrants should confirm that your Grants.gov and SAM accounts are active and up to date

SYSTEM FOR AWARD MANAGEMENT (SAM)

To register with SAM, applicants will need to complete the steps outlined below. Applicants should allot appropriate time to complete the registration process:

1. Go to https://sam.gov
2. Click on Create and Account
3. Choose Individual Account
4. Provide the requested information and submit
5. Receive the email from "notifications" and click through the sam.gov link to validate your account
6. Log in at https://sam.gov with the username and password you created

If you experience problems with registering in SAM.gov, please alert us: SFEC@ed,gov

GRANTS.GOV

After registering with SAM and Grants.gov, applicants can begin to develop their application using the following steps:

1. In the "Search Grants" tab, search by

   – CFDA 84.310A – OR – ED-GRANTS-062818-001

2. Once in the Grant Opportunity for which you would like to apply, click on "Package" tab to view the application package and apply

3. Click "Apply" to begin the application

4. Log in to create a workspace to apply on Grants.gov, which allows teams to collaborate on the development of their application (https://grants.gov/web/grants/applicants/workspace-overview.html)

TRACKING YOUR APPLICATION SUBMISSION

- After submitting your application
  - Make sure you receive an on-screen confirmation receipt
  - Document your Grants.gov Tracking Number
  - You will also receive email confirmations from Grants.gov and the Department

- Track your application status and information by accessing the "Details" tab of the submitted Workspace, or you may track your application status by entering your Grant Tracking Number in the "Track My Application" page on Grants.gov

- Problems with submission:
  - Grants.gov Help Desk: 1-800-518-4726 or support@grants.gov
  - You must obtain a Grants.gov Help Desk Case Number to resolve the issue

- Additional submission instructions are found in the SFEC Application Package

GRANTS.GOV SUBMISSION TIPS

REGISTER EARLY for SAM and Grants.gov!

- Do it **TODAY!** This process may take DAYS to WEEKS to complete.

SUBMIT EARLY!

- Depending on the size of the file, transmittal may take SEVERAL MINUTES to HOURS.

- Do not wait until the deadline to submit. The system will be slow due to last minute submissions.

LATE APPLICATIONS WILL NOT BE READ!

- Applications that are time/date stamped after 4:30:00 pm Washington, DC, time on the deadline date will be marked late and not read.

GRANTS.GOV SUBMISSION TIPS

CONTINUED

- Carefully review the FY 2018 Notice Inviting Applications (NIA), application instructions, and the application package

- Ensure that you attach .PDF files only for any attachments to your application, and they must be in a read-only, flattened format. PDF files are the only Education approved file type accepted.

- Common Instructions for Applicants to Department of Education Discretionary Grant Programs were published in the Federal Register on February 12, 2018 (83 FR 6003): www.gpo.gov/fdsys/pkg/FR-2018-02-12/pdf/2018-02558.pdf

GRANTS.GOV APPLICANT SUPPORT & RESOURCES

Support Center

- Email: support@grants.gov

- Toll-Free Phone Number: 1-800-518-4762

- Grants.gov Self-Service Web Portal: https://grants-portal.psc.gov

Additional Resources

- Online User Guide: https://www.grants.gov/help/html/help/GetStarted/Get_Started.html

- FAQs: http://grants.gov/web/grants/applicants/applicant-faqs.html

Q & A

APPLICATION REVIEW PROCESS

Eligibility Review

Peer Review

Rank Order

Awards

Notification

CONTACT US

- Send any questions to SFEC@ed.gov.

- Due to the volume of questions, we may be unable to respond to questions individually.

- For more information about the competition, please see the SFEC program webpage: https://innovation.ed.gov/statewide-family-engagement-centers-program/

  - The NIA and other program resources are posted here.
  - Any updates will be added to this webpage.