

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

APPLICATION INSTRUCTIONS FOR GRANTS UNDER THE FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGR

CFDA # 84.310A

PR/Award # U310A180001

Grants.gov Tracking#: GRANT12685395

OMB No. 1894-0006 , Expiration Date: 01/31/2021

Closing Date: Jul 30, 2018

PR/Award # U310A180001

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/27/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="PACER Center, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>

d. Address:

* Street1:	<input type="text" value="8161 Normandale Blvd."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Minneapolis"/>
County/Parish:	<input type="text" value="MN"/>
* State:	<input type="text" value="MN: Minnesota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="554371044"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Paula"/>
Middle Name: <input type="text" value="F."/>	
* Last Name: <input type="text" value="Goldberg"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation: <input type="text" value="PACER Center, Inc."/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
* Email: <input type="text"/>	

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-062818-001

* Title:

Office of Innovation and Improvement (OII): Statewide Family Engagement Centers CFDA Number 84.310A

13. Competition Identification Number:

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

PACER's Minnesota Statewide Family Engagement Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text" value="0.00"/>	<input type="text"/>
* c. State	<input type="text" value="0.00"/>	<input type="text"/>
* d. Local	<input type="text" value="0.00"/>	<input type="text"/>
* e. Other	<input type="text" value="0.00"/>	<input type="text"/>
* f. Program Income	<input type="text" value="0.00"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

PACER Center, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
3. Travel	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	30,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
6. Contractual	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00	105,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	76,500.00	76,500.00	76,500.00	76,500.00	76,500.00	382,500.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

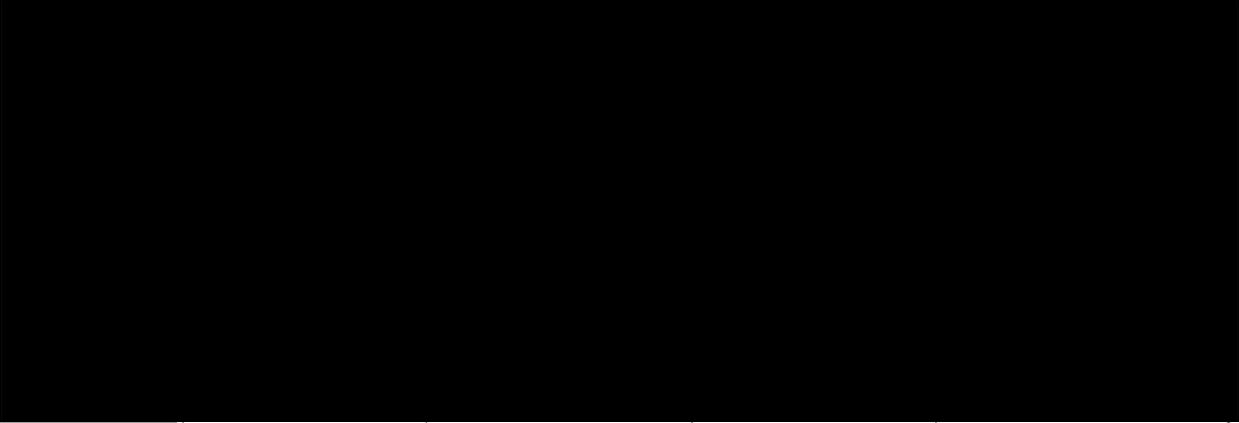
(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # U310A180001

Name of Institution/Organization PACER Center, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment	0.00					
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00					
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					



SECTION C - BUDGET NARRATIVE (see instructions)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Gretchen Godfrey</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>PACER Center, Inc.</p>	<p>DATE SUBMITTED</p> <p>07/27/2018</p>

Standard Form 424B (Rev. 7-97) Back

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [redacted] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1238-SFEC - PACER GEPA Statement Final.pdf	Add Attachment	Delete Attachment	View Attachment
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PACER's Minnesota Statewide Family Engagement Center

GEPA Statement – Section 427

PACER does not discriminate based on gender, race, national origin, color, disability, or age and will comply with Section 427-GEPA requirements. PACER's MN Statewide Family Engagement Center outlines the many steps it is taking to ensure equitable access to and participation in project activities. Some examples include:

- PACER staff who are native Spanish, Hmong, and Somali speakers (the three most common non-English languages in Minnesota) will translate written materials, present workshops in community locations, and work individually with non-English speaking families. PACER also has a Board-approved Language Access Plan describing how it serves families who do not speak English.
- PACER is partnering with community organizations, school districts, and schools who serve high populations of families who are culturally and racially diverse and low-income to ensure they are made aware of and able to participate in project services.
- PACER will ensure access to project activities by people with disabilities by maintaining an accessible website that is Section 508-compliant, making project materials available in alternate formats (Braille, audio, or large print) as needed, and providing sign language interpreters or other accommodations upon request.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION PACER Center, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Paula"/> Middle Name: <input type="text" value="F."/>
* Last Name: <input type="text" value="Goldberg"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Gretchen Godfrey"/>	* DATE: <input type="text" value="07/27/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Paula	F.	Goldberg	

Address:

Street1:	8161 Normandale Blvd.
Street2:	
City:	Minneapolis
County:	
State:	MN: Minnesota
Zip Code:	554371044
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT: PACER's Minnesota Statewide Family Engagement Center

PACER Center, a statewide nonprofit organization based in Minneapolis, MN with 40 years of experience in family engagement, is delighted to be submitting this proposal to serve as Minnesota's Statewide Family Engagement Center (SFEC). PACER will partner with the Minnesota Department of Education; urban, suburban, and rural school districts; and community organizations serving culturally and racially diverse, low-income and other disadvantaged families to build a statewide infrastructure for family engagement.

PACER's SFEC project design was developed around 5 goals:

- **Goal 1. Partner with Minnesota Department of Education, local school districts, and community organizations to build statewide infrastructure for family engagement in education.** PACER will maintain a project advisory committee; collaborate with state and others on systemic policy and practice initiatives; and provide technical assistance to state on effective family engagement strategies.
- **Goal 2. Provide technical assistance to districts, schools, and community organizations on best practices in family engagement, especially for culturally and racially diverse and low-income students.** PACER will present professional development trainings and provide individual technical assistance to districts and schools, with a focus on serving culturally and racially diverse and low-income families.
- **Goal 3. Provide direct services to parents, with a focus on culturally and racially diverse and low-income families, to assist them to be more engaged in their children's education and help students reach challenging academic standards.** PACER will conduct trainings, provide individual assistance, and develop resources to support families to have high expectations for their children leading to improved academic outcomes.
- **Goal 4. Conduct outreach to culturally and racially diverse and low-income families and disseminate new resources and project information statewide to increase impact of project.** PACER will partner with community organizations and diverse media to conduct outreach to families; develop and translate print and electronic resources; and disseminate project information through newsletters, websites, and social media.
- **Goal 5. Conduct thorough evaluation of all project activities in order to provide periodic performance feedback, measure progress toward achieving intended outcomes, and produce promising evidence of project's effectiveness.** PACER will collect data on numbers of people served; conduct evaluations of all training activities; and implement pre-and-post surveys to measure project impact.

PACER's project design addresses two **competitive preference priorities**: 1(a): Provide direct services to parents and families through evidence-based activities; and (2) Provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

Expected project outcomes include: ✓ Increased family and school staff capacity to effectively work together to meet academic & developmental needs of children; ✓ Increased parent knowledge of how to understand education system and support children's academic achievement; ✓ Sustained statewide infrastructure of systemic family engagement; and ✓ Improved student academic achievement and development.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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PACER's Minnesota Statewide Family Engagement Center

A. QUALITY OF THE PROJECT DESIGN (30 Points)

PACER Center, a statewide nonprofit organization based in Minneapolis, MN with 40 years of experience in family engagement, is delighted to be submitting this proposal to serve as Minnesota's Statewide Family Engagement Center (SFEC). PACER is an eligible applicant, being a statewide nonprofit organization that has demonstrated capacity to provide services throughout Minnesota and is working in partnership with the State Education Agency (Minnesota Department of Education), local school districts, and community organizations.

PACER Center was founded in 1978 to provide training and information to families of children with disabilities about their special education rights and responsibilities. Since then, PACER has grown to operate more than 30 programs, including several which are for ALL children, with and without disabilities. PACER was a U.S. Department of Education-funded Parental Information and Resource Center (PIRC) grantee from 1995-2011. PACER has a history of having a strong, positive relationship with Minnesota's SEA and has connections to many school districts and community organizations across the state. Additionally, it has been a value and priority of PACER since it was formed to ensure project services reached culturally and racially diverse and low-income families.

As an example of PACER's capacity to carry out the activities required by this grant, PACER has run a small, innovative project ("Parents with High Expectations") since 2016 that **assists culturally and racially diverse and low-income parents to better understand their own children's academic performance and engage in more meaningful discussions with teachers and other school staff in order to ensure their children reach their highest potential.** Results from the project have been extremely positive. For example, **84% of parents**

reported their children’s academic progress had increased as a result of receiving help from PACER staff. Data from pre- and post-intervention surveys showed a 79% increase in parents’ understanding of ways to be involved in their children’s school and a 78% increase in their capacity to understand and track their children’s academic progress. The SFEC program design will expand on the success and knowledge base PACER has gained from this and other previous family engagement experience.

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers - -

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

The logic model in the Appendix, which serves as the conceptual framework for the project, summarizes the project design’s evidence base, inputs, goals, activities, outputs, and outcomes. **PACER’s design and underlying conceptual framework for its MN SFEC utilizes family engagement research and promising best practices from the field to ensure activities will lead to impactful and systemic results.** The principles from the U.S. Department of Education’s *Dual Capacity-Building Framework for Family-School Partnerships* (“Capacity-Building Framework”) are embedded throughout the project design to ensure **families and school staff** have a **shared belief** of the importance of **working together to improve outcomes for all students.**

A recurring theme of family engagement research is the **strong positive statistical link between parental high expectations and students’ academic achievement and success after high school** (Lee & Bowen, 2006; Ross, 2016 - *see Evidence Form submitted with grants.gov*

application). The theme of high expectations is a key component of PACER's family engagement approach. **PACER's SFEC high-impact activities will support parents and school staff to have shared high expectations of children**, including those who face barriers to learning.

The SFEC project design also acknowledge that culturally and racially diverse and low-income families may not engage in their children's education the way that schools have historically expected them to. Focusing on high expectations and the strengths, not deficits, of families will help school communities come together to meet the developmental and academic needs of children.

SFECs must place a strong emphasis on serving disadvantaged students, **especially those who are low income and culturally or racially diverse, as well as students with disabilities, those who are homeless, and students in foster care**. Throughout the project design, PACER has included **specific strategies to reach low-income and diverse parents and schools**.

Additionally, PACER is the state's Parent Training and Information Center (PTI), funded by the Individuals with Disabilities Education Act (IDEA) to assist families of children with all disabilities. PACER's SFEC and PTI staff will collaborate closely to ensure services are coordinated and refer families and professionals to any relevant resources or trainings across both projects.

Minnesota's population is becoming increasingly diverse in urban, suburban, and rural areas, with a 20% growth in its diverse population since 2010 (MN Compass, 2018). Minnesota is the 12th largest state in the country. The state encompasses the urban Minneapolis-Saint Paul metropolitan area and Greater MN, which has smaller cities and rural areas. Current data from the Minnesota' Department of Education's website for 2017-2018 indicates than one third of

Minnesota's statewide student population is diverse, with 11% Black, 9% Hispanic, and 7% Asian. In urban districts, 65%-80% of students are diverse. Minnesota has the largest Somali population in the country and the second largest Hmong population. According to Minnesota's Every Student Succeeds Act (ESSA) plan, the three languages most present in the state's households other than English are Spanish, Somali, and Hmong.

Unfortunately, **data also shows that Minnesota has one of the largest achievement gaps in the country** when comparing education results by race. For example, 56.5% of all 3rd graders were proficient in reading in 2017 according to statewide assessment results. However, only 32-34% of Black, Hispanic, and American Indian 3rd graders were proficient. These results underscore the need to focus project services on culturally and racially diverse families and schools.

COMPETITIVE PREFERENCE PRIORITIES

PACER's project design, described in detail on the following pages, responds to two of the Department's Competitive Preference Priorities which reflect up-to-date knowledge from research and effective practice:

Priority 1(a): Create SFECs that will provide direct services to parents and families through evidence-based activities.

PACER's direct services to parents and families, such as trainings and individual assistance, emphasize the importance of parental high expectations for their children. Multiple studies have demonstrated that parents' high expectations have a statistically significant positive effect on the academic achievement of students (Lee & Brown, 2006; Vera et al., 2012; Ross, 2016; Wang & Hofkens, 2014; Jensen & Minke, 2017). When researchers break down parental

involvement into component parts, **having high expectations is among the top predictors of improved academic achievement.** This is true across demographic groups, including those from diverse cultures and who are low-income. **Having high expectations is also predictive of other types of parent engagement** (such as involvement at school and helping with homework), so helping parents and professionals to hold high expectations for students can motivate parents to be more involved in other ways. The concept of high expectations will be embedded throughout SFEC activities. Family and professional trainings will emphasize the importance of high expectations. Resources will be developed and disseminated that will assist families to track their children's academic progress in statewide assessments and report grades to help them meet challenging standards. Additionally, individual assistance will support parent and professionals to have meaningful and effective conversations about students' education to build family-school partnerships focused on learning in the classroom and at home.

Priority 2: The Secretary gives priority to projects that are designed to provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

Minnesota has a history of providing innovative education options for students, being the first state in the country to open a public charter school and currently home to 164 charter schools (MDE, 2018). PACER's MN SFEC will conduct several activities that will provide information to families about the range of educational options available to them, including traditional public schools, public charter schools, online learning, home schooling, co-enrollment college programs, private options, and others. The project will develop family-friendly materials in multiple languages in order to give families the information they need to make decisions about educational choice. For example, PACER will create resources that help families understand

school report cards so they can more easily compare performance of Minnesota's schools. The MN SFEC will develop tip sheets with questions parents should consider when deciding among various school options as a tool to help guide decision making. Furthermore, PACER will include information on educational choice in trainings and presentations to families, and parents can call and speak with PACER staff regarding any individual questions. **PACER believes that parents are their children's best advocates and will provide them with the tools needed to understand their educational choice options**, so they can make the best decisions based on their children's individual needs.

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

The summary of project goals below describes how the Capacity-Building Framework, high expectations research, and up-to-date knowledge from research and practice supports the proposed PACER project design of high-impact activities. After the summary, a project workplan on p. 12 describes the proposed activities in more detail.

To assist in the development of the project design, PACER also conducted a statewide survey of parents of students in K-12 education, including families who are low-income and culturally racially diverse, and have students with disabilities and in foster care. Those survey results also influenced the project workplan and will be used when selecting topics for trainings and resource development during the first year of the project. For example, the results showed that parents were most interested in learning more about technology to support their children's learning (66%), statewide initiatives related to K-12 education (50%), and supporting their child's academic achievement at home (49%).

Goal 1. Partner with Minnesota Department of Education, local school districts, and community organizations to build statewide infrastructure for family engagement in education.

Goal 1 activities include a statewide needs assessment of families and professionals, the development of a project advisory committee, and implementation of statewide family engagement strategies and policies that are connected to Minnesota’s Every Student Succeeds Act (ESSA) State Plan. Activities under this goal will **reinforce parents’ and educators’ shared commitment to family engagement and high expectations for students from birth to young adulthood**. The connection between project activities and Minnesota’s ESSA plan will help ensure activities will be **systemic and integrated** into an existing statewide infrastructure. Goal 1 activities include gathering substantial input directly from families which is also a practice supported by research: “[family engagement methods or programs] should be developed with a **deep understanding of what families and youth report they need**, not just what educators believe that they need” (Jensen & Minke, 2017).

Goal 2. Provide technical assistance to districts, schools, and community organizations on best practices in family engagement, especially for culturally and racially diverse and low-income students.

Research cites a variety of barriers to parent involvement, including communication challenges, unwelcoming school environment, work schedules, teachers’ deficit view of parents, and language access issues (Baker et al., 2016; Gonzales & Gabel, 2017). Family engagement research also indicates that families would appreciate having proactive communication with teachers prior to there being an academic or disciplinary incident (Baker et al., 2016). Meanwhile

teachers also report wanting to develop strong partnerships with families from diverse cultures but not being sure how (Mapp & Kuttner, 2013).

To address these needs, PACER **will provide technical assistance and training to local education agencies (school districts), parent education programs, schools, and community organizations** about effective, **strengths-based methods of engaging families** in the education of their children and in broader school reform efforts. PACER's multicultural staff who are respected leaders in Minnesota's Somali, Hmong, Hispanic/Latino, and African American communities will provide in-services on working with diverse cultures to provide context on how education is viewed by immigrant families.

The MNSFEC will provide LEAs and schools with strategies for developing **positive, open communication channels** with families. Technical assistance trainings and activities will emphasize the importance of teachers' and parents' shared **high expectations for students so they can improve their academic achievement and school readiness**. In addition to more general technical assistance activities, PACER will also provide more individualized support to selected districts through the development of **Individual Family Engagement Plans**. Using this new tool created by the MN SFEC, project and district staff will work together to develop a family engagement plan with specific strategies that schools can implement to more effectively communicate with and involve parents.

Goal 3. Provide direct services to parents, with a focus on culturally and racially diverse and low-income families, to assist them to be more engaged in their children's education and help students reach challenging academic standards.

Goal 3 activities include a combination of group training, individual assistance, and

resource development activities to build parents' knowledge and skills in a variety of areas.

Services will be provided statewide to families in urban, rural, and suburban areas.

Families cannot make an impact on a systems level unless they first understand how the system works and their rights within it (Bolivar & Chrispeels, 2011). This is especially true for immigrant families and those who are culturally diverse, low-income, homeless, have students with disabilities or who are in foster care, or face other barriers to engagement. Therefore, PACER will offer trainings and assistance to help families understand how schools function, best practices for communication with school staff, understanding educational choice options including charter schools, information about how to track and understand their child's academic progress, and the importance of having high expectations.

Families who have individual questions can contact PACER's multicultural advocates to learn about their educational choice options and school report cards, prepare an outline of questions to ask teachers as part of a school conference or other meeting, and become more engaged in activities at home and at school to support their children's development and academic success. A **Parent Academic Tracking Sheet** piloted by PACER in a small local project, will be utilized statewide (see Apx. E1). The Parent Academic Tracking Sheet is a chart that parents can use to record their elementary children's academic progress on report cards and statewide assessments. As part of the MN SFEC, a **new secondary level tracking sheet for grades 7-12 will be developed** so PACER staff can help parents of older children understand necessary requirements for graduation and support high expectations for postsecondary education and employment. PACER will also **develop and disseminate record-keeping folders** that families can use to organize important school documents, such as standardized test scores and report cards.

Stipends for transportation and childcare will be available to families to remove barriers to their participation in SFEC project activities. Services will be available in Spanish, Hmong, and Somali, in addition to English. PACER has a board-approved, federally-required **Language Access Plan** that outlines how the organization will ensure access to any potential project participants who are non-English speakers. Additionally, PACER has experience addressing the needs of students who have disabilities, are in foster care, or are homeless, so families seeking to be more involved in their children's education will have access to information to support their child's unique needs in addition to addressing general education issues.

ED's Capacity-Building Framework also discusses the importance of having informed parent stakeholders. By building families' knowledge, they will be more confident to take part of parent leadership activities that are also included in Goal 3 to help families participate in state and local decision making (Bolivar & Chrispeels, 2011).

Goal 4. Conduct outreach to culturally and racially diverse and low-income families and disseminate new resources and project information statewide to increase impact of project.

PACER's SFEC has a priority to reach culturally and racially diverse and low-income families. Often parents have a difficult time engaging with their child's school due to language barriers or not understanding the education system. PACER will conduct specific outreach strategies to connect with families by partnering with local community organizations who have existing relationships with parents, sharing information about the project through community media outlets, and disseminating resources statewide.

Goal 4 activities also include the development of print and electronic resources and the dissemination of information statewide. These activities are designed to support a statewide

infrastructure of family engagement by spreading a common message of **the importance of families and schools working together** to improve student development and academic outcomes. The resources developed will be translated into multiple languages and provide families with information using **family-friendly language** on topics such as making decisions about educational choice, having high expectations and supporting children for success after high school, and available technology tools to support learning.

Goal 5. Conduct thorough evaluation of all project activities in order to provide periodic performance feedback, measure progress toward achieving intended outcomes, and produce promising evidence on project’s effectiveness.

PACER’s SFEC project evaluation plan will ensure continuous improvement of project activities and demonstrate impact of services. The plan was designed based on the logic model (see Apx. B1) and ensures that PACER will be able to report on the four annual performance measures outlined in the application announcement. Formative evaluation measures, such as data on the number of people served and training evaluations, will help ensure PACER is on track to meet project objectives. The executive director, project director, and other staff will regularly review this information to determine if any changes need to be made to project activities to more effectively meet the needs of families and professionals. Summative evaluation tools, such as pre- and post-surveys and 6-month follow-up surveys, will measure the longer-term impact of project services on families’ capacity to work with schools in meeting the academic and developmental needs of their children. These summative tools will assist in producing promising evidence on the effectiveness of MN SFEC services.

Project Workplan

The SFEC project workplan below provides further details for proposed activities described above, including timelines and projected number of people to be served.

Goal 1. Partner with Minnesota Department of Education, local school districts, and other stakeholders to build statewide infrastructure for family engagement in education.

Act. 1.1. Conduct **needs assessment** with State Education Agency (SEA), Local Education Agencies (LEAs), school staff, and families to determine parental needs and best ways of addressing them. *Year 1 & Year 3*

Act. 1.2. Develop and maintain **special project advisory committee**, of which a majority of members will be parents, to ensure diverse perspectives are considered. *2-3 meetings annually*

Act. 1.3. Collaborate with the Minnesota Department of Education and others to create **statewide family engagement planning document** that outlines existing statewide school reform and family engagement efforts (such as ones connected to MN's Every Student Succeeds Act Plan) along with new strategies MN SFEC and partners can implement to increase parent involvement at school, district, and state levels. *Develop Year 1, update annually*

Act. 1.4. Work with the Minnesota Department of Education and others on **policy and practice initiatives** to increase the number of districts who have adopted effective family engagement policies. *Ongoing*

Act. 1.5. Provide **technical assistance to the Minnesota Department of Education** on methods to enhance family-school partnerships and increase family involvement in school reform by serving on committees and task forces to provide parent perspective, reviewing documents for family-friendly language, advising on ESSA Plan implementation, and other related activities. *Ongoing*

Goal 2. Provide technical assistance to districts, schools, and community organizations on best practices in family engagement, especially for culturally and racially diverse and low-income students. (*Note: at least 65% of grant funds will be used providing services to LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English language learners, culturally and racially diverse, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students*)

Act. 2.1. Conduct 10-15 **professional development trainings** annually on topics such as working with diverse families, communicating with parents, education technology, and other best practices for implementing effective family engagement programs and policies. Sessions will be presented in urban, rural, and suburban regions of the state and reach at least 350 people annually. Trainings will be conducted in collaboration with districts, charter schools, MN Regional Centers of Excellence, and others. *Annually*

Act. 2.2. Present 4 **livestream in-services** annually. Livestream allows participants to view the training from their home or work on a computer or mobile device. Trainings will also be archived on PACER's website for ongoing use. *Annually*

Act. 2.3. Provide 350 **technical assistance** contacts through phone, email, and in-person meetings to district and school staff on implementing ESSA parent involvement policies, developing parent-school compacts, and creating a welcome environment for families. PACER will publicize availability of technical assistance services through the Minnesota Department of Education, the state teacher's union, elementary and secondary principals' associations, and other professional groups. *Ongoing*

Act. 2.4. Provide **technical assistance to evidence-based parent education programs** such as

HeadStart, Early Childhood Family Education, and other programs on family engagement strategies. A focus will be on reaching culturally and racially diverse and low-income parents and students. *Ongoing*

Act. 2.5. Develop **Individual Family Engagement Plans** with districts or schools needing more intensive assistance. This more intensive technical assistance will only be provided to schools serving low-income or culturally and racially diverse students. *Develop and pilot Year 1, ongoing Years 2-5.*

Act. 2.6. Create **sample Action Plan** that districts or schools can use with local parent groups to increase family involvement in school reform activities. *Year 2*

Act. 2.7. Include **family engagement keynote and workshop session** in PACER's symposium that is attended by 1,000 people each year, approximately 750 of which are teachers and service providers from across the state. *Summer, Annually*

Goal 3. Provide direct services to parents, with a focus on culturally and racially diverse and low-income families, to assist them to be more engaged in their children's education and help students reach challenging academic standards.

Act. 3.1. Develop, pilot, and present **5-10 community workshops** annually for 100-150 parents annually statewide. Trainings will be presented in English, Spanish, Hmong, and Somali to provide knowledge about the school system, the importance of high expectations, communicating with teachers, and how to support learning at home. *Annually*

Act. 3.2. Present 2-3 parent trainings reaching at least 50 people using **livestream** technology that families across the state can access at homes and in community locations by watching from their mobile devices or computers. Possible topics include communicating with school staff, how

to learn about school performance to inform educational choice, and others. *Annually*

Act. 3.3. Conduct 1 **livestream training specifically on technology tools** to support children's learning, such as apps, free online resources available through Google, and other affordable solutions. *Annually*

Act. 3.4. Respond to at least 300 calls, emails, or meetings with parents and others to provide information and **individual assistance in English, Spanish, Hmong, and Somali**. PACER staff will help parents better understand their children's academic performance and how to engage in meaningful discussions with teachers and other school staff to ensure their children meet their highest potential. *Ongoing*

Act. 3.5. Provide **intensive assistance to 30-50 parents** annually, using a PACER-developed and piloted **parent academic tracking sheet** (see Appendix). This simple tool helps parents who are culturally or racially diverse or low income have effective two-way communication with teachers about their child's progress in grades K-6. The tracking sheet documents the child's strengths and helps parents monitor child's progress on statewide assessments and school report cards.

Act. 3.6. Create **new academic progress tracking sheet for secondary level** that parents can use in grades 7-12 to support high expectations for their children after high school. The new tool will help parents and youth track graduation requirements, state testing, strategies for meeting children's goals after high school. *Develop Year 3, Pilot Year 4, Implement Year 5*

Act. 3.7. Develop, pilot, and conduct **parent leadership training** that will build parents' capacity to participate in school and local decision making. Training will cover topics such as development and implementation of school-parent compacts and family engagement policies, involvement in school planning and improvement, and training other parents on family

engagement topics. *Year 1 – Develop, Year 2 – Pilot, Years 3-5 – Conduct training*

Act. 3.8. Conduct 1-2 parent trainings annually on **financial literacy topic**. *Annually*

Act. 3.9. Develop 1-2 new resources annually on **adult literacy** topic. *Annually*

Act. 3.10. Update, translate, and disseminate PACER’s record record-keeping folders that families can use to organize important school documents, such as standardized test scores and report cards.

Goal 4. Conduct outreach to culturally and racially diverse and low-income families and disseminate new resources and project information statewide to increase impact of project.

Act. 4.1. Create project **outreach materials** emphasizing importance of **high expectations** in multiple languages that can be left at schools, community organizations, libraries, and other locations to recruit culturally and racially diverse and low-income families to participate in project activities. *Develop – Year 1; Disseminate Years 2-5*

Act. 4.2. Utilize **community media outlets**, such as Hmong radio station and Somali community papers, to share announcements about availability of project services. *Ongoing*

Act. 4.3. Partner with community organizations to participate in **resource fairs** to share project information and materials. *Ongoing*

Act. 4.4. Write short **family engagement tips and articles** that can be shared with LEAs, local community organizations, and others for reproduction in their own newsletters to increase outreach across the state. *Fall & Spring, Annually*

Act. 4.5. Produce 2 **short videos** on topics such as supporting learning at home, communicating with school staff, and using educational technology. *Annually*

Act. 4.6. Create resources that support parents to make informed decisions on **educational**

choice for their children, including questions to ask and how to use the Minnesota Department of Education website to find relevant school data. *Develop 1 resource annually.*

Act. 4.7. Develop and translate **2 tip sheets** on topics such as parent leadership, parent-school compacts, and school report cards to increase parents' knowledge of school system. *Annually*

Act. 4.8. Include story on family engagement in PACER's print newsletter, published 3 times a year with circulation of 136,000, and quarterly in PACER's e-news which reaches 47,000 individuals. *Annually*

Act. 4.9. Create comprehensive webpage for SFEC and family engagement resources on PACER website, and share relevant resources through PACER's social media channels. *Develop Year 1, Update Years 2-5*

Goal 5. Conduct thorough evaluation of all project activities in order to provide periodic performance feedback, measure progress toward achieving intended outcomes, and produce promising evidence or project's effectiveness. *Note: See more detailed evaluation plan on p. 33.*

Act. 5.1. Conduct immediate **evaluations of all project in-person and livestream trainings** to collect quantitative and qualitative data to improve future project services. *Ongoing*

Act. 5.2. Using PACER's custom-built database, **record number of families and professionals served** through individual assistance, training, information dissemination, and other activities. Demographic information will be collected when available to show the numbers of culturally and racially diverse and low-income families served. *Ongoing*

Act. 5.3. Utilize technology tools, including **Google and Facebook Analytics**, to document the numbers of people accessing the MN SFEC's online information, trainings, and videos. *Ongoing*

Act. 5.4. Conduct **pre- and post-surveys with families receiving intensive individual assistance** to demonstrate the impact of services on parents' capacity to work with schools and service providers to meet academic and developmental needs of their children. *Ongoing*

Act. 5.5. Conduct **follow-up surveys with sample of training attendees** to gather outcome data on how participants used the information they learned. *Annually*

Act. 5.6. **Complete all required performance reports** and share lessons learned with other SFECs. *Annually*

(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.

PACER's MN SFEC project design includes many components that yield results beyond the period of federal assistance. The ultimate goal of the project, as outlined in the project's logic model, is to more effectively engage parents and conduct activities that will lead to **improved student development and academic achievement**. PACER's activities that support increased capacity of stakeholders statewide to engage in effective family-school partnerships will not only lead to an improved state family engagement infrastructure but also to improved student outcomes. Improved student outcomes will mean a decrease in the achievement gap and more postschool success for students in college and career.

PACER's MN SFEC activities and resources were planned to **produce outcomes that will be sustained after the end of the project**. Knowledge gained by professionals and families in trainings will continue to inform their behavior in parent-school communications and partnerships that occur after the project period has ended. Web-based resources including tip sheets, videos, and archived trainings will be maintained on PACER's website. A dissemination

plan to share public grant deliverables with other SFECs and organizations serving families will be developed and implemented.

B. QUALITY OF THE MANAGEMENT PLAN AND PROJECT

PERSONNEL (20 Points)

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

PACER makes positive efforts to employ qualified individuals with disabilities as well as persons from traditionally underrepresented groups. PACER's policies clearly state that the **organization will not discriminate in the selection of personnel** with respect to race, color, national origin, religion, gender, age, or disability. PACER encourages applications from underrepresented groups, and all ads state that PACER is an affirmative action and equal opportunity employment employer. The board of directors has established a set of personnel policies that it adheres to in all its hiring practices. In implementing this policy, PACER also actively recruits people from traditionally underserved groups when selecting board members, consultants, volunteers, and subcontractors.

PACER posts open positions in media serving cultural-specific communities as well as in major metropolitan newspapers and online. PACER employs four people who are African American, two who are Asian, one who is Hispanic/Latino, and one who is Somali. Many individuals from diverse cultural groups or with disabilities have **advanced to hold leadership**

positions at PACER.

PACER is also committed to creating opportunities for all people who have disabilities and provides needed accommodations. Assistive technology and flexible part-time hours have been employed as means of accommodating employees with disabilities.

In addition, in determining the quality of the management plan and project personnel, the Secretary considers - -

(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.

In order to develop an effective statewide family engagement infrastructure, it will be essential that PACER involves the Minnesota Department of Education, education professionals, families, and community members in the project's implementation. PACER consulted with **Minnesota Department of Education** staff on this proposal for their ideas on building statewide capacity. Additionally, PACER conducted an online **survey of parents** statewide and received more than 300 responses that are being used to help guide the development of the MN SFEC project design

PACER will convene a **special advisory committee** for the MN SFEC project within the first 6 months of the project period, and the committee will continue to meet two to three times a year throughout the duration of the grant. Parents, including those who are racially and culturally diverse, will represent a majority of the committee, which will also include education professionals, representatives from elementary and secondary schools students, members of the

business community, and state and local education agency officials. Committee members will be selected from rural, urban, and suburban regions of the state and will include individuals with expertise in improving services for disadvantaged children. This group will provide input into building a statewide infrastructure for family engagement. The MN SFEC project director and a Minnesota Department of Education representative will serve as leaders of the committee and communicate more regularly about the plan's implementation.

In addition to the advisory committee, PACER will **collect feedback from a diverse range of perspectives** through other means. Recipients of project services, including parents, teachers, local and state education agency staff, and others, will complete evaluations of SFEC activities and resources. The evaluation results and feedback will be used to make changes as needed to SFEC services. PACER has several existing boards and committees whose expertise will be sought during the implementation of the project, including the Board of Directors, Marketing Advisory Board, Youth Advisory Board, National Business Advisory Board, and a statewide Advisory Board which includes many individuals from Minnesota's business community. PACER plans to conduct statewide needs assessments of families and professionals at two different points during the five years of the grant to give individuals across the state the opportunity to provide feedback to the SFEC project.

(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.

Since its founding, **PACER has had a wonderful relationship with the Minnesota Department of Education** and has always made positive parent-professional collaboration a

priority and value. The Minnesota Department of Education will be a major partner to maximize effectiveness of the project by helping ensure that PACER's SFEC family engagement activities and strategies are systematically embedded into existing statewide programs.

PACER has signed **Preliminary MOUs with 25 organizations, including local education agencies, charter schools, community organizations, and parent education programs.** These partners will help with a range of implementation activities, including outreach to families who are culturally and racially diverse, low-income, homeless, or have students with disabilities or in foster care; participation in piloting of technical assistance and parent training activities; and dissemination of project resources.

- **State Education Agency**
 - Minnesota Department of Education
- **Local Education Agencies**
 - Bloomington Public Schools (*suburban district with diverse student population*)
 - Grand Rapids District 318 (*rural*)
 - Minneapolis Public Schools (*urban district with 65% diverse population*)
 - Osseo Area Schools (*suburban district with diverse student population*)
 - Rochester Public Schools (*Greater MN district with diverse student population*)
 - Rosemount/Eagan/Apple Valley District 196 (*suburban*)
 - St. Paul Public Schools (*urban district with 80% diverse population*)
- **Charter Schools**
 - Community of Peace Academy (*serves culturally and racially diverse students in St. Paul*)
 - Community School of Excellence (*serves Hmong students in St. Paul*)

- Cyber Village Academy (*K-12 blended online and on-campus school*)
- KIPP Minnesota (*primary & secondary charter schools serving diverse children in Minneapolis*)
- Partnership Academy (*serves diverse students in suburban Minneapolis*)
- **Community Organization & Parent Education Programs**
 - Ampersand Families (*serves foster youth and families*)
 - Centro (*serves Hispanic/Latino families*)
 - Grupo Adelante (*serves Hispanic families with children with disabilities*)
 - Hmong Cultural Center (*serves Hmong and Asian American families*)
 - La Creche Early Childhood Center (*Head Start program for low-income, diverse families in Minneapolis*)
 - PICA Head Start (*serving low income, diverse families*)
 - Project for Pride in Living (*serves African American and other diverse homeless and low-income families*)
 - Somali American Parent Association (*serves Somali and other East African immigrant families*).....
 - Somali Benadiri Community of Minnesota (*serves Somali families*)
 - Urban Ventures (*serves African American and other diverse, low-income families*)
 - YWCA Minneapolis (*serves diverse and low-income families*)
 - Zintkala Luta (*serves American Indian families*)

(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.

MN SFEC activities have been carefully designed to ensure that the **budget, timeline, personnel, and resources are adequate** to support the project. The SFEC management plan includes regular **review of project milestones, ongoing project evaluation, and strong financial oversight** to ensure SFEC achieves its desired objectives on time and within budget. This will ensure that project participants receive high quality training, resources, and technical assistance services in a timely, cost-effective, and efficient manner.

Paula Goldberg, PACER executive director and SFEC principal investigator, reports directly to the Board of Directors and will provide overall supervision of this project. She has forty years of experience in managing family engagement projects and will oversee the SFEC's implementation and budget. Sharman Davis Barrett, project director, will be responsible for managing the daily administration of project activities.

Paula Goldberg will supervise the project director who will oversee the work of other SFEC personnel. All staff will participate in annual reviews. Each staff member will keep activity timelines and employee time sheets. Staff experience and summaries of job descriptions that clearly delineate responsibilities of all staff are available on p.26, and full resumes are in Apx. C.

PACER will ensure **the achievement of project milestones by regularly monitoring the project timelines** (see p. 12 for project workplan, including timelines). The project staff will meet weekly to discuss the project's progress, any roadblocks, and upcoming plans. The status of project activities and budget expenditures will be reviewed monthly to ensure project goals are being met on time and within budget. SFEC staff will **implement formative and summative evaluation activities** (see p. 34) to measure the project's success in meeting anticipated outcomes. The project director and executive director will review the project evaluations in order

to make necessary changes in activities based on feedback from participants. Since the Minnesota Department of Education is a major partner in developing the statewide infrastructure for family engagement, the project director will also have calls with their staff regularly or as needed to discuss project progress and updates.

As the ultimate responsible party for the project, PACER's Board of Directors is fully supportive of the SFEC. The PACER Board has 23 members and meets 4 times a year, with the executive committee meeting more often. The board includes education professionals, business leaders, and individuals representing racially and culturally diverse populations, and **90% are parents**. At the quarterly meetings, the board will review the project's status to ensure it is accomplishing its activities on time and within budget.

Fiscal responsibility is extremely important to PACER. Its balance sheet and statements of revenues, expenses, and functional expenses meet nationally recognized accounting, audit, and management standards. PACER has an experienced CPA on staff to ensure the organization adheres to relevant accounting policies and practices and remains financially sound. PACER has always submitted timely and acceptable performance reports for all federal grants and has the necessary processes and systems in place to comply with all financial and programmatic reporting requirements. PACER has always complied with all grant conditions and meets all project goals.

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

MN SFEC Project staff have vast expertise in the family engagement field, with many having years of experience working with families and professionals to improve outcomes for students.

Paula Goldberg, PACER Center Executive Director, MN SFEC Principal Investigator (In kind): Job Desc.: Paula will oversee the administration of the grant and ensure project activities are completed on time and within budget. Bio: Paula co-founded PACER in 1978 and has been its executive director for many years. She is a recognized national leader in family engagement and has many years of experience in federal grant management, budgets, and collaboration with state and local education agencies. Prior to founding PACER, Paula was a public school teacher.

Sharman Davis Barrett, Project Director (.95 FTE): Job Desc.: Sharman will oversee the implementation of all project activities, including coordinating with the Minnesota Department of Education and other major partners. She will manage and conduct technical assistance for the SEA, LEAs, schools, and community organizations. Sharman will work with PACER's parent training manager to oversee the multicultural advocates and their work with families. Sharman will also coordinate resource development, information dissemination, and evaluation activities. Bio: Sharman is African American and has worked at PACER for 30 years and is an expert in cultural competence, parent-professional partnerships, and nonprofit management. Sharman has directed state and national technical assistance projects and was the project director for PACER's first Parental Information and Resource Center grant from 1995-1997.

Dao Xiong, Multicultural Advocate (.50 FTE): Job Desc.: Dao will translate materials, conduct outreach activities, and provide individual assistance and training to families. Bio: Dao is Hmong and a recognized leader in the state's Southeast Asian community. He has worked at PACER for over 25 years as a Multicultural Parent Advocate providing assistance on education issues, presenting workshops to families and professionals, and translating materials.

Jesús Villaseñor, Multicultural Advocate (.50 FTE): Job Desc.: Jesús will translate materials, work with Hispanic/Latino community organizations, present in-services to school staff, and

provide individual assistance and workshops to Spanish speaking families. Bio: Jesús is an attorney from Mexico and has worked at PACER for 23 years. He is knowledgeable about assisting migrant and Hispanic/Latino families to be involved in their children's education and is sought out by both parents and professionals for his expertise.

Hassan Samantar, Multicultural Advocate (.50 FTE): Job Desc.: Hassan will translate materials, conduct project outreach to the Somali community, present in-services on working with diverse families, and assist families through individual assistance and workshops. Bio: Hassan is from Somalia and has worked at PACER for 11 years. He has presented numerous trainings to parents and professionals and is trusted by the Somali community.

Bonnie Jean Smith, Multicultural Advocate (.50 FTE): Job Desc.: Bonnie Jean will assist with conducting outreach, developing partnerships, and delivering presentations in the African American community. Bio: Bonnie Jean is a parent and is well respected in the African American community. She has been a parent trainer and advocate at PACER for 18 years.

Virginia Richardson, Parent Training Manager (.10 FTE): Job Desc: Virginia will assist the Project Director with coordination of the outreach and training activities for culturally and racially diverse and low-income families. Bio: Virginia has worked at PACER for more than 35 years advocating for underserved families, presenting parent workshops, and providing individual assistance. Virginia is a leader in the African American community.

Jordan Bohm, Web Developer (.25 FTE): Job Desc.: Jordan will develop the project's web resources. Bio: Jordan has a degree in computer science and is knowledgeable about accessible web design, databases, and other technology resources.

Renee Gallaher, Finance Director (.10 FTE): Job description: Renee will prepare financial materials for audit and federal reports and ensure any subcontracts and payments are timely. Bio:

Renee has been PACER's financial director for 25 years and is a Certified Public Accountant (CPA). She has an excellent record in fiscal management.

Katharine Shepherd, Ed.D., Evaluation Consultant: Katharine is the Associate Dean for Academic Affairs and Research at University of Vermont's College of Education and Social Sciences. She had led numerous federal projects in the areas of parent leadership, family-professional collaboration, and education policy and reform. She serves as President of the Higher Education Consortium of Special Education (HECSE). Katharine has assisted with the external evaluation of national parent training & technical assistance projects. She will review evaluation tools and assist with oversight of MN SFEC's evaluation plan.

C. ADEQUACY OF RESOURCES (20 Points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers - -

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

PACER Capacity

PACER Center has the experience and capacity to operate the MN SFEC project and adequately serve the SEA, LEAs, community-based organizations, and families. PACER is a strong, financially stable organization with success in reaching disadvantaged parents in rural, suburban, and urban areas, as well as families from diverse racial backgrounds. PACER is an experienced technical assistance provider and has an exemplary statewide reputation for promoting positive family-school partnerships through individual assistance, trainings, and

resource development.

As a statewide organization with more than 30 programs, PACER brings a wide range of specialized resources and has a unique capacity to implement high-impact activities that will improve academic outcomes for students who are culturally and racially diverse and low-income. **PACER's Simon Technology Center** trains families and professionals how free and-low cost tools can enhance children's learning. **PACER's National Bullying Prevention Center** has developed toolkits and resources for classrooms and communities to work together to prevent bullying of all children. PACER has conducted parent workshops and developed print resources on **financial literacy topics**.

The following are examples of programs that demonstrate **PACER's experience and past success** with projects that provide training, information, and support to State education agencies, local education agencies, educators, parents, and organizations on family engagement policies and practices that are effective for parents, especially those of disadvantaged students:

- **Parents with High Expectations:** Current small project to train culturally and linguistically diverse parents how to **track academic progress** and have more **meaningful discussions with teachers** to support their children to reach their highest potential. Pre- and post-surveys indicated that as a result of the project, participants were better able to advocate for their children's educational outcomes and understood more ways to become involved in their children's school. Additionally, **94% of the parents responded, "YES" to: My child's academic progress has increased because I received help from PACER Center.**
- **State Personnel Development Grant, Special Education Parent Involvement Project:** PACER partners with the Minnesota Department of Education and three

school districts in urban, suburban, and outstate Minnesota to improve graduate rates of Black and American Indian students with disabilities. As part of this project, PACER provides technical assistance to school districts on strategies for improving family engagement and presented trainings for both professionals and parents.

- **KITE: Kids Included through Technology are Enriched:** Through this early childhood technology project, PACER brings together teams of parents and professionals for a series of five trainings. The trainings help families, teachers, and support staff learn how to use technology to support academic and developmental progress for young children with disabilities.

Relevance and Commitment of Project Partners

PACER has received 25 preliminary MOUs from a variety of state, local, and community partners who have agreed to collaborate with PACER on the implementation of project activities (see list on p. 22 and Preliminary MOUs in Apx. A). PACER will finalize MOUs within the first 12 months of the grant period with details of partners' financial, programmatic, and long-term commitments to project implementation. These organizations are representative of the types of relationships PACER has across the state, and PACER plans to partner with additional stakeholders beyond those listed here once actual program implementation is underway.

State Education Agency: The Commissioner of the Minnesota Department of Education has signed a Preliminary MOU indicating the agency's support of this application and commitment to be a partner in building a statewide infrastructure for family engagement.

Community Organizations and Parent Education Programs: These organizations represent a diverse range of stakeholders who will help PACER recruit project participants, co-

sponsor events, disseminate SFEC information and resources, and provide input into project activities. Community partners with a focus on serving disadvantaged families, including those who are culturally and racially diverse (Asian, African American, Somali, American Indian, and Hispanic), low-income, homeless, immigrants, or have students in foster care or with disabilities.

Local School Districts and Charter Schools: District and school partners have also signed Preliminary MOUs and will assist in project implementation by participating in family engagement technical assistance activities, helping promote parent trainings to families in their schools, and providing input on the development of a statewide infrastructure for family engagement. School partners represent urban, suburban, and rural areas of the state and reflect Minnesota's diverse populations.

(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.

The project's activities and budget were designed to ensure that MN SFEC services would have a statewide impact, reaching families, local districts, schools, and community organizations across Minnesota. The project plan includes both more intensive services with individual families and professionals, as well as broader training and information activities designed to reach large audiences through the use of technology such as livestream. Each objective of this project has been carefully planned based on experience and data from past projects and knowledge of family and professional needs. Additionally, PACER has many years of experience in allocating the appropriate and adequate amount of staff time commitments needed

to meet the objectives of the project. Project staff are experienced and will be able to complete the work efficiently and effectively. PACER will provide additional **in-kind support** to the project to assist with management and the development and dissemination of products. Free Google ads will help relevant stakeholders across the state and beyond find project information and resources. The costs of the project are planned economically to serve thousands of people directly and hundreds of thousands indirectly.

Because of PACER's extensive history and expertise in parent training and family engagement, **staff will be immediately able to begin working on assigned activities** when the project is funded.

PACER will secure a non-federal matching contribution of at least 15% to increase the cost-effectiveness of this project (*see budget narrative for details*). The program and budget were also designed to ensure that at least 65% of funds will be used to support LEAs, schools, and community organizations that serve high concentrations of disadvantaged students and at least 30% will be used for technical assistance for evidence-based parent education programs. MN SFEC project staff will be focusing their training and individual technical assistance services to assist districts, schools, community organizations, parent education programs, and families who are culturally and racially diverse, low-income, homeless, immigrants, or have students in foster care or with disabilities.

D. QUALITY OF PROJECT EVALUATION (30 POINTS)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers - -

(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.

PACER has a history of conducting **thorough evaluations of all its projects to ensure program objectives are met and desired outcomes are achieved.** Each year, PACER prepares and publishes an annual evaluation report that includes overall quantitative and qualitative data for the organization and individual reports for each project. Established processes are in place to collect and analyze the data necessary to conduct the SFEC evaluation described below. PACER has a custom-built database that staff will use to record individual assistance and training activities. PACER's uses Google Analytics to track website usage and built-in metrics on its social media channels to measure outreach and engagement on those platforms. Records of partnership activities will also be kept.

Katharine Shepherd, Ed.D., will serve as evaluation consultant for this project. She is the Associate Dean for Academic Affairs and Research at University of Vermont's College of Education and Social Sciences. Katharine has served as principal investigator and external evaluator for several U.S. Department of Education-funded parent engagement projects and is extremely qualified to oversee evaluation for this project. The SFEC Project Director will work with Katharine to create the evaluation tools and adjust the evaluation plan if needed.

This **evaluation plan is based on the framework laid out in the project's logic model** (see Apx. B1). The logic model outlines how the activities implemented under the project's five goals will lead to the desired project outcomes. **The outputs and outcomes included in the logic model are based on the four required Statewide Family Engagement Center Performance Measures.** The evaluation plan has been designed to ensure that data is collected to report on objectives unique to the MN SFEC project as well as the overall SFEC Program Performance

Measures. Additionally, the evaluation plan includes both **formative and summative evaluation** activities to support **continuous program improvement** (formative) **and measure outcomes and impacts** of project services (summative). The evaluation tools will also allow for the collection of both quantitative and qualitative data.

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

All evaluation instruments will be developed and piloted during the first year of the project, including training evaluation forms, follow-up survey forms, pre- and post-surveys, and stakeholder meeting summary sheets. **Evaluation tools will be translated as needed** into Spanish, Hmong, and Somali to ensure data includes results from families who do not speak English. Adjustments will be made if needed based on feedback from participants or stakeholders, or any changes in federal reporting requirements. The Project Director will review evaluation data with performance feedback as soon as it is available in order to make changes to service delivery if required. Summary data will be reviewed at least quarterly to ensure that the project is on track to reach the number of expected participants and making progress toward meeting project outcomes. When analyzing the data, there will be an emphasis on ensuring that the project is effectively serving culturally and racially diverse and low-income families.

PACER will report progress on meeting project objectives and program performance measures in annual performance reports to the Department. PACER will also provide updates at quarterly board meetings and advisory committee meetings.

Below is a summary of evaluation activities for each project goal:

Goal 1: Formative: PACER will maintain ongoing project records of meetings with SEA staff,

advisory committee, and other stakeholders. **Summative:** An annual survey of key project partners will be conducted each spring to assess impact of statewide infrastructure activities.

Measurable Outcomes: At least 3 high-impact state-level activities will occur annually to build statewide infrastructure for systematic family engagement. At least 85% of stakeholders surveyed will report SFEC activities helped build SEA and LEA family engagement capacity.

Goal 2: Formative: The number of professional development training activities and participants will be counted. The number of SEA and LEA staff, teachers, community organization staff, and others receiving technical assistance on best practices in family engagement will be recorded. Participants will complete evaluations immediately after the training to measure the effectiveness of trainings at increasing attendees' knowledge. **Summative:** A 6-month follow-up survey will be used to determine impact of SFEC activities at increasing professionals' family engagement capacity. **Measurable Outcomes:** At least 80% of professionals will report enhanced capacity to work with families. A minimum of 200 SEA, LEA, school, and community organization staff will participate in professional development activities.

Goal 3: Formative: The number of parents and family members participating in training and individual assistance activities will be recorded. The number of **high-impact services** (including trainings and intensive individual assistance) implemented to assist parents to engage in their children's education and in state and local decision-making will be counted. Parents will respond to workshop evaluations immediately after training is completed about the effectiveness of the training at increasing their knowledge. **Summative:** Pre- and post-surveys will be used to measure the impact of intensive individual assistance services to engage in their children's

education and support improved academic outcomes. Six-month follow-up surveys will be conducted with a sample of parent training attendees to measure impact of workshop at increasing their capacity to work with schools and service providers in meeting academic and developmental needs of children. **Measurable outcomes:** At least 80% of parents will report the training they attended increased their understanding of how they can support learning in the classroom and at home. A minimum of 80% of parents will report their child's academic progress has increased because they received help from the SFEC. At least 400 parents will participate in Goal 3 activities annually.

Goal 4: Formative: PACER will record the individuals receiving information about SFEC activities and services through print and electronic newsletters. Website analytics will be used to determine the numbers of people reached through PACER's website, social media, and videos. Project records will be kept on the number of new print and electronic resources developed and translated. The number of outreach activities to culturally and racially diverse families will be documented. **Summative:** The project will serve an increasing number of individuals each year due to effectiveness of outreach and dissemination activities. **Measurable Outcomes:** The SFEC will annually reach at least 185,000 people through newsletters and at least 1.5 million through PACER's website.

(3) The extent to which methods of evaluation will, if well-implemented, produce promising evidence

PACER's robust evaluation plan includes several methods to demonstrate the impact of the project and promising evidence of MN SFEC's effect on student outcomes. The most rigorous

evaluation tool is the pre- and post-survey that will be utilized with families who are receiving intensive individual assistance from PACER staff to help them be more involved in their children's education. As described in earlier sections of this application, parents will receive information and tools to help them track their children's academic progress and communicate effectively with the school regarding any questions or concerns. The questions in the survey rate parents' knowledge and skills in these areas so growth can be measured over the time the family works with PACER.

In addition to the pre- and post-survey with individual assistance participants, a sample of individuals attending trainings will also participate in six-month follow-up surveys in which they will report the long-term impact of MN SFEC services on their capacity to work with schools and families and whether the information learned helped them support improved academic and developmental outcomes in students.

PACER will share lessons learned, including strategies with promising evidence, with other SFECs to support dissemination of best practices in family engagement across the national SFEC network.

CONCLUSION

PACER has the expertise, experience, and capacity to manage a Statewide Family Engagement Center project that will achieve the program's goals of building a statewide infrastructure for family engagement and developing families' and schools' capacity to work together to support the development and academic achievement of students. As evidenced by the 25 Preliminary MOUs included with the application, PACER has positive relationships with education agencies and community organizations across the state, and a strong reputation of

promoting positive family-school partnerships. PACER's experience with previous family engagement projects demonstrate the organization's ability to make an important impact on families and students. With an emphasis on high expectations and acknowledging the strength in all families, PACER's MN SFEC will support improved outcomes for Minnesota's children.

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PACER Center
Minnesota Statewide Family Engagement Center

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Preliminary Memorandum of Understanding (MOU)

Between PACER Center and the Minnesota Department of Education

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the Minnesota Department of Education (MDE) is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and MDE agree to collaborate 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.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Work with MDE and others to determine parental needs and best means of addressing them.
- Partner with MDE on initiatives and policies that build the capacity of SEA, LEAs, school staff, families, and community partners to work together to support student achievement and school improvement.
- Provide technical assistance to MDE on family engagement policies and strategies.
- Assist MDE with effectively embedding family engagement in implementation of the Every Student Succeeds Act (ESSA) State Plan.

MDE agrees to:

- Advise PACER on SFEC project, including by sharing information on existing MDE family engagement initiatives and having MDE staff member participate on SFEC advisory committee.
- Assist in disseminating information about project initiatives to relevant state and local stakeholders.
- Help identify potential schools for targeted support and training, with a focus on reaching low income and culturally and racially diverse families.
- Provide opportunities where practicable for SFEC trainings or other activities to be part of MDE events.

III. Terms of Understanding

PACER and MDE agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Dr. Brenda Cassellius
Commissioner
Minnesota Department of Education

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Bloomington Public Schools**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Bloomington Public Schools is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Bloomington Public Schools agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that Bloomington Public Schools can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Bloomington Public Schools agree to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Bloomington Public Schools agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Eric Melbye
Assistant Superintendent
Bloomington Public Schools

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Independent School District 318**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Independent School District 318 is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Independent School District 318 agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that Independent School District 318 can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Independent School District 318 agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Independent School District 318 agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Brent Brunetta
Director of Special Education
Independent School District 318

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Minneapolis Public Schools**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Minneapolis Public Schools is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Minneapolis Public Schools agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Minneapolis Public Schools.
- Share materials developed through project that Minneapolis Public Schools can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Minneapolis Public Schools agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Minneapolis Public Schools agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Ed Graff
Superintendent
Minneapolis Public Schools

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Osseo Area Schools**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Osseo Area Schools is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Osseo Area Schools agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

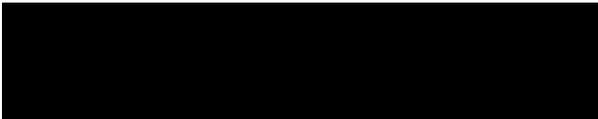
- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that Osseo Area Schools can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Osseo Area Schools agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Osseo Area Schools agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.


Paula Goldberg
Executive Director
PACER Center


Kate Emmons
Director of Special Education
Osseo Area Schools

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Rochester Public Schools**

I. Purpose

The purpose of this agreement between PACER Center, Inc. and Rochester Public Schools is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

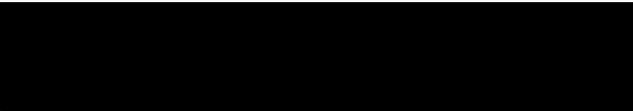
- Provide parent training sessions as needed to families served by Rochester Public Schools.
- Share materials developed through project that Rochester Public Schools can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Rochester Public Schools agrees to:

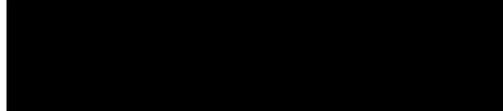
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Rochester Public Schools agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Michael Muñoz
Superintendent
Rochester Public Schools

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and District 196**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and District 196 is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and District 196 agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that District 196 can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

District 196 agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and District 196 agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Mary Kreger
Superintendent
District 196

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Saint Paul Public Schools**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Saint Paul Public Schools is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Saint Paul Public Schools agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Saint Paul Public Schools.
- Share materials developed through project that Saint Paul Public Schools can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Saint Paul Public Schools agree to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Saint Paul Public Schools agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Dr. Joe Gothard
Superintendent
Saint Paul Public Schools

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Community of Peace Academy**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the Community of Peace Academy is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Community of Peace Academy agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER’s Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Community of Peace Academy.
- Share materials developed through project that Community of Peace Academy can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Community of Peace Academy agrees to:

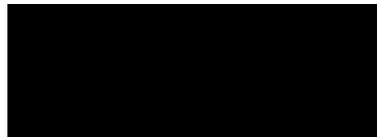
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Community of Peace Academy agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Cara Quinn
Executive Director
Community Peace Academy

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Community School of Excellence**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Community School of Excellence is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Community School of Excellence agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Community School of Excellence.
- Share materials developed through project that Community School of Excellence can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

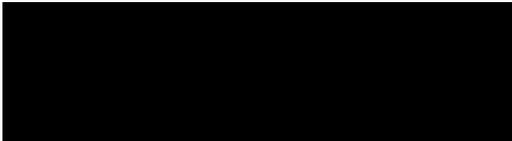
Community School of Excellence agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Community School of Excellence agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.


Paula Goldberg
Executive Director
PACER Center


Kazoua King-Miao
Chief Administration Officer
Community School of Excellence

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Cyber Village Academy**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the [organization] is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Cyber Village Academy agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that Cyber Village Academy can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Cyber Village Academy agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Cyber Village Academy agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Nicole Rasmussen, Director
Cyber Village Academy

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and KIPP Minnesota**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and KIPP Minnesota is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and KIPP Minnesota agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

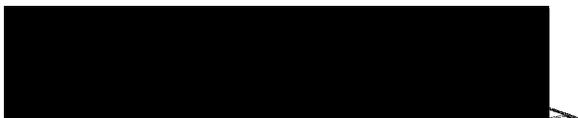
- Provide parent training sessions as needed to families served by KIPP Minnesota.
- Share materials developed through project that KIPP Minnesota can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

KIPP Minnesota agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and KIPP Minnesota agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg

Executive Director
PACER Center



7/27/18

Executive Director
KIPP Minnesota

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Partnership Academy**

I. Purpose

The purpose of this agreement between PACER Center, Inc. and Partnership Academy is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Partnership Academy agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

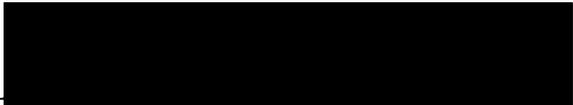
- Provide parent training sessions as needed to families served by Partnership Academy.
- Share materials developed through project that Partnership Academy can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Partnership Academy agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Partnership Academy agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Lisa Hendricks
Executive Director
Partnership Academy

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Ampersand Families**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Ampersand Families is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Ampersand Families agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Ampersand Families.
- Share materials developed through project that Ampersand Families can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Ampersand Families agree to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Ampersand Families agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Michelle Chalmers
Executive Director
Ampersand Families

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Centro Tyrone Guzman**

I. Purpose

The purpose of this agreement between PACER Center, Inc. and Centro Tyrone Guzman is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Centro Tyrone Guzman agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Centro Tyrone Guzman.
- Share materials developed through project that CENTRO can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Centro Tyrone Guzman agrees to:

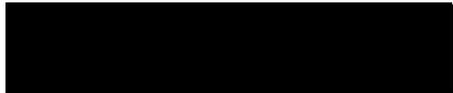
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Centro Tyrone Guzman agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Roxana Linares
Executive Director
Centro Tyrone Guzman

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Grupo Adelante!**

I. Purpose

The purpose of this agreement between PACER Center, Inc. and Grupo Adelante! is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Grupo Adelante! agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Grupo Adelante!.
- Share materials developed through project that Grupo Adelante! can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.
- Provide childcare, food and transportation for participants during parent training sessions.
- Share findings of results of what was learned.

Urban Ventures agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Grupo Adelante! agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.


Paula Goldberg
Executive Director
PACER Center


Paris Gatlin
Interim Chief Program Officer
Arc MN

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Hmong Cultural Center**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the Hmong Cultural Center is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Hmong Cultural Center agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER’s Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Hmong Cultural Center.
- Share materials developed through project that Hmong Cultural Center can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Hmong Cultural Center agrees to:

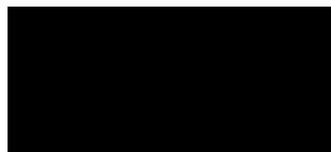
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Hmong Cultural Center agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Txong Pao Lee
Executive Director
Hmong Cultural Center

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and La Creche Early Childhood
Center North**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the [organization] is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and La Creche Early Childhood Center North agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by La Creche Early Childhood Center North.
- Share materials developed through project that (community org) can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

La Creche Early Childhood Center North agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and La Creche Early Childhood Center North agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
Director
PACER Center
Childhood Center North



Phillis Sloan
Executive
Director
La Creche Early

2/27/2018

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and PICA Head Start**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the PICA Head Start is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and PICA Head Start agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

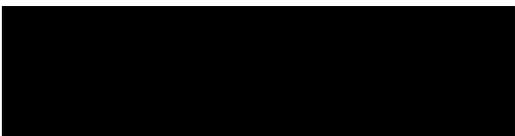
- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that PICA Head Start can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

PICA Head Start agrees to:

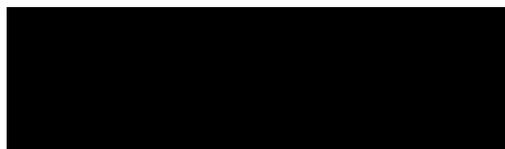
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and PICA Head Start agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Candee Melin
Director of Children's Services
PICA Head Start

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Project Pride in Living, Inc.**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and the [organization] is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and **Project Pride in Living, Inc.** agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that **Project Pride in Living, Inc.** can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Project Pride in Living, Inc. agrees to:

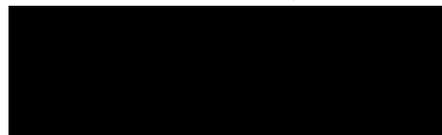
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and **Project Pride in Living, Inc.** agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Jackie Starr
Manager
Project Pride in Living, Inc

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Somali American Parent Association SAPA**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Somali American Parent Association (SAPA) is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Somali American Parent Association agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that Somali American Parent Association can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Somali American Parent Association agrees to:

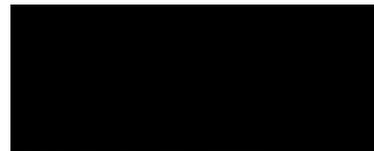
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Somali American Parent Association agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Mohamed Mohamed
Executive Director
momoh@mnsapa.org

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Somali Benadiri Community of Minnesota**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Somali Benadiri Community of Minnesota is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Somali Benadiri Community of Minnesota agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by [community organization].
- Share materials developed through project that Somali Benadiri Community of Minnesota can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Somali Benadiri Community of Minnesota agrees to:

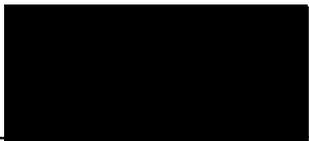
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Somali Benadiri Community of Minnesota agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Mohamed Haji-Husein
Executive Director
Benadiri@comcast.net

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Urban Ventures**

I. Purpose

The purpose of this agreement between PACER Center, Inc. and Urban Ventures is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Urban Ventures agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

- Provide parent training sessions as needed to families served by Urban Ventures.
- Share materials developed through project that Urban Ventures can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Urban Ventures agrees to:

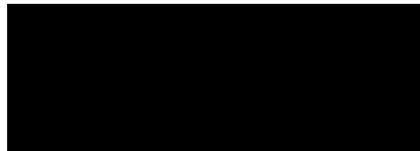
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Urban Ventures agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Dave Hawn
President & CEO
Urban Ventures

Preliminary Memorandum of Understanding (MOU) Between PACER Center and YWCA

I. Purpose

The purpose of this agreement between PACER Center, Inc. and the YWCA is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

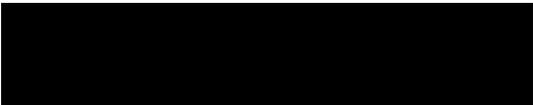
- Provide parent training sessions as needed to families served by the YWCA in Minneapolis.
- Share materials developed through project that the YWCA can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

The Mexican Consulate agrees to:

- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and the YWCA agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Colleen Wigg
Chief Operating Officer
YWCA

**Preliminary Memorandum of Understanding (MOU)
Between PACER Center and Zintkala Luta (zintkalaluta.org)**

I. Purpose

The purpose of this agreement between PACER Center, Inc. (PACER) and Zintkala Luta is to support improved family engagement in Minnesota at the school, district, and state levels in accordance with the requirements established in the Statewide Family Engagement Center (SFEC) program application (CFDA No. 84.310A).

PACER and Zintkala Luta agree to collaborate in the implementation of family engagement activities that lead to improvements in student development and academic achievement.

II. Responsibilities

If PACER's Statewide Family Engagement Center application is funded, a Final MOU will be developed. Following are projected responsibilities of partners:

PACER agrees to:

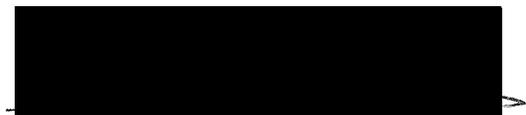
- Provide parent training sessions as needed to families served by Zintkala Luta.
- Share materials developed through project that Zintkala Luta can disseminate to families.
- Conduct family engagement activities with families and schools to promote improved academic achievement.

Zintkala Luta agree to:

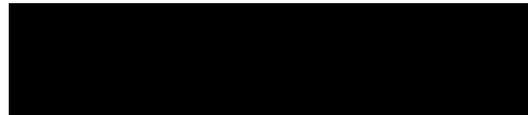
- Co-sponsor parent trainings (i.e. help recruit participants or provide space, etc.).
- Refer parents to PACER for individual assistance when appropriate.
- Provide input to PACER on family engagement needs of community organizations through formal and informal needs assessments.

III. Terms of Understanding

PACER and Zintkala Luta agree to partner on Statewide Family Engagement Center activities throughout the length of the program, which is anticipated to be October 1, 2018 – September 30, 2023.



Paula Goldberg
Executive Director
PACER Center



Anita Gates
Zintkala Luta

MN Statewide Family Engagement Center Logic Model

Evidence-Based Approach	Inputs	Goals	Activities	Outputs	Outcomes
<p>Evidence-Based Approach</p> <ul style="list-style-type: none"> ED's Dual Capacity-Building Framework Emphasis on High Expectations as evidence-based component of project design 	<ul style="list-style-type: none"> ED & matching funding PACER staff MDE staff Collaborating partners Families Advisory committee expertise 	<p>Goal 1: Build statewide family engagement infrastructure.</p> <p>Goal 2: Provide technical assistance to districts, schools, and community orgs.</p> <p>Goal 3: Provide direct services to parents.</p> <p>Goal 4: Provide outreach and disseminate new family engagement resources.</p> <p>Goal 5: Conduct thorough evaluation of project activities.</p>	<ul style="list-style-type: none"> Needs assessment Advisory committee Technical assistance to SEA Development of statewide family engagement planning tools Professional development trainings Livestream trainings Individual technical assistance Technical assistance to parent education programs Community parent workshops Livestream parent trainings Individual assistance Use of parent academic tracking sheet Parent leadership training Outreach materials Written articles and tip sheets Videos Web-based information Training evaluations Pre- and post-surveys Dissemination data Follow-up surveys 	<ul style="list-style-type: none"> # of activities and services that build statewide family engagement infrastructure # of activities to improve local capacity for effective family engagement # of professional participants in project activities # of parents learning about family engagement options under ESSA # of activities to train parents on improving academic achievement & participate in state and local decision making # of information dissemination activities & resources development completed # of people reached through resources and dissemination Quantitative and qualitative data to improve project effectiveness and demonstrate achievement of desired project outcomes Promising evidence of project's effectiveness 	<p><u>Short Term:</u></p> <ul style="list-style-type: none"> Increased family and school staff capacity to effectively work together to meet academic & developmental needs of children Increased parent knowledge of (1) how to understand school report cards, (2) how to engage in activities that will improve student achievement, (3) how to support learning with activities at home or outside of school, and (4) how to participate in state and local decision-making processes <p><u>Long Term:</u></p> <ul style="list-style-type: none"> Sustained statewide infrastructure of systemic family engagement Improved student academic achievement & development

Reading: Academic Progress Tracker for (student name)

Grade / Year Teacher School	Report Card Grades				School District Test Scores* (MAPS, NWEA, other)			State Test Scores* (MCA, Access, MTAS)	What I See at Home: Strengths and Challenges
	1	2	3	4	Fall	Winter	Spring		
Kindergarten									
First									
Second									
Third									
Fourth									
Fifth									
Sixth									

PR/Award # U110A180001

* Measures of Academic Progress (MAPS), Northwest Evaluation Association (NWEA), Minnesota Comprehensive Assessment (MCA), Assessing Comprehension and Communication in English State-to-State (ACCESS), Minnesota Test of Academic Skills (MTAS)



Mathematics: Academic Progress Tracker for (student name)

Grade / Year Teacher School	Report Card Grades				School District Test Scores* (MAPS, NWEA, other)			State Test Scores* (MCA, Access, MTAS)	What I See at Home: Strengths and Challenges
	1	2	3	4	Fall	Winter	Spring		
Kindergarten _____ _____									
First _____ _____									
Second _____ _____									
Third _____ _____									
Fourth _____ _____									
Fifth _____ _____									
Sixth _____ _____									

PR/Award # 10A18001

* Measures of Academic Progress (MAPS), Northwest Evaluation Association (NWEA), Minnesota Comprehensive Assessment (MCA), Assessing Comprehension and Communication in English State-to-State (ACCESS), Minnesota Test of Academic Skills (MTAS)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

PACER Center
 Statewide Family Engagement Grant
 Budget-Yr 1

Federal Project
Budget

Personnel

Exec Director, P. Goldberg, in-kind
 Parent Training Manager, V. Richardson, 10%
 Project Director, S. D. Barrett, 95% fte
 Project Staff, to be hired, 100% fte
 AT Coordinator, B. Gilormini, 15% fte
 Multicultural Advocate - Somali, H. Samantar, 50% fte
 Multicultural Advocate - Latino/Hispanic, J. Villaseñor, 50% fte
 Multicultural Advocate - SE Asian, D. Xiong, 50% fte
 Multicultural Advocate - African American, B. J. Smith, 50% fte
 Multicultural Advocate, American Indian, 50% fte
 Webmaster/Techn, J. Bohm, 25% fte
 Writer/Publications, M. St. Martin, 30% fte
 Finance/Accounting, R. Gallaher, 10% fte
 Administrative Assistant/Front Office, 100% fte

Total Personnel

██████████

Fringe

██████████

██████████

Supplies

2,500

Travel Out of State - Key staff DC

6,000

Equipment - In-kind
 Project Staff Hardware
 Data Collection Program

Consultants

Evaluation - Katharine Shepherd, U Vt
 MOUs
 Guest Speakers
 Interpreter/Translator

5,000
 10,000
 5,000
 1,000

 21,000

Other

Staff miles - statewide
 Staff expense
 School Stipends
 Parent Stipends
 Workshop/Training expenses
 Rent
 Equip rent/maint
 Postage
 Printing
 Telephone/Livestream/Webinars
 Web Page/Website
 Accounting/Audit

4,500
 2,500
 4,000
 3,500
 13,500
 20,000
 2,400
 7,500
 10,000
 3,600
 2,500
 2,500

 76,500

Total

██████████

BUDGET EXPLANATIONS
PACER'S MINNESOTA FAMILY ENGAGEMENT CENTER
Year 1

PERSONNEL

Paula Goldberg, the Executive Director, will work in-kind on this project. Parent Training Manager, V. Richardson, will work 10% fte on this project. Project Director, S. D. Barrett, will work 95% fte on this project. Project Staff, to be hired, will work 100% fte time on the project. PACER's Assistive Technology Coordinator, B. Gilormini, will work 15% time on the project. Multicultural Advocates H. Samantar, J. Villaseñor, D. Xiong, B. J. Smith, and an American Indian Multicultural Advocate will each work 50% fte time on the project. Webmaster/Technology Staff, J. Bohm will work 25% time. Writer/Editor, M. St. Martin will work 30% time. Finance Director, R. Gallaher, will work 10% time on this project, and Administrative Assistant/Front Office Staff will work 100% fte on the project.

FRINGE BENEFITS

██████████ includes up to ██████████ for health and dental ██████████ or retirement, ██████████ for unemployment insurance, ██████████ for workers compensation, ██████████ for disability insurance, and ██████████ for social security. Unemployment, workers compensation and social security are required under the law in Minnesota for all employees. The health and disability insurance is available to employees who work 75% or more time at PACER. The retirement plan is available to employees meeting ERISA requirements.

OUTSTATE TRAVEL

\$6,000 – The Project Director and Project Staff will make 4 trips out of state each year for the project. This includes 3 people at the Project Directors' Meeting, as well as one additional trip. Each trip costs approximately \$1,500; \$1,000 airfare, hotel and per diem for 2 nights and 3 days - \$500 = \$1,500 x 4 trips = \$6,000.

SUPPLIES

The project will distribute many materials to parents and professionals throughout the state. The supply budget includes \$2,500 or \$208 a month for office supplies, copy paper, toner, and all the supplies necessary to run an office and serve the training and information needs of the project.

Additional in-kind: Additional PACER supplies that will be contributed to the project include workshop folders, and other PACER materials and resources.

EQUIPMENT

Hardware - In-kind- Equipment valued at \$3,000 will be provided by PACER Center, for project staff use. This includes computers, printers, network and server use, etc.

Database – In-kind – PACER Center has a PIX Database which will be used by the project recordkeeping and evaluation. It is valued at \$5,000 annually.

CONSULTANTS

Evaluation - \$5,000 will be available annually for project evaluation activities with Katharine Shepherd, at the University of Vermont.

MOUs- \$10,000 will be used to support some organizations with Memorandums of Understanding, in completing agreed upon project activities.

Speakers - \$5,000 will be available annually for guest speakers for trainings and workshops.

Interpreters/Translators –\$1,000 will be available annually for sign language interpreters, translation review, etc. as needed for the project.

OTHER

Staff Miles - \$4,500 – Staff will travel throughout the state for workshops, meetings and trainings. This covers 10,000 miles at .45 per mile.

Staff Expense - \$2,500 will be available for hotel and per diem expense, as necessary, for staff traveling throughout the state for workshops, trainings and meetings.

School Stipends - \$4,000 will be available annually for school stipends, to help support agreed upon school project activities.

Parent Stipends - \$3,500 will be available annually for parent stipends and expense reimbursement for transportation and mileage, childcare, and attending meetings and trainings.

Workshop Expenses - \$13,500 will be available annually for workshop and training expenses. There will be many trainings statewide, of various sizes, for parents and professionals, including topics such as literacy, parent leadership, multicultural parent workshops, etc. Expenses may include workshop space, when appropriate space is not available for free.

Rent and Insurance – Each project pays \$3,000 per project FTEs annually for office space. 6.35 full time equivalents x 3,000 = \$19,050. Each project is also charged on a pro-rata basis for related utilities and insurance, which are included in the \$20,000 total annual project expense.

Equipment Rent and Maintenance - \$2,400 – PACER rents copying machines and postage machines, which cost \$2,500 per month. Equipment maintenance and use agreements also cost approximately \$2,500 per month. Approximately \$200 per month or 4% of the cost of renting and maintaining these machines will be charged to this grant. Since PACER will assist thousands of people, this is the most efficient equipment for our project. It is economic to have these lease/purchase agreements.

Postage – The project will spend \$7,500 or \$625 per month in postage to mail newsletters, information, booklets and other materials to parents and professionals throughout the state. The cost of mailing for nonprofit organizations has been increasing. E-mail is used extensively and does reduce the postage budget needs.

Printing – The project will need \$10,000 annually for printing and duplicating materials, brochures, newsletters and curriculums. Many materials will be available from this project for parents and professionals throughout the state. This budget also includes general project copying needs.

Telephone/Livestream/Webinars – Telephone costs will be \$3,600 or \$300 per month. This includes the basic monthly bill for general lines and long distance, as well as a toll-free number, conference calls, internet and e-mail, fax line, livestream and webinar related costs.

Website– \$2,500 annually will be used for website related fees.

Accounting/Audit – \$2,500 includes \$1,500 for the PACER audit to be done by the audit firm, CBIZ, CPA's, this includes a financial statement audit and a reporting package under 2 CFR Part 200 requirements; as well as \$1,000 for a portion of PACER's accounting and payroll processing expenses.

* We are not electing to have an indirect cost rate.

BUDGET EXPLANATIONS
PACER'S MINNESOTA FAMILY ENGAGEMENT CENTER
Years 2-5

PERSONNEL

Paula Goldberg, the Executive Director, will work in-kind on this project. Parent Training Manager, V. Richardson, will work 10% fte on this project. Project Director, S. D. Barrett, will work 95% fte on this project. Project Staff, to be hired, will work 100% fte time on the project. PACER's Assistive Technology Coordinator, B. Gilormini, will work 15% time on the project. Multicultural Advocates H. Samantar, J. Villasenor, D. Xiong, B. J. Smith, and an American Indian Multicultural Advocate will each work 50% fte time on the project. Webmaster/Technology Staff, J. Bohm will work 25% time. Writer/Editor, M. St. Martin will work 30% time. Finance Director, R. Gallaher, will work 10% time on this project, and Administrative Assistant/Front Office Staff will work 100% fte on the project.

Additional in-kind: Additional PACER staff will provide in-kind support. These staff include Transition and Early Childhood specialists, as well as staff time allocated to the Annual Symposium and the foundation-funded Parents with High Expectations project.

FRINGE BENEFITS

██████ includes up to ██████ for health and dental ██████ or retirement, ██████ for unemployment insurance, ██████ or workers compensation, ██████ for disability insurance, an ██████ for social security. Unemployment, workers compensation and social security are required under the law in Minnesota for all employees. The health and disability insurance is available to employees who work 75% or more time at PACER. The retirement plan is available to employees meeting ERISA requirements.

OUTSTATE TRAVEL

\$6,000 – The Project Coordinator and Project Staff will make 4 trips out of state each year for the project. This includes 3 people at the Project Directors' Meeting, as well as one additional trip. Each trip costs approximately \$1,500; \$1,000 airfare, hotel and per diem for 2 nights and 3 days - \$500 = \$1,500 x 4 trips = \$6,000.

SUPPLIES

The project will distribute many materials to parents and professionals throughout the state. The supply budget includes \$2,500 or \$208 a month for office supplies, copy paper, toner, and all the supplies necessary to run an office and serve the training and information needs of the project.

Additional in-kind: Additional PACER supplies that will be contributed to the project include workshop folders, and other PACER materials and resources.

EQUIPMENT

Hardware - In-kind- Equipment valued at \$3,000 will be provided by PACER Center, for project staff use. This includes computers, printers, network and server use, etc.

Database – In-kind – PACER Center has a PIX Database which will be used by the project. It is valued at \$5,000 annually.

CONSULTANTS

Evaluation - \$5,000 will be available annually for project evaluation activities with Katharine Shepherd, at the University of Vermont.

MOUs- \$10,000 will be used to support some organizations with Memorandums of Understanding, in completing agreed upon project activities.

Speakers - \$5,000 will be available annually for guest speakers for trainings and workshops.

Interpreters/Translators –\$1,000 will be available annually for sign language interpreters, translation review, etc. as needed for the project.

OTHER

Staff Miles - \$4,500 – Staff will travel throughout the state for workshops, meetings and trainings. This covers 10,000 miles at .45 per mile.

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Parent Stipends - \$3,500 will be available annually for parent stipends and expense reimbursement for transportation and mileage, childcare, and attending meetings and trainings.

Workshop Expenses - \$13,500 will be available annually for workshop and training expenses. There will be many trainings statewide, of various sizes, for parents and professionals, including topics such as literacy, parent leadership, multicultural parent workshops, etc. Expenses may include workshop space, when appropriate space is not available for free.

Rent and Insurance – Each project pays \$3,000 per project FTE’s annually for office space. 6.35 full time equivalents x 3,000 = 19,050. Each project is also charged on a pro-rata basis for related utilities and insurance, which are included in the \$20,000 total annual project expense.

Equipment Rent and Maintenance - \$2,400 – PACER rents copying machines and postage machines, which cost \$2,500 per month. Equipment maintenance and use agreements also cost approximately \$2,500 per month. Approximately \$200 per month or 4% of the cost of renting and maintaining these machines will be charged to this grant. Since PACER will assist thousands of people, this is the most efficient equipment for our project. It is economic to have these lease/purchase agreements.

Postage – The project will spend \$7,500 or \$625 per month in postage to mail newsletters, information, booklets and other materials to parents and professionals throughout the state. The cost of mailing for nonprofit organizations has been increasing. E-mail is used extensively and does reduce the postage budget needs.

Printing – The project will need \$10,000 annually for printing and duplicating materials, brochures, newsletters and curriculums. Many materials will be available from this project for parents and professionals throughout the state. This budget also includes general project copying needs.

Telephone/Livestream/Webinars – Telephone costs will be \$3,600 or \$300 per month. This includes the basic monthly bill for general lines and long distance, as well as a toll-free number, conference calls, internet and e-mail, fax line, livestream and webinar related costs.

Website– \$2,500 annually will be used for website related fees.

Accounting/Audit – \$2,500 includes \$1,500 for the PACER audit to be done by the audit firm, CBIZ, CPA’s, this includes a financial statement audit and a reporting package under 2 CFR Part 200 requirements; as well as \$1,000 for a portion of PACER’s accounting and payroll processing expenses.

OTHER IN-KIND:

Private funding of \$42,000 will be provided for an annual Symposium, which includes speakers and workshops for parents and education professionals. Private funding of \$40,000 will also be provided for the Parents with High Expectations project that works with multicultural and disadvantaged youth.

* We are not electing to have an indirect cost rate.

SUMMARY OF 65% DEVOTED TO SERVE AGENCIES THAT SERVE DISADVANTAGED STUDENTS:

Personnel—Coordinators, Trainers, writer/publications (portion of their Family Engagement time), plus multicultural staff time	[REDACTED]
Fringe – [REDACTED]	[REDACTED]
Consultants: MOUs, plus portion of evaluation, speakers, interpreter	16,250
School Stipends, Workshops, Parent Stipends, Livestream (portion of these expenses)	14,275
Materials/Printing (portion)	<u>5,000</u>
TOTAL	[REDACTED]

SUMMARY OF 30% DEVOTED TO TA ACTIVITIES FOR EVIDENCE BASED PARENT EDUCATION:

Personnel – (portion: Coordinators, Multicultural, Writer/Web)	[REDACTED]
Fringe – [REDACTED]	[REDACTED]
Consultants: MOU’s, plus portion of eval, speakers	12,500
Workshops, Livestream/Webinars (portion of these expenses)	4,275
Printing - (portion)	<u>2,500</u>
TOTAL	[REDACTED]



**U.S. Department of Education
Evidence Form**

OMB Number: 1894-0001
Expiration Date: 07/31/2019

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions.

- Promising Evidence
 Moderate Evidence
 Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
Lee, J., & Bowen, N.K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. <i>American Educational Research Journal</i> , 43(2), p. 193-218. http://eaop.ucsd.edu/198/parents/Parent%20Involvement,%20Cultural%20Capital,%20and%20the%20Achievement%20Gap%20among%20Elementary%20School%20Children.pdf	Parents' educational expectations for their children and parents' involvement at school had significant positive effects on academic achievement of students. (see Table 3, p. 207)	(p. 200) Study used a representative sample of 415 3rd-5th graders from community bordering urban center in southeastern U.S. 40% received free or reduced lunch, 50% culturally and racially diverse. Sample is similar to MN's statewide K-12 population in which 37% receive free or reduced lunch and 33% are culturally and racially diverse.
Ross, T. (2016). The Differential Effects of Parental Involvement on High School Completion and Postsecondary Attendance. <i>Education Policy Analysis Archives</i> , 24(30), https://files.eric.ed.gov/fulltext/EJ1100143.pdf	Results show that parents' educational expectations for their children play a significant role in whether students from all backgrounds persist toward completion of high school and whether they attend a postsecondary institution. (see Table 4)	Study used data from the Education Longitudinal Study of 2002, a nationally representative study of 10th graders in 2002 which followed the cohort through 2012. This population overlaps with MN statewide population.

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/or Settings
<p><i>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).</i></p>	<p><i>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</i></p> <p><i>(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.</i></p>	<p><i>(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.</i></p>

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

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