

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 # U310A180004

Grants.gov Tracking#: GRANT12685746

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

Closing Date: Jul 30, 2018

PR/Award # U310A180004

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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"/>
* 3. Date Received: <input type="text" value="07/27/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The Prichard Committee for Academic Excellence"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>	
d. Address:		
* Street1:	<input type="text" value="271 West Short Street"/>	
Street2:	<input type="text" value="Suite 202"/>	
* City:	<input type="text" value="Lexington"/>	
County/Parish:	<input type="text" value="Fayette"/>	
* State:	<input type="text" value="KY: Kentucky"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="40507-1211"/>	
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="Kimberly"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Drummond"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Director of Engagement"/>	
Organizational Affiliation: <input type="text"/>		
* 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.):

1234-Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

KY 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.

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

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:

Kentucky Statewide Family Engagement Center

Areas Affected by Project:

- Bell County, KY
- Breathitt County, KY
- Campbell County, KY
- Casey County, KY
- Clay County, KY
- Clinton County, KY
- Cumberland County, KY
- Estill County, KY
- Floyd County, KY
- Garrard County, KY
- Harlan County, KY
- Jackson County, KY
- Jefferson County, KY
- Kenton County, KY
- Knott County, KY
- Knox County, KY
- Laurel County, KY
- Lee County, KY
- Leslie County, KY
- Letcher County, KY
- Lincoln County, KY
- Madison County, KY

Kentucky Statewide Family Engagement Center

- Magoffin County, KY
- McCreary County, KY
- Menifee County, KY
- Owsley County, KY
- Perry County, KY
- Pike County, KY
- Powell County, KY
- Pulaski County, KY
- Rockcastle County, KY
- Wayne County, KY
- Whitley County, KY
- Wolfe County, KY

Kentucky Statewide Family Engagement Center

Congressional Districts:

- KY-001
- KY-002
- KY-003
- KY-004
- KY-005
- KY-006

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

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

Name of Institution/Organization

The Prichard Committee for Academic Excellence

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)
1. Personnel						
2. Fringe Benefits						
3. Travel	14,936.00	14,936.00	14,936.00	14,936.00	14,936.00	74,680.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	16,800.00	9,300.00	6,800.00	4,300.00	4,300.00	41,500.00
6. Contractual	727,611.00	740,820.00	740,576.00	743,777.00	740,923.00	3,693,707.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	15,239.00	6,840.00	6,840.00	3,340.00	3,340.00	35,599.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***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 # U310A180004

Name of Institution/Organization The Prichard Committee for Academic Excellence	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 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	0.00					
2. Fringe Benefits	0.00					
3. Travel	0.00	7,200.00	7,200.00	7,200.00	7,200.00	28,800.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	13,190.00	13,190.00	13,190.00	13,190.00	52,760.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00					
10. Indirect Costs	0.00					
11. Training Stipends	0.00					
12. Total Costs (lines 9-11)	0.00					

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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>Melody A Brooks</p>	<p>TITLE</p> <p>Grants, Finance & HR Coordinator</p>
<p>APPLICANT ORGANIZATION</p> <p>The Prichard Committee for Academic Excellence</p>	<p>DATE SUBMITTED</p> <p>07/27/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/>
	CFDA Number, if applicable: <input type="text"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

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.

1236-GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

EQUITABLE ACCESS AND PARTICIPATION:

Section 427 of the General Education Provisions Act

Section 427 of the Department of Education's General Education Provisions Act (GEPA) identifies six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The Prichard Committee for Academic Excellence's Kentucky Statewide Family Engagement Center (SFEC) program is designed for equal and quality participation for all program participants regardless of participant race, color, national origin, gender, age or disability. In developing this SFEC grant proposal, the Prichard Committee for Academic Excellence has identified no barriers to program access for participants or employees. Thus, the program will serve all students and families in the targeted area, regardless of gender, race, national origin, color, disability or age.

The Prichard Committee for Academic Excellence has a solid record of encouraging applications from persons who are members of underrepresented groups. Special attention will be given to encourage community members who belong to groups that have traditionally been under-represented based on gender, race, national origin, color, disability or age to participate in program events and services.

One potential barrier to equitable participation is disability in the form of limited mobility or physical challenges. In regard to participants, all program services and activities will be held in places accessible to people with physical challenges. In regard to potential employees, the staff offices at the Prichard Committee for Academic Excellence and the three regional centers are fully accessible with an elevator and accessible restroom facilities. Program materials and publications will state that arrangements will be made to accommodate potential participants with limited mobility or physical challenges.

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 The Prichard Committee for Academic Excellence	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Melody Middle Name:
* Last Name: Brooks	Suffix:
* Title: Grants, Finance & HR Coordinator	
* SIGNATURE: Melody A Brooks	* DATE: 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:
	Brigitte		Ramsey	

Address:

Street1:	271 West Short Street, Suite 202
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City:	Lexington
County:	Fayette
State:	KY: Kentucky
Zip Code:	40507-1211
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:

Kentucky Statewide Family Engagement Center

Abstract

Project Title: Kentucky Statewide Family Engagement Center

Project goals:

- Increase students' literacy, development and academic achievement.
- Increase parent's knowledge of educational choice.
- Increase the number of local and state policies and practices that decrease barriers to family engagement and leadership.
- Increase opportunities for parents to exercise engagement, leadership and decision making.

Expected Outcomes:

- More children entering kindergarten ready to learn.
- More students who exhibit improvement in reading at the 3rd grade
- More parents who report having enhanced knowledge of educational choice
- More high-impact activities or services provided to build a statewide infrastructure for systemic family engagement.
- More parents who are participating in SFEC activities designed to provide them with opportunities for engagement
- More parents who are participating in SFEC activities designed to provide them with opportunities for participation in leadership program and activities
- More parents who are participating in SFEC activities designed to provide them with opportunities for participation in decision making

Project Description: Kentucky SFEC will provide a comprehensive family and school partnership framework that creates systemic and sustainable conditions to build the capacity of parents, schools and community-based organizations. Our framework is applicable cradle-to-career and will support student achievement, inform families about educational options and support school improvement.

Key Partner Organizations: Prichard Committee for Academic Excellence, Kentucky Department of Education, Berea College Partners for Education, Children Inc., National Center for Families Learning

Competitive Preference Priorities in which Applying:

- Competitive Preference Priority 1b - Provide families with evidence based strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials, or providing family literacy activities.
- Competitive Preference Priority 2 - 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.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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An assurance the applicant will: Use not less than 65 percent of the funds received under this part in each fiscal year to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English language learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students	35, Budget
An assurance the applicant will Operate a SFEC of sufficient size, scope, and quality to ensure that the center is adequate to serve the SEA, LEAs, and community-based organizations	31-32, 36-37
An assurance the applicant will Ensure that the SFEC will retain staff with the requisite training and experience to serve parents in the State	26-29
An assurance the applicant will: Serve urban, suburban, and rural LEAs and schools	23
An assurance the applicant will: Work with— (i) Other SFECs assisted under this part; and (ii) Parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act	4, 30-34
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The applicant will meet program requirement (a) to obtain a non-Federal matching contribution in each fiscal year after the first fiscal year in which the project is funded.	36, Budget
A preliminary memorandum of understanding (MOU), signed by each organization or agency with which it would partner in implementing the proposed SFEC, including the partner SEA(s), which details each partner’s financial, programmatic, and long-term commitment with respect to the strategies described in the application.	Appendix B

Competitive Preference Priority 1b
Provide families with evidence based strategies for promoting literacy. This may include providing families with access to books, or providing family literacy activities.

Evidence-based strategies for promoting literacy are central to our Kentucky Statewide Family Engagement Center (KY SFEC). Book distribution, both physical and digital, and implementation of the Family Literacy Program are key project services that are evidence based. Our project services are grounded in empirical research demonstrating that providing access to books and creating connections between and among family, school, and community maximizes the impact on the child’s learning and literacy development. Our Center’s evidence-based strategies for promoting literacy will include:

Book Distribution: Access to books remains a significant barrier; many of the homes within our target area are "book deserts," or homes with limited to no access to children's books. "Both physical and psychological proximity to books matter when it comes to children's early literacy skills," said Susan B. Neuman, professor of childhood and literacy education at NYU Steinhardt and lead author of an April 2018 study.¹ Neuman found that providing greater access through close physical proximity to books and greater adult support enhanced children’s opportunities to learn.² KY SFEC will provide access to books **and** will provide adults with the skills needed to support their child’s literacy.

Through center- and partner-sponsored early childhood literacy activities, we will support physical distribution of books to the families of children ages 0 – 5 and to the families of students in grades 1st – 3rd. Research shows that students are motivated to read more frequently when they can select texts that appeal to their interests and are at

Our study provides a vivid counterpoint to the view that low-income parents are less inclined and less interested in their children's early education. This study challenges that view and provides an alternative scenario, recognizing that providing access to resources -- reaching families where they are -- and encouraging adult support may be a key enabler toward enhancing parent engagement and children's early literacy development.

Susan B. Neuman, Ed.D.

Kentucky Statewide Family Engagement Center

their reading level.³ Using the myON digital library, we will be providing students and families with digital access to over 10,000 enhanced digital books which provides more opportunities to students to select their own titles. With fiction and nonfiction books in a variety of formats—picture books, graphic novels, chapter books, Spanish and bilingual titles and titles for struggling and reluctant readers as well as accelerated students—the digital library provides content to draw readers in and keep them motivated to read more. The digital library can be accessed via the internet using a multitude of devices including phones. Books can be downloaded from the digital library anywhere there is internet and stored on the device to use without internet access.

Family Literacy Program: Providing access to books alone is not enough. We must provide parents with the information and tools to support their child’s literacy development. The work of our partner, National Center for Families Learning (NCFL) is grounded in research with findings that prove that parents have the greatest influence on the academic trajectories of their children, and that a strong parent-child relationship is catalytic to educational progress. NCFL is located in Jefferson County and will serve as the lead for the Jefferson County regional center.

Built on nearly three decades of ground-level work with families, NCFL’s Family Literacy Program is undergirded by evidence and supported by qualitative knowledge gained over time by listening to families and observing programs through technical assistance. In a 2018 study of the Family Literacy Program, findings showed that there were significant changes in the home literacy environment: increased frequency of at-home reading to or with children and improved home literacy environment indicators for parents who were full participants.⁴ Further, the Family Literacy study of child outcomes found significant improvements in child school attendance. In regards to interactions between parent and child, the study found a significant effect for increases in parent’s level of participation on students’ school attendance, academic

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mindset, and reading achievement and a significant effect for increased in adult participation on education-related parenting behaviors, students' school actions, and reading level.⁵

Our three regional centers will be implementing the Family Literacy Program, and NCFL will be providing statewide professional development and technical assistance for schools and communities across the state who have an interest in implementing the program.

Competitive Preference Priority 2

Project designed to provide families with the information and tools they need to make important decisions regarding the educational choice most appropriate for their children

The information and tools parents need to support their child academically change as their child transitions to Kindergarten, elementary school, middle school, high school and into college and/or career. Our Kentucky Statewide Family Engagement Center (KY SFEC) is structured to support families of children cradle-to-career and to ensure that families have the information and tools they need to make important decisions regarding educational choice. We use the federal definition of educational choice included in the Statewide Family Engagement Center Notice.⁶ As students move through the cradle-to-career pipeline, the decisions that parents must make in regard to educational choice change.

A key component of the KY SFEC's work will be to develop and disseminate tools and information on educational choice. In line with our dual capacity-building framework (pg. 12), materials will be developed specifically for parents, educators and community based organizations. In addition to providing information and tools to support parent decision making regarding educational choice, we will provide opportunities for parents and educators to collaboratively discuss options. Information and tools will be disseminated via in-person trainings conducted by KY SFEC staff and partners and online via the Prichard Committee website.

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We will develop information and tools relevant for parents as their child progresses through each stage of the pipeline. For example, parents of children ages 0 – 5 must decide on the best early childhood educational setting for their child. Working with the Governor’s Office for Early Childhood, KY SFEC will develop information and tools that explain the variety of early childhood educational settings available with a focus on Kentucky’s quality rating system. Each regional center will develop a companion piece that lists the options available within the region along with their ratings. Similarly, parents of high school students must assist their student in selecting the pathway through high school that best supports the student’s career aspirations. KY SFEC will partner with the Kentucky Department of Education and the Council on Postsecondary Education to develop and disseminate information and tools that define and describe the benefits of the options available to high school students – Advanced Placement courses, dual or concurrent enrollment, internships, apprenticeships, etc. –and that connect these options to career pathways. Each regional center will develop companion pieces that highlight the availability of these options along with contact persons that can provide additional support.

A. Quality of the Project Design

The Prichard Committee for Academic Excellence (Prichard Committee) is the lead applicant for the KY SFEC and has been designated as the sole applicant from Kentucky, see Memorandum of Understanding, Appendix B. The Prichard Committee is a nationally recognized, independent, non-partisan citizen’s advocacy organization based in central Kentucky. Since 1983, the Prichard Committee has worked across the Commonwealth to study priority issues, inform the public and policy makers about best practices and engage citizens, business leaders, families, students, and other stakeholders in a shared mission to move Kentucky to the top tier of all states for education excellence and equity for all children, from their earliest years through postsecondary education. Shortly after its founding, the Prichard

Kentucky Statewide Family Engagement Center

Committee was instrumental in ensuring the passage of the 1990 Kentucky Education Reform Act, a national model for education reform that established systemic accountability for schools based on student performance outcomes, integrated parents into school decision-making and provided comprehensive student supports in school buildings including preschool programs, extended school services, and Family Resource and Youth Service Centers. Since then, the Prichard Committee maintains a statewide membership of more than 100 volunteer citizens and has received national recognition for its work multiple times over the past three decades.

Recognizing the critical nature of parent engagement and leadership in student success, the Prichard Committee established the Commonwealth Institute for Parent Leadership (CIPL) in 1997. Since then, CIPL has trained more than 2,500 Kentucky parents to be effective advocates for public education through a process that develops a network of skilled, confident parents and community leaders who are engaged as valued partners in grassroots efforts to improve academic achievement for all students in Kentucky schools.

Our proposed KY SFEC has been designed by multiple stakeholders, including parents, from across the Commonwealth. KY SFEC will impact parents, students, teachers and school and community leaders throughout the Commonwealth. The greatest impact will be in three diverse areas of the Commonwealth that each have unique challenges and significant number of families living in poverty— Appalachian Kentucky, Jefferson County and Northern Kentucky. KY SFEC will place regional centers in these three locations to pilot evidence-based literacy interventions, provide intensive training for parents and school personnel, and develop parent leadership. This intensive focus on these regions will positively impact the youth, families, schools and communities of our target area and will create positive spillover effects across the Commonwealth. A summary of our needs assessment follows:

Our target area illustrates the dire need for increased family engagement and family leadership in Kentucky. Poverty levels are high, educational attainment and income are low, all exacerbated by the isolation of the rural Appalachian geography and the complexities of urban environments. Figure 1 contains detailed socio-economic information for Kentucky and the target area as compared to the nation.⁷

Figure 1. Socio-Economic Information for Kentucky and the Target Area			
Region	% of Below Poverty	Per Capita Income	% US Poverty Rate
Appalachia	37% children, 23% families	\$17,520	184%
Jefferson	24% children, 11% families	\$29,758	106%
Northern Kentucky	22% children, 11% families	\$29,310	93%
State	26% children, 14% families	\$24,802	125%
Nation	21% children, 11% families	\$ 29,829	100%

Persistent childhood poverty, like the poverty experienced in Kentucky, has been linked to academic failure, school dropout, and reduced rates of college attendance and graduation.⁸ Students living in poverty, on average, start their educational experience significantly behind their peers in reading and mathematics. Differential experiences during the summers also widen these gaps. As they grow older, students in poverty tend to have less academic background knowledge and more limited vocabularies, further widening the gap.⁹ Figure 2 represents the numbers of students in the target region and across the state to be served by KY SFEC.

Figure 2: Demographics of Students to be Served¹⁰					
Category	Appalachia	Jefferson	Northern KY	Target Area	KY
# of Students Enrolled	119,042	96,774	10,091	225,907	656,588
% Free/Reduced Lunch	71.8%	64.6%	81.7%	69.2%	60.8%
% White	94.2%	45.1%	62.6%	71.8%	77.4%
% Black	1.5%	36.1%	16.9%	17.0%	10.6%
% Hispanic	2.3%	10.5%	10.5%	6.2%	6.4%

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Kentucky is under-educated. Only 23% of Kentucky residents have a bachelor's degree or higher, as compared to 30% in the nation.¹¹ Twenty-four percent of the residents in our target area have a bachelor's degree. A staggering 15% of our Kentucky residents have less than a high school diploma with 17% of target area residents having less than a high school diploma.¹² The under-education of the target area is exacerbated by a rate of unemployment that exceeds the state average of 7.6%. Unemployment in the Appalachian region is 11%, Jefferson County is 7% and Northern Kentucky is 6%. Building up even a small amount of savings is a challenge. According to Corporation for Enterprise Development 2018 data, 38.7% of Kentucky households (47.7% of Appalachia, 37.8% of Jefferson and 34.8% of Northern Kentucky) are "liquid asset poor," meaning they have less than three months of savings to live at the poverty level if they suffer an income loss.¹³ These adults are the parents and family members of our students.

Many of our children are behind before they start school. In August 2017, 49% of Kentucky children entering Kindergarten were not ready to learn as assessed by the Brigance Kindergarten Screen, a developmentally appropriate early learning measure. Forty-nine percent of the children entering kindergarten in our target area were not ready for Kindergarten, and they lacked age-appropriate motor, language and concept development functioning.¹⁴

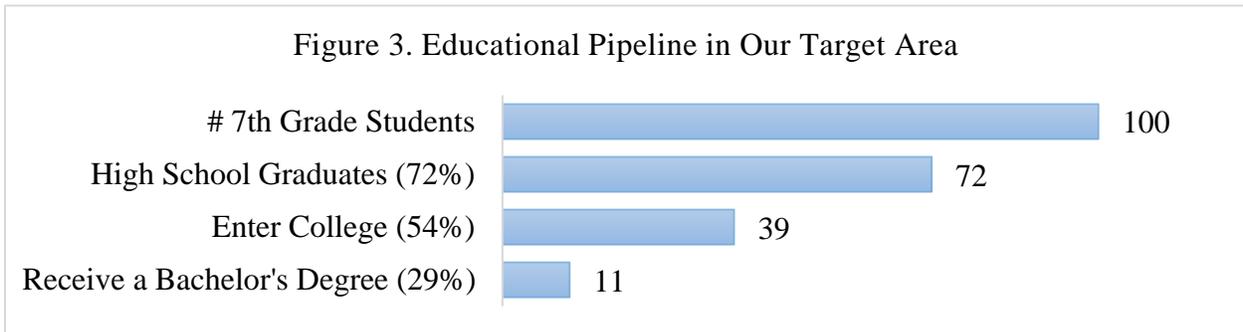
Many of our youth are at risk of academic failure. Kentucky's state assessment describes how students' work compares to a fixed level of performance. The goal is to get all students to proficiency. Large numbers of Kentucky students are scoring below proficient in English and Reading. In 2016-17, 47% of 3rd grade students in our target area scored below proficient in Reading (KY 44%).¹⁵ Fifty-six percent of target area middle school students scored below proficient in Language Mechanics (KY 52%), 46% scored below proficient in Reading (KY 43%) and 68% scored below proficient in Writing (KY 63%).¹⁶ Forty-seven percent of high

school students in the target area scored below proficient in English II (KY 44%).¹⁷ **Across all grade levels and subject areas, the vast majority of the students in Kentucky and in the target area scoring below proficient were low-income.** For example, in the target area in middle school reading, 80% of students scoring below proficient were low-income (KY 75%).

Large numbers of our students are dropping out of high school. In 2013, 20% of Kentucky students enrolled in high schools in 9th grade failed to graduate four years later. Twenty-eight percent of students who enrolled at our 84 target high schools in 9th grade failed to graduate four years later. Twenty high schools are at, or close to, the dropout factory classification (60%), a US Department of Education classification for schools who fail to graduate significant numbers of students.¹⁸

Few of our graduates are entering college and very few attain a bachelor's degree. Only 56% of Kentucky 2015 high school graduates entered college as compared to the nation (69%).¹⁹ Fifty-four percent of the graduates from our target area entered college. Kentucky's six-year baccalaureate graduation rate is 49%.²⁰ Thus, even after enrollment, it is expected that close to one-half of target area students will drop out of postsecondary education. The expectation is even direr if we look at data related to the colleges most attended by our target area graduates. In 2015, the most recent year for which data is available, 7,490 target area students enrolled in postsecondary education. Thirteen percent enrolled at Jefferson Community & Technical College, a two-year college with a 13% graduation rate; 20% enrolled at Eastern Kentucky University and University of Louisville, with 41% and 53% graduation rates, respectively. **The combined graduation rate for our three top-attended colleges in our region is 29%, which is much less than the Kentucky college graduation rate of 49%.²¹**

The status quo predicts a dire future for Kentucky youth. If we maintain status quo too few youth will receive a college degree. This is illustrated by looking at our target area where, under the status quo, only 11 out of 100 7th-graders within the target area will receive a bachelor’s degree, Figure 3.

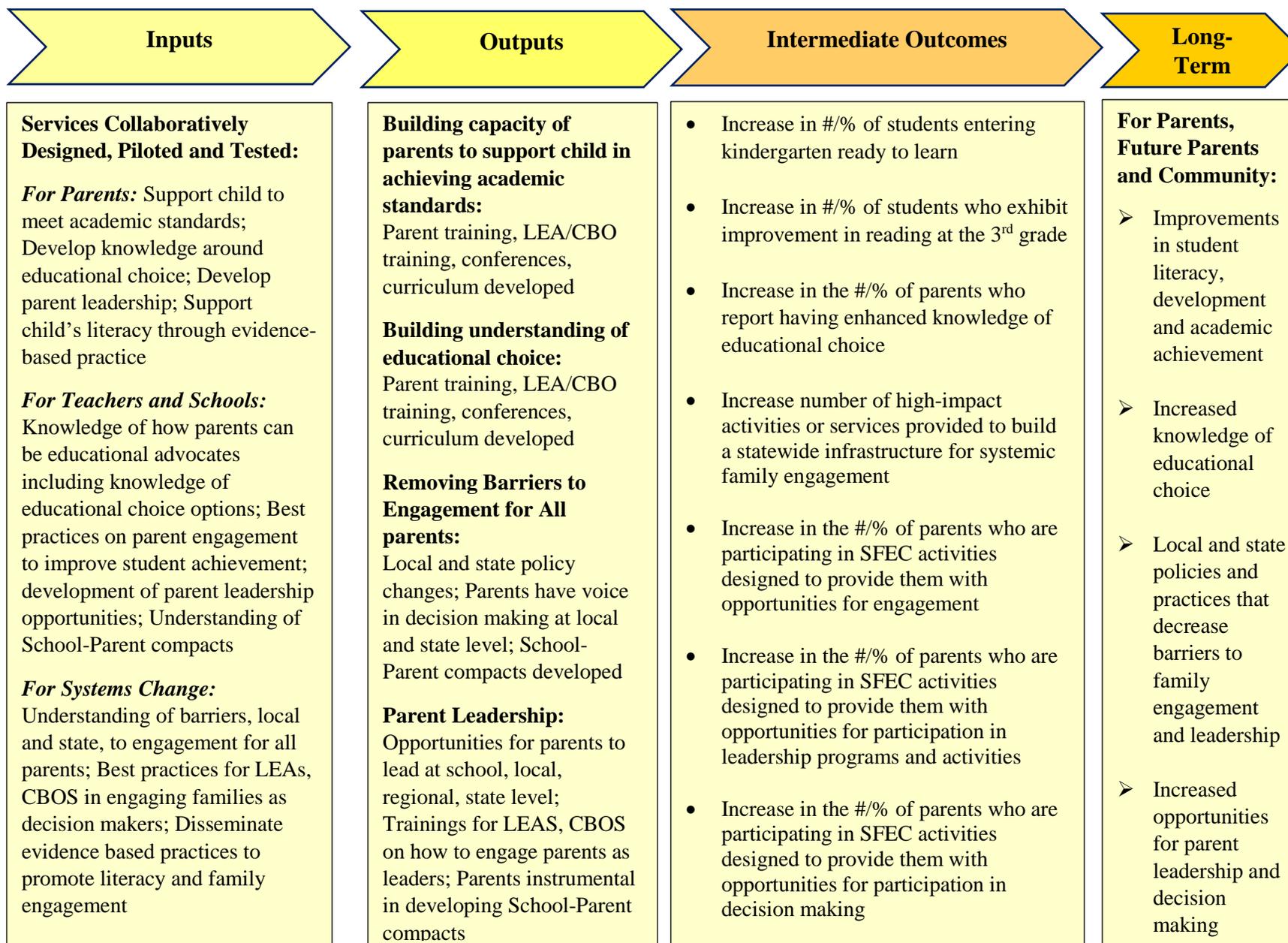


We have developed ambitious and attainable objectives and related performance measures that mirror the US Department of Education’s GPRA performance measures.

Figure 4. Goals, Objectives and Performance Measures	
Objectives	Performance Measures
Goal 1: To increase students’ literacy, development and academic achievement	
Obj 1.1: Increase in #/% of students entering kindergarten ready to learn.	
PM 1.1.1: Increase in the # of high-impact activities or services implemented to ensure that parents are trained and can engage in activities to improve student academic achievement	
PM 1.1.2: Increase in the # of parents receiving services who report capacity to work with schools effectively in meeting their children’s academic and developmental needs	
PM 1.1.3: Increase in # of evidence-based practices to support literacy development, birth to 5	
Obj 1.2: Increase in #/% of students with academic improvement in reading at the 3 rd grade.	
PM 1.2.1: Increase in the number of high-impact activities or services implemented to ensure parents are trained and can engage in activities to improve student academic achievement	
PM 1.2.2: Increase in the number of parents receiving services who report enhanced capacity to work with schools in meeting their children’s academic and developmental needs	
PM 1.2.3: Increase in # of evidence-based practices to support literacy development, K – 3 rd	
Goal 2: To increase parent’s knowledge of educational choice	
Obj 2.1: Increase in #/% of parents who report enhanced knowledge of educational choice.	
PM 2.1.1: #/% parents participating in activities providing information on educational choice	
PM 2.1.2: #/% LEA and CBO members participating in SFEC activities designed to provide them with information on educational choice	
PM 2.1.3: #/% parents who report they have increased knowledge of educational choice	
Goal 3: To increase the number of local and state policies and practices that decrease barriers to family engagement and leadership	

Figure 4. Goals, Objectives and Performance Measures	
Objectives	Performance Measures
Obj 3.1: Increase in the number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement.	
	PM 3.1.1: # of services provided at SEA level PM 3.1.2: # of services provided at LEA level PM 3.1.3: # of policy changes related to decreasing barriers to family engagement and leadership implemented at the state and local level PM 3.1.4: # changes in practices related to decreasing barriers to family engagement and leadership implemented at the state and local level
Goal 4: To increase opportunities for parents to exercise engagement, leadership and decision making	
Obj. 4.1: Increase in the #/% of parents who are participating in SFEC activities designed to provide them with opportunities for engagement.	
	PM 4.1.1: # parents who participate in a SFEC event PM 4.1.2: % of participating parents who engage with school PM 4.1.3: # of opportunities for engagement offered to parents PM 4.1.4: # LEA representatives participating in SFEC activities PM 4.1.5: # LEAs reporting offering increased opportunities for parent engagement
Obj. 4.2: Increase in the #/% of parents who are participating in SFEC activities designed to provide them with opportunities for participation in leadership program and activities.	
	PM 4.2.1: # parents who participate in a SFEC leadership program PM 4.2.2: % of participating parents who report assuming leadership role PM 4.2.3: # of opportunities for leadership offered to parents PM 4.2.4: # LEA representatives participating in SFEC activities PM 4.2.5: # LEAs reporting offering increased opportunities for parent leadership
Obj. 4.3: Increase in the #/% of parents who are participating in SFEC activities designed to provide them with opportunities for participation in decision making.	
	PM 4.3.1: # parents who participate in a SFEC leadership program PM 4.3.2: % of participating parents who report participation in decision making PM 4.3.3: # of opportunities for decision making offered to parents PM 4.3.4: # LEA representatives participating in SFEC activities PM 4.3.5: # LEAs reporting offering increased opportunities for decision making

KY SFEC is informed by research that indicates that the project will improve outcomes within the Commonwealth. Our design and theory of change is illustrated by our logic model, as follows:



(1) A conceptual framework underlying the activities and the quality of the framework.

KY SFEC proposes a comprehensive family and school partnership framework that creates systemic and sustainable conditions to build the capacity of parents, schools and community organizations. Our framework is applicable cradle-to-career and will support student achievement, inform families about educational options and support school improvement. KY SFEC will implement Dr. Karen Mapp’s **Dual Capacity-Building Framework for Family School Partnerships**²² which will ensure we create the conditions necessary to develop effective family engagement initiatives that will improve schools and student achievement, cradle-to-career. The Framework was constructed from research that found that school and home partnerships flourish when the family and educators alike have the knowledge, skills and abilities to interact in a positive, productive and intentional way.

KY SFEC Dual Capacity-Building Framework



Component 1: Identify the challenges that must be addressed to develop successful partnerships between home and schools. There is overwhelming evidence that family involvement is integral to student success, but effective family engagement programs are often difficult for schools to implement.²³ As the Framework is implemented, the challenges for each school district will be identified and subsequently addressed to mitigate the barriers for strong home and school partnerships.

Component 2: Determine the opportunity conditions necessary for initiatives and interventions to achieve an effective partnership between families and schools. Developing trust between home and school is a foundational condition for shared learning and responsibility. School and family initiatives and interventions must have two main conditions: **Process Conditions and Organizational Conditions.** Figure 5 provides details on each condition.

Figure 5: Conditions Necessary for Effective School and Family Partnerships	
Process Conditions	Organizational Conditions
<p>Linked to Learning –Parent engagement programs are aligned with school and district achievement goals and parents are connected to goals.</p> <p>Relational – Programs focus on building respectful and trusting relationships between home and school.</p> <p>Developmental – Programs help parents (and teachers) think differently about themselves and their roles as stakeholders in schools and communities.</p> <p>Collaborative – Focus on building learning communities and networks.</p> <p>Interactive – Programs provide opportunities for parents and students to test out and apply new skills.</p>	<p>Systemic – Programs are core elements to educational goals of school readiness; student achievement; school turnaround</p> <p>Integrated – Parent engagement strategies are embedded in operational structure and processes such as teacher recruitment, professional development, evaluation and assessment.</p> <p>Sustained – Adequate resources, supports, and commitments to maintain and extend effects beyond grant are put into place</p>

Component 3: Establish the capacity goals that will be the focus of family engagement policies and programs. Home and school partnerships will thrive if families and educators have the right skillset and capacity to join in a partnership. According to Mapp, family engagement

activities often focus on what the parent or guardian can do to better engage in their children's education.²⁴ However, it is not enough for parents to engage. Schools must also ensure the school environment is structured to be inclusive of families. Policies, procedures, and programs that build capacity and shape strategies must be provided to both educators and families.

Component 4: Specify the capacity building outcomes for educators and families. Research shows that no matter the socioeconomic status, disability, race, or educational background, families play a large role in a child's education.²⁵ The Framework outlines the many ways parents engage with schools: families are supporters of learning and development; encouragers of achieving a positive self-image; monitors of behaviors and actions; role models for learning and education; advocates for improving learning; decision-makers about the educational path and options for their child, and; collaborators with the community and schools around policies and access. Because parents hold these assorted roles, it is critical that capacity is built in each of these areas to enable families to work more closely with schools to advance school improvement, connect learning to educational outcomes, and ensure children have the collaborative supports needed for learning and development. The most essential goal is to help districts and families understand that connecting is not the sole responsibility of schools or families; rather it is a shared responsibility and when done well can result in positive outcomes for children.

Quality of the framework: The Framework was developed with the assistance of the Institute of Educational Leadership and was adopted by the US Department of Education (USDOE) in 2014.²⁶ The Framework is based on existing research and best practices, and has been effectively implemented in rural, suburban and urban communities. KY SFEC partners are familiar with the Framework, have piloted the framework in Kentucky and agree that it is the appropriate foundation for this statewide work.

(2) Services reflect up-to-date knowledge from research and effective practice.

Following an exhaustive research and literature review with input of students, parents, educators, partners, and policy-makers, we developed a research-informed, proactive response to our state's cradle-to-career educational pipeline. The research-based Dual Capacity-Building Framework for Family School Partnerships is the foundation of our work, and research and effective practices inform our services and activities. Mapp has consistently found that academic achievement increases if parents are involved and engaged in a child's learning (*Having Their Say: Parents Describe How and Why They Are Engaged in Their Children's Learning*²⁷; *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform*²⁸; and *Debunking the Myth of the Hard to Reach Parent*²⁹).

Our project adheres to the *complementary learning approach* of the Global Family Research Project (formerly the Harvard Family Research Project).³⁰ The *complementary learning approach* is based on decades of research exhibiting the effectiveness of integrated supports in promoting children's learning and contributing to their school success.³¹

As Heather Weiss states in *Evidence of Effectiveness of Complementary Learning*, learning that occurs at home can complement and extend what children learn in school. When families are involved in children's learning, no matter what their income or background, they have a positive influence on student social and academic outcomes.³² The following elucidates some research findings about family involvement processes that suggest the significance of parents for children's learning:

- Parent behaviors around learning activities such as reading, conversations about school-related matters, and visiting the public library are correlated with improvements in children's reading comprehension.³³³⁴

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- Parent participation in school—in the form of attending conferences and class events, and volunteering—also supports student achievement. Such involvement is associated with students getting high grades; enjoying school; avoiding grade repetition, suspension, and expulsion; and participating in extracurricular activities.³⁵³⁶
- Parent engagement through community organizing brings about school policy changes and delivers new resources to under-resourced schools.³⁷ These changes create the school conditions that enhance student achievement.³⁸

As Weiss shares, family involvement in education holds promise for fostering academic achievement and healthy development among children. To facilitate family involvement, schools and communities can draw from exemplary practices, such as:

- Projects that train parents to become parent leaders for other parents' learning.³⁹⁴⁰
- Organizing that engages families to focus on school performance and accountability.⁴¹

Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores and enroll in higher-level programs; pass their classes, earn credits, and be promoted; attend school regularly; and graduate and go on to postsecondary education.⁴² The Texas Comprehensive Center, a regional research center funded by the US Department of Education, issued a briefing paper *Parent and Community Involvement in a College/Career-Ready Culture* that summarized the literature and research around parent involvement and college going. They found at least eight studies that identify parental involvement as a predictor for successful transition to college or a career.⁴³

KY SFEC Services to be provided include the exemplary practices discussed above. Services, partner contributions to providing services and connection of services to the US Department of Education goals for SFEC are illustrated in Figure 6.

Key Partners	Figure 6. SFEC Services Related to Required Impact, Absolute Priorities and Partner Commitment	Statutorily Required Impact						
		Activities to Improve Student Outcomes and Academic Progress	Communicate Effectively with children	Active Participants in Decision-making, Policy and Planning	Train other Parents	Learn and use technology	Evidence-Based Strategies to Promote Literacy (Priority 1b)	Educational Choice (Priority 2)
All	Implementation of the Dual Capacity Framework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prichard, NCFL, PFE, Children's Inc	Curriculum Development for parent and school personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
KY Department of Education (KDE), NCFL, PFE, Children's Inc	Professional Development for Teachers aimed at fostering family engagement in schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Prichard, NCFL, PFE, Children's Inc, KHEAA, CBOs, LEA	Parent training on educational related topics to include school report card, FAFSA completion, attendance, literacy programs, local and state educational policies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NCFL, PFE, Children's Inc	Family Literacy Program- Train the Trainer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
PFE, NCFL, CBOs	Book Distribution (Imagination Library and myON)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
NCFL, Prichard	Statewide Parent Conference	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prichard Committee	Commonwealth Institute for Parent Leadership	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PFE	VROOM: Brain building initiative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Children, Inc.	Rx for Success early literacy app	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
Children, Inc.	Navigo and Leadership Scholars program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>

Key Partners	Figure 6. SFEC Services Related to Required Impact, Absolute Priorities and Partner Commitment	Statutorily Required Impact						
		Activities to Improve Student Outcomes and Academic Progress	Communicate Effectively with children	Active Participants in Decision-making, Policy and Planning	Train other Parents	Learn and use technology	Evidence-Based Strategies to Promote Literacy (Priority 1b)	Educational Choice (Priority 2)
Prichard, KDE, PFE, NCFL, Children’s Inc	Educational choice curriculum development	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Prichard, KDE, PFE, NCFL, Children’s Inc	Training for community- based organizations and LEAs regarding family education options	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Prichard, KDE, PFE, NCFL, Children’s Inc, CBOs, LEA, KHEAA	Parent conferences and local trainings on educational options and educational policy requirements	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Prichard, KDE	Policy and Advocacy for educational choice	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Prichard, KDE, LEAs, CBOs	Policy Development: Local and state policy changes	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
KDE, LEA	Developing School-Parent Compacts	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
Prichard, PFE, NCFL, Children’s Inc	Trainings for CBOs and LEAs on engaging parents as leaders	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
Prichard, PFE, NCFL, Children’s Inc, CBOs	Parent trainings on leadership and decision making; Parent Basecamps; Parent Leadership Summit, CIPL Fellowship Program	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
KDE, LEA, Prichard	LEA policy development	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				

(3) Project will build capacity and yield results to extend beyond Federal assistance.

Our project design is supported by the KDE and multiple partners and stakeholders (Adequacy of Resources, page 30). Working together we have developed a project that will build capacity at multiple levels and that will yield results that extend beyond federal funding.

Capacity Building Strategies: Our project design includes specific outputs for capacity building (logic model, page 11). First, we will build capacity of parents and families through our curriculum development and implementation. Our work with parents will build parent capacity to serve in leadership roles, engage with schools, and become decision makers at the local, state and national levels. Parents will be provided the information, tools and opportunities to become parent leaders and encouraged to develop leadership in their fellow parents. As parents develop an understanding of the intersections among policy, environment, and learning, the awareness and increased competencies will lead them to engage in processes that will drive change.

In addition, we will build the capacity of families to support their children in learning. We know from our research that families are supporters, encouragers, monitors, role models, advocates, decision-makers and collaborators when it comes to their child's education. We also know from the generational poverty in our state, the low educational attainment and the high unemployment rates that many of our families do not have the information and tools needed to navigate complex educational systems. By intentional design, our project addresses these challenges and as a core element, builds capacity in families to support their child's academic development and pursuit of their individualized learning plan.

Next, we will build capacity of teachers and school leaders. Curriculum regarding best practices on engaging families and removing barriers to engagement will be developed and disseminated. Included will be tools and information that school leaders can use to conduct intensive assessments of their schools using the Dual Capacity-Building framework. These

assessments will form the foundation for school plans to increase family engagement and to ensure the family engagement activities are high-quality and high-impact. As our schools develop an understanding of the barriers and challenges faced by parents, they will take an active role developing local policies and practices to minimize barriers. As the skills of the school personnel are developed, the culture and norms will begin to shift and the new way of thinking will become embedded in the day to day actions.

KY SFEC will have long-lasting impact that will extend beyond federal funding. We enter into this project with the intention to sustain and continue the work of KY SFEC and the regional centers. The KY SFEC core partners have had discussions on sustainability with our supporters. During the first year of the project, we will formalize a sustainability plan. We are optimistic that the work of the KY SFEC will sustain. The Prichard Committee has partnered with a range of business organizations and foundations over the last two decades to garner support for our statewide Commonwealth Institute for Parent Leadership and for our parent and family work. *Several of these Supporting Partners have expressed their support of KY SFEC and their endorsement of the Prichard Committee as uniquely and strategically positioned to lead this project* including Duke Energy, Toyota, and St. Elizabeth Healthcare (Appendix C). The Prichard Committee will continue to collaborate with these organizations to expand parent engagement and leadership opportunities in Kentucky and seek ways to leverage and expand business and foundation support across the state in support of the KY SFEC project.

B. Quality of the Management Plan and Project Personnel

Strategies for encouraging applications for employment from persons who are members of groups that have traditionally been underrepresented

Upon notification of funding, and with any vacancies, steps will be taken to ensure that nondiscriminatory employment practices are followed and that applications are encouraged from

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persons who are members of groups that have traditionally been underrepresented. We will advertise broadly throughout Kentucky for all positions with an emphasis on advertising within the communities served by the regional centers. Position announcements will be placed on the Prichard Committee and partner websites, other job sites such as indeed.com, and sent to the career development offices at postsecondary institutions.

Applicants will fill out a detailed application, and a search committee appointed by the principal investigator will screen applications for professional staff positions and identify candidates most qualified from the pool of applicants. Selected applicants will be interviewed and a candidate chosen by the search committee. Final approval will be given by the principal investigator. All things being equal, preference will be given to those persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability.

(1) A diversity of perspectives are brought to bear in the operation of the project

To ensure a diversity of perspectives are brought to bear in the operation of the proposed project, the Prichard Committee will establish an Advisory Committee for KY SFEC to inform project planning, implementation, evaluation and continuous improvement. The majority of the Advisory Committee will be comprised of parents. Membership will include representatives of the education, business and non-profit sectors including, but not limited to: students and parents of diverse backgrounds and abilities; early childhood care professionals; teachers; community organizations that serve African American, Latino, and refugee students and families and non-English speaking populations; adult educators; postsecondary education representatives; college access outreach programs, school administrators, business representatives, and representatives from Kentucky's SEAs (the Kentucky Department of Education and the Council on Postsecondary Education). The Prichard Committee will convene the Advisory Committee

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quarterly to: provide direction to grant planning and implementation at the statewide and regional levels, especially as it pertains to effectively serving underserved families; analyze project data and outcomes and provide feedback to inform continuous improvement in grant services and deliverables; and, inform policy recommendations based by project outcomes and activities to remove barriers to family engagement at the local and state levels.

Our continuous improvement plan, Figure 7, ensures that a diversity of perspectives influences project operation. The plan provides multiple opportunities for stakeholders, including parents and students, to provide input and for that input to influence project operation.

Figure 7. Procedures for Ensuring Feedback and Continuous Improvement	
PROCEDURE	IMPROVEMENT
Services to parents and teachers continually evaluated using facilitated debriefings, surveys, pre/post tests	Results compiled by PD and shared with staff monthly; data used to refine services & delivery
Stakeholders (families, staff, school personnel, partners) annually give feedback on program and services (focus groups, interviews, surveys)	Stakeholders recommend 1) new services, 2) service modifications and 3) services that may no longer be needed
PD continually reviews data. We have a partnership whereby KDE and our partners provide data in a timely manner.	PD provides regular feedback to all staff to ensure appropriate services and that services have desired impact
Staff stay up-to-date on research and best practices, participating in trainings by ED.	Staff share what they have learned to incorporate knowledge into practice.
PD provides monthly updates to partners and shares information on activities and modifications to services and service delivery	Listserv used to share information, discuss challenges, and disseminate best practices
PD reports to AC feedback received and improvements made in services and delivery	Advisory committee will comment and recommend improvements

(2) Services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Figure 6, page 17, illustrates the services to be provided by partners. A detailed description of partners is included in Adequacy of Resources section, page 30. The Prichard Committee will serve as the lead organization and fiscal agent for KY SFEC. In addition to providing statewide leadership and grant management, the Prichard Committee will: (a) offer

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statewide parent leadership training for parents and families through the Commonwealth Institute for Parent Leadership; (b) provide statewide opportunities for training and technical assistance to KDE, LEAs, schools, and community-based organizations through an annual conference; (c) convene a statewide Advisory Committee to guide all project efforts and advise KDE on policy initiatives to remove systemic barriers to family engagement; and (d) serve as a statewide resource hub for family engagement by identifying and disseminating research-based resources, programs, policies, and practices in family engagement.

To provide a continuum of services that target family engagement services to high-need populations and identify best practices and programs that support traditionally underserved communities, the Prichard Committee will partner with three organizations to establish Regional Family Engagement Centers. Regional Centers will serve differing geographic regions to target services to specific high-need populations in rural, urban and suburban communities and will leverage existing relationships and partnerships to determine parental needs and the best means for delivery of services to address such needs. Regional SFEC partners include: (a) Partners for Education who will focus on serving low-income families and schools in Appalachian Kentucky; (b) Children, Inc., who will focus on serving low-income families and underserved minority families including Hispanic, Urban Appalachian, and English Language Learning families in northern Kentucky; and (c) NCFL, who will focus on serving African American and low-income families in Louisville (Jefferson County), Kentucky's largest urban area.

Regional Family Engagement Centers will serve as centers of innovation to: (a) pilot evidence-based programs and curricula with targeted families within their region to assist them in meeting the educational needs of all family members, supporting early literacy, and understanding the best educational options for their children; (b) pilot training and provide

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technical assistance to help LEAs, schools and CBOs that serve disadvantaged families in their region provide high impact family engagement, early literacy and parent leadership programs and implement practices and policies that remove barriers to family engagement; and (c) share outcomes, resources and strategies with KY SFEC and its partners to inform project efforts and family engagement policies and practitioners statewide. All regional project activities and outcomes will be shared back with the KY SFEC for evaluation and dissemination across the SFEC network and pilot programs and curricula that make significant positive impacts will be examined for opportunities to scale efforts and integrate into the systemic structure and policies at the local and state levels. To contribute to the development of a statewide network of parent leaders, Regional Centers will identify, recruit and support parents and families for participation in KY SFEC statewide parent leadership programs and opportunities including CIPL.

The KY SFEC will partner with KDE to ensure capacity building initiatives are embedded into the support structures and processes at the SEA and LEA levels including training, professional development, teaching and learning, curriculum, and community collaboration. As a core KY SFEC partner, KDE will: (a) work with LEAs, schools, educators and parents to determine parental needs and the best means for delivery of services to address such needs; (b) engage in policy discussions and initiatives as a member of the KY SFEC Advisory Committee to identify and remove barriers to family engagement in education at all levels and support school reform efforts; (c) connect the KY SFEC and its regional partners with LEAs and schools as a primary resource for professional development in family engagement practices and programming; (d) share online resources developed through KY SFEC efforts and networks with LEAs, schools, CBOs and partner agencies; and (e) provide access to relevant data for program evaluation purposes.

(3) Adequacy of management plan to achieve the objectives on time and within budget, including responsibilities, timelines, and milestones for accomplishing project tasks.

Based on our previous project management experiences and in conjunction with our community-based organizations and partners, we have developed an extensive plan for effectively managing the KY SFEC project.

We have established policies and procedures in place for collecting data, managing finances and tracking services. Our systems for managing personnel, budgets, and project performance are compliant with the Uniform Administrative Guidelines, cost principles and the education department guidelines. Personnel will maintain time and effort logs that will be turned in monthly to the principal investigator (PI), reviewed and signed by the PI, and filed in our offices. All expenditures will be tracked, monitored, and reconciled with the budget by our accounting office. Our internal controls are compliant with 2 CFR 200 and we have the necessary staff and resources to administer federal funds.

Figure 8 includes a Year 1 timeline with milestones for accomplishing project tasks and the party responsible for each task. Based on our project management experiences, we anticipate the schedule of activities for Years 2 – 5 to be similar.

Figure 8. Year One Management and Operational Timeline and Personnel Responsible
PERSONNEL: Principal Investigator (PI), Project Director (PD), Trainer (T), Regional Center (RC), Evaluator (E), Kentucky Department of Education (KDE), Community Based Organizations (CBO), Schools (S)
WEEKLY ONGOING ACTIVITIES: Leadership and staff meetings (PI) (PD); Information dissemination on literacy (PD) (RC) (T) (KDE) (CBO); Assessing best practices for removing barriers in schools to family engagement (PD) (RC) (T) (KDE); Educational options training (PD) (RC) (T) (KDE)
MONTHLY ONGOING ACTIVITIES: Staff Training and Development (PD); Curriculum development and review (PD) (RC) (T); Professional development planning for school leaders and teachers (T) (S); Parent informational sessions and training (RC) (T); Data collection and project management (PD) (RC) (T); Data downloads (KDE) (E) (PD) (CBO)
QUARTERLY ONGOING ACTIVITIES: Continuous Improvement Assessments (All); Data Review (PD) (E) (RC); Partnership meetings (PI) (PD) (RC) (KDE) (CBO); Policy development agenda (All)

Figure 8. Year One Management and Operational Timeline and Personnel Responsible
OCTOBER 2018: Hire staff (PI); Introduce SFEC (PI); Meetings with school officials (PI) Meetings with partners (PI); Draft data sharing agreements and MOU (PI) (PD)
NOVEMBER 2018: Finalize Memorandums of Agreement with schools and partners (PI) (PD); Finalize data collection and evaluation protocols (PI) (PD) (E); Staff training (PI) (PD) Convene SFEC Advisory Committee (PI) (PD) (RC) (KDE) (CBO)
DECEMBER 2018: SFEC informational meetings for parents and schools (All); Begin curriculum development (T) (RC); Literacy Programs/longitudinal study (PD) (E) (T) (RC) (T); Partnership Meeting (PI/PD)(RC)(KDE)(CBO)
JANUARY 2019: Continue SFEC informational meetings for parents and schools (All) Continue curriculum development (T) (RC);
FEBRUARY 2019: Begin information dissemination (PD) (RC) (T) (KDE) (CBO); Finalize curriculum development (T) (RC); Continue school walk-through/barriers to participation (T) (RC); Advisory Committee ((PI/PD)(RC)(KDE)(CBO)
MARCH 2019: Begin parent trainings (T) (RC); Policy drafts (PI) (KDE); Partnership Meeting (PI) (PD) (RC) (KDE) (CBO); Finalize school walk-throughs (T) (RC)
APRIL 2019: Evaluation of all SFEC staff (PD); Begin school district trainings (T) (RC); Kentucky Parent Leadership Institute (ALL); Annual KY Family Engagement Conference (ALL);
MAY 2019: School and parent focus groups (PD) (E) (RC); Convene SFEC Advisory Committee (PI) (PD) (RC) (KDE) (CBO);
JUNE 2019: Year 2 Planning Retreat (All); Review literacy strategies (PD) (CBO) (RC); School district summer professional development (T) (RC)
JULY 2019: Confer with partners regarding match & Year 2 Commitments (PI) (PD); Partnership meeting (PI) (PD) (RC) (KDE) (CBO)
AUGUST 2019: Finalize YR 1 policy recommendations (PI) (KDE); Convene SFEC Advisory Committee (PI) (PD) (RC) (KDE) (CBO)
SEPTEMBER 2019: Partnership Meeting (PI) (PD) (RC) (KDE) (CBO); Annual year-end evaluation of activities annual report (All)

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

Principal Investigator (PI) (20% FTE): Brigitte Blom Ramsey, executive director of the Prichard Committee for Academic Excellence, will serve as the principal investigator and will devote 20% of her time to this role. Ramsey reports to the Chair of the Prichard Committee Board and is paid by the Prichard Committee out of **non-federal funds**. The time commitment of the PI is appropriate for the scope and scale of this project. As PI, Ramsey’s responsibilities will include articulating the KY SFEC theory of action and strategic direction; leading the partnership

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among the Prichard Committee, KDE, the Regional Centers, LEAs, and the community-based partners; collaborating with the evaluation team, and; aligning the KY SFEC program to other Kentucky family and literacy initiatives.

Principal Investigator qualifications, relevant training and experience: Ramsey holds undergraduate degrees in economics and international studies and a Master's degree in Public Policy from the University of Kentucky Martin School. Ramsey brings more than 20 years of experience in researching, designing and implementing public policy, advocacy initiatives and direct programs to drive community impact for families and children. As the former director of public policy for a large United Way, Ramsey has significant expertise in developing public policy agendas, advancing policy initiatives, and advocating for the most underserved and underrepresented members of the community. Ramsey has a demonstrated history of effectively overseeing complex funding streams and is a skilled budget manager. She has received training in grants management and fiscal management and is familiar with the background, purpose, and goals of KY SFEC.

Ramsey has experience with meeting the goals and objectives of projects and has provided leadership on multiple early education initiatives and efforts to improve education funding. Ramsey has a strong research background and has served as a researcher on state tax and budget issues and poverty in Kentucky. She has significant knowledge of Kentucky's educational systems as she has been a member of Kentucky's Early Childhood Advisory Council since 2010, served as a Governor-appointed member of the Kentucky Board of Education for six years, and was an elected member of the Pendleton County Board of Education for ten years.

In the event that Ramsey is unavailable to serve as PI, the Prichard Committee would conduct a search for a principal investigator seeking the following ***qualifications, training and***

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experience: Graduate degree in public policy, education, management, or related field, with a minimum ten years' experience in personnel, program, and fiscal management; demonstrated experience with managing budgets; demonstrated knowledge and leadership in developing partnerships among diverse stakeholders; expertise in program evaluation; belief that all students can succeed; knowledge of Kentucky educational systems and familiarity with family and child educational needs in Kentucky.

Key personnel. Upon notification of funding, the Prichard Committee will begin a search for key personnel as follows:

Project Director (PD) (1 position, 100% FTE, full-time, 12 months): The project director will be paid 100% out of SFEC federal funds. The time commitment of the PD is appropriate and adequate to meet the objectives of the project. A program of this scope and statewide scale, requires a full-time position with 100% effort on KY SFEC. To ensure the success of the project director, the principal investigator will meet regularly with the project director and assist with program start-up, evaluation and continuous improvement.

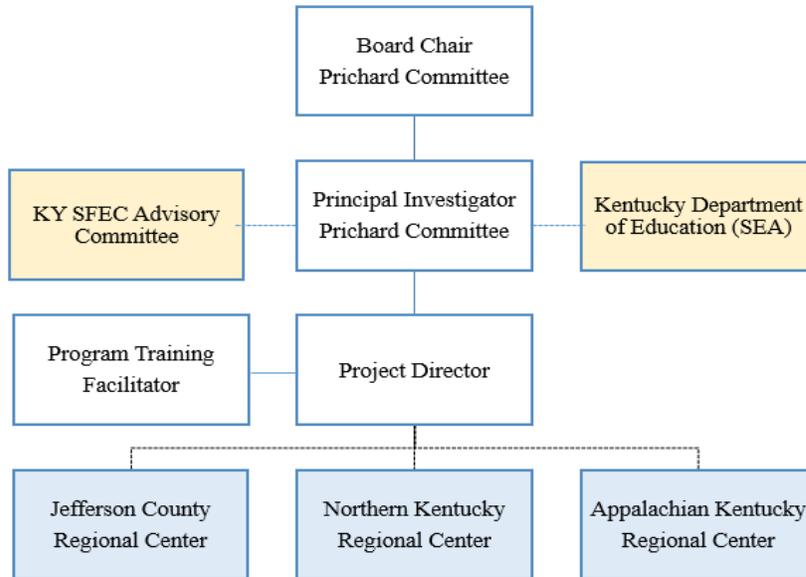
Reporting to the PI, the project director has responsibility for administering the project; developing and refining program operations to ensure that objectives are met; ensuring the program is in compliance with the department of education guidelines; managing the daily operation of the program through hiring, supervising, training, and guiding staff in the development, implementation, and evaluation of program activities; and ensuring the project is operated in a fiscally prudent manner and is in compliance with all fiscal requirements. Additionally, the PD will work with KDE, Regional Center partners, partner districts, evaluators and data contractors to ensure data for KY SFEC is tracked and collected; ensure the data drives services; and to ensure continuous improvement of activities.

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Project director qualifications, relevant training and experience: Minimum of Master's degree in educational administration, or related field; minimum ten years' experience in personnel, program, and fiscal management; demonstrated experience with federal grants management, including budget responsibility; demonstrated knowledge and leadership in school reform, literacy programs, parent engagement and evaluation; belief that all students can succeed; and familiarity with the Dual Capacity-Building Framework for Family-School Partnerships.

Program Training Facilitator (T) (1 position, 100% FTE, full-time, 12 months): Reporting to the project director, the trainer will work closely with KDE, Regional Centers, schools, staff, partners/community based organizations, and families to deliver the Dual-Capacity Building framework; develop curriculum on parent engagement, educational choice, and use of technology; and facilitate training sessions throughout the state. The trainer will ensure data from each training session is collected and disseminate results. The trainer will continuously identify and share trends or patterns within school or parent trainings to drive policy development strategies; work closely with the regional centers and the project director to make certain all program activities and services are continuously informed by the feedback received from quantitative and qualitative data; and collaborate with all community-based organizations to build the capacity of parents and educators. ***Qualifications, relevant training and experience:*** A bachelor's degree in evaluation, education, or related area is required. At least five years' experience providing training to educators or parents is required along with the ability to collaborate effectively, work as part of a team and coordinate events.

Figure 9: Organizational Structure



C. Adequacy of Resources

(1) Relevance and commitment of each partner to project implementation and success.

The Prichard Committee has engaged a range of partners and parents in the planning, design and development of this proposal to ensure that the KY SFEC project will support high-impact cradle-to-career family, school and community engagement statewide. Our Core Partners, described below, have a direct role in the delivery of grant services and/or the integration of project outcomes into policy or systemic structures to ensure sustainability. Each Core Partner has signed a preliminary MOU that outlines their commitment to the project roles and responsibilities outlined in this proposal; those receiving grant funding to deliver services and/or training have also outlined their financial commitment to provide 15% match in project years 2 through 5. Within the first year of the project, we will develop and submit a final MOU. **Joining the Prichard Committee for Academic Excellence as core partners are the following:**

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Partners for Education (PFE) is an externally-focused and partnership-driven division of Berea College, an independent, private college in Southeastern Kentucky with a history and tradition of “providing educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.” The mission of PFE is to ensure all Appalachian students succeed at school and they recognize that fulfilling that mission requires one essential partner: families. By building relationships with parents, grandparents and other care givers, PFE creates a foundation for educational success that can be built on using four strategies: Lifting Educational Aspirations, Building Academic Skills, Connecting College and Career and Engaging Families. To support these strategies, they braid services and align funding streams—leveraging \$39 million each year—to **optimize results for 41,000 young people and their families** in the Appalachian region of Kentucky. PFE will serve as the lead for the Appalachian Regional Family Engagement Center which will serve children and families, cradle-to-career, in 31 rural Appalachian Kentucky counties.

Children Inc. is a highly rated nonprofit provider in child care, family support, and school age services with a 40-year history of serving Northern Kentucky. Children Inc. partners with school districts who have a high percentage of children from low-income families and underrepresented minority families and annually serves more than 3,000 students and families. Children Inc. provides site-based before and after school programs and extended kindergarten, social and emotional learning programs for school-age children, career coaching for middle and high school students, and family engagement programs that support informed educational choice. Children, Inc. has been engaging Hispanic families for more than 15 years through H.A.N.D.S. home visitation program and the school-based Leadership Scholars parent engagement program. To illustrate, in 2017-18, Children Inc. provided parent engagement training for school staff and

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coordinated the Leadership Scholars Parent Academy in Erlanger/Elsmere schools. The Parent Academies were in English and Spanish and served more than 100 parents and 200 faculty.

Children Inc. will serve as the lead for the Northern Kentucky Family Engagement Center and will focus their services on Hispanic children and their families living in Northern Kentucky.

National Center for Families Learning (NCFL) has led family literacy and engagement efforts across the United States for nearly three decades. As NCFL is headquartered in Louisville, Kentucky (Jefferson County), they have redoubled efforts to bring families in Jefferson County together for learning that decreases the opportunity gap and improves outcomes for children and families. NCFL currently partners with Jefferson County Public Schools (JCPS) and community-based organizations to engage staff and families in intergenerational learning opportunities across a continuum of intensity and duration. NCFL will serve as the lead for the Jefferson County Regional Family Engagement Center and will focus their efforts on serving African American children and their families residing in Jefferson County.

Kentucky Department of Education (KDE), the State Educational Agency for primary and secondary education, partners with districts, schools, and education shareholders to provide service, support and leadership to ensure success for each and every student. KDE has identified a strategic objective focused on “leveraging partnerships with shareholders such as families, business, higher education and community organizations to support expanded opportunities for all students,” with a specific strategy focused on “developing targeted support around key tools that districts and schools can use to better engage families.” KDE’s partnership with KY SFEC offers the opportunity to explore policy initiatives to remove barriers to family engagement, as well as to build up parents to participate more effectively in current systems in place.

Our KY SFEC will work closely with multiple partners to maximize resources, avoid

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duplication of services, and reach the optimal number of families and school professionals. During our planning period, we identified organizations within the Commonwealth that align with our services. These partners represent statewide collaboration and establishes an initial network of organizations across the state committed to: (a) contribute to KY SFEC’s efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about their organization’s efforts, initiatives and outcomes; (b) communicate and disseminate KY SFEC resources and professional development opportunities with their constituencies and stakeholders and; (c) identify, recruit and support families for participation in KY SFEC parent leadership programs and opportunities. We have garnered the support of the leaders of these programs and letters of support are included in Appendix C.

Figure 10. KY SFEC Partners	
Partner	Description of Partner
Family Resource and Youth Service Centers (FRYSC)	The FRYSC division of the Kentucky Cabinet for Health and Family Services provides administrative support, technical assistance and training to local school-based Family Resource and Youth Services Centers. The primary goal of more than 800 FRYSC coordinators placed in schools across Kentucky is to remove nonacademic barriers to learning as a means to enhance student academic success.
Kentucky Association of School Superintendents (KASS)	KASS is dedicated to responding to the unique needs of superintendents in their pursuit of academic excellence for children and influences state and federal educational policy and legislation; facilitates professional networking, and provides professional assistance for its members. KASS believes family engagement is critical to their efforts and works with its members to encourage family engagement.
Kentucky Parent Teacher Association	The KY PTA serves as a powerful voice for all Kentucky children, a relevant resource for families and communities, and a strong advocate for the education and well-being of every child.
Council on Postsecondary Education (CPE)	CPE is committed to strengthening Kentucky’s workforce, economy and quality of life. They do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, innovative, accessible and affordable system of postsecondary and adult education.
Kentucky Higher Education Assistance Authority (KHEAA)	KHEAA administers state financial aid programs and provides Kentucky families with information about higher education. KHEAA's Outreach Services division informs students and families about higher education benefits, financial literacy, financing options for postsecondary, and planning and career preparation.

Figure 10. KY SFEC Partners	
Partner	Description of Partner
Hope Street Group	The Kentucky State Teacher Fellows Program is Hope Street Group’s inaugural state fellowship program. Teacher Fellows across the state have worked to provide feedback from thousands of their peers to KDE and drive impact on critical education policies.
Louisville Urban League	A nonprofit, nonpartisan, interracial community service organization dedicated to the elimination of racism and its effects within the Louisville community. They assist African-American and disadvantaged persons in the achievement of social and economic equality.
Save the Children	Works with parents to help them become their child’s first and best teacher through their home visiting program and literacy programs. Through their school-age programs, they help children get ready for kindergarten and achieve the critical third grade reading milestone, a major indicator of future success. They provide advocacy to expand bipartisan support at the local, state and federal level to make sure every child has access to high-quality learning opportunities.
Jack Be Nimble	Believes all students have the right to be equipped to pursue their dreams. Their work focuses on empowering communities to reimagine special education by encouraging listening, inspiring innovation and facilitating collaboration.

In addition to the Partners described above, the KY SFEC will work with the Kentucky Parent Information Resource Center and other Statewide Family Engagement Centers across the nation to share information, maximize resources and identify opportunities for collaboration.

(2) Costs are reasonable in relation to the objectives, design, and potential significance.

The goals of our KY SFEC program are ambitious, but attainable. Our goals are to: (1) increase students’ literacy, development and academic achievement; (2) increase parents’ knowledge of educational choice; (3) increase the number of local and state policies and practices that decrease barriers to family engagement and leadership, and; (4) increase opportunities for parents to exercise engagement, leadership and decision making. Related objectives are detailed in Figure 4, page 9, along with performance measures.

Cost reasonableness in relation to objectives: We will meet the project objectives we have established by providing high-impact activities and services to families and schools and

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offering technical assistance on engaging families to low-income, high-need school districts and community-based organizations. We have included a five-year project budget that details the project expenses, categorizing each expense as federal or match. The budget description for each item of cost is linked to the project goals, competitive priorities, and objectives. The budget is appropriate to implement the high-impact services we propose, and the costs are reasonable in relation to the outcomes we will achieve in the state.

Cost reasonableness in relation to design: Our project design includes a thorough approach for building a statewide infrastructure. We will create three regional family engagement centers that will focus on high-need populations (rural youth, students of color) and create an advisory committee to expand policy and advocacy that will decrease barriers to family engagement and increase the number of parents participating in education policy and systems development. Further, our program will advance literacy and ensure families understand all educational options available to them. Each line item has been carefully calculated using the Uniform Guidance, the Education Department's general administrative regulations (EDGAR), and standard procedures, guidelines, and principles for budget preparation to include vendor estimates, targeted research and historical cost estimates. Our state, our schools, and our communities do not have resources to implement the services at the proposed level or scale or to provide the comprehensive pipeline of services cradle-to-career that are necessary to create the conditions needed for systems change. As a result, we are failing our children and continuing a perpetual cycle of low achievement and low standards.

We have allocated 68% of the funds each year to serve LEAs and CBOs that serve high concentrations of disadvantaged students. The minimum required is 65%. Additionally, we have

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allocated 45% of the funds each year to establish and expand technical assistance for evidence-based parent education programs. The minimum required is 30%.

The costs of the program are reasonable in relation to the scope of the program and to the enduring transformation that will occur from the services provided. We will provide a solid return on the federal investment through improved outcomes for youth. Our state is committed to meeting the project goals and objectives and to sustaining the best practices after funding. Collectively our partners have committed \$150,000 each year in years 2 to 5 in non-federal dollars to match 15% of the federal funds.

Cost reasonableness in relation to potential significance: The issues in our state are deeply embedded and have been formed through decades of cultural and societal norms regarding the role of families and the role of schools in educating students; specifically, many families hold onto the construct that it is the job of the school to educate children. Our challenges with improving student outcomes are compounded by extreme generational poverty, expansive geographical isolation and low educational attainment of adults. Historically, families and schools in our communities work independently of each other. To shift this pattern, our project will build the capacity of families and schools to join forces and work collaboratively to help students succeed. The costs of the program are reasonable given the potential for this project to shift the prevailing behaviors of school and family relationships and support parents in being an educational advocate for their children.

(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 costs of the project are reasonable given the number children, families and schools that will be impacted for the duration of the program and long after funding ends.

Given the capacity building nature of the project, the annual federal investment for this statewide

project is reasonable and remarkably cost-effective. For instance, the policy development and advocacy activities will have wide-ranging impact on 656,588 students in the state, and their schools and families. In addition, the project will build the knowledge base of teachers, school administrators, community-based organizations, and families. Once the skills of our families and schools are strengthened and their competencies and abilities are developed, the learning gained during the project will continue to positively impact the 225,907 children in the target area and their communities, schools and families for years to come.

The costs of the project are reasonable in relation to anticipated results and benefits.

Our clearly defined project goals, objectives and performance measures (page 9) reflect the scale and intensive scope of our services. We will use funds to increase the high-impact activities and evidence-based practices for students, and increase opportunities for parents to improve their knowledge about educational choice. Our project will reduce barriers to family engagement through policy development and refined LEA practices that support family engagement. Funds will be used to increase parent participation in decision making and for parents to serve in educational leadership roles. The cost per student is less than \$1.52 per year and is reasonable given the changes that will occur in entrenched social and behavioral norms held in our state and given the long-term, sustainable results and benefits that will be derived from the program.

D. Quality of the Project Evaluation

(1) Methods of evaluation include objective performance measures that are clearly related to the intended outcomes and will produce quantitative and qualitative data.

The evaluation plan will include a mixed methodology, integrating quantitative and qualitative data. Instruments will be developed to measure program accomplishments, performance indicators, collect data for the Annual Performance Reports, and implement a model for continuous improvement. Data will be collected to measure impact on students,

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parents, and schools. Analyses will be disaggregated by race, gender, ethnicity and school. Data will also be collected to assess fidelity to the program design and organizational health to secure the vigor of program implementation. There are four goals to the proposed evaluation:

1. To produce a valuable process evaluation that will assess the quality of the components of the project and service delivery and its fidelity to the program model;
2. To engender an effective summative evaluation that will measure impact on students, parents, and teachers, particularly academic achievement;
3. To generate comprehensive, useful, and erudite data derived from a robust methodology;
4. To develop practical and functional tools that stakeholders will be able to utilize.

Annually, the design will be re-visited by the evaluator and project director to ensure that the evaluation is meeting the needs of the program. An annual evaluation report will be submitted to the principal investigator and project director.

Objective performance measures related to the outcomes and produce data

Performance measures, relationships to outcomes, and data to be produced follows.

Figure 11. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
Goal 1: To increase students’ literacy, development and academic achievement	
Obj 1.1: Increase in #/% of students entering Kindergarten ready to learn.	
PM 1.1.1: Increase in the # of high-impact activities or services implemented to ensure that parents are trained and can engage in activities to improve student academic achievement	Quantitative Data: Service logs; family and school surveys; training agenda/attendance rosters Qualitative Data: Regional Center progress reports; school Board meeting reports; interviews; observations; focus groups
PM 1.1.2: Increase in the # of parents receiving services who report capacity to work with schools effectively in meeting children’s academic and developmental needs	Quantitative Data: Service logs; family surveys; training agendas and attendance rosters; Qualitative Data: Regional Center progress reports; interviews; focus groups
PM 1.1.3 Increase in number of evidence based practices to support literacy development, birth to 5	Quantitative Data: Service logs; CBO and school surveys; training agendas/attendance rosters

Figure 11. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
	Qualitative Data: Regional Center progress reports; CBO annual reports; KDE reports; interviews
Obj 1.2: Increase in #/% of students who exhibit overall academic improvement in reading at the 3rd grade.	
PM 1.2.1: Increase in # of high-impact activities or services implemented to ensure parents are trained and can engage in activities to improve student academic achievement	Quantitative Data: Assessment scores, KDE downloads; service logs; family surveys; training agendas/attendance rosters Qualitative Data: service reports; Regional Center progress reports; CBO annual reports; KDE reports; board meeting minutes from partner organizations; interviews; focus groups
PM 1.2.2: Increase in the number of parents receiving services who report enhanced capacity to work with schools in meeting their children’s academic and developmental needs	Quantitative Data: Assessment scores; KDE downloads; service logs; surveys; training agendas attendance rosters Qualitative Data: Regional Center progress reports; CBO/KDE reports; Board meeting minutes from partner organizations; interviews
PM 1.2.3 Increase in number of evidence based practices to support literacy development, K – 3 rd grade	Quantitative Data: Assessment scores; service logs; school surveys; attendance rosters Qualitative Data: Regional Center progress reports; interviews
Goal 2: To increase parents’ knowledge of educational choice	
Obj 2.1: #/% parents report having enhanced knowledge on school choice.	
PM 2.1.1: #/% parents participating in SFEC activities designed to provide them with information on educational choice	Quantitative Data: Parent surveys, participation logs in database; training agendas rosters Qualitative Data: service reports; Regional Center progress reports; KDE reports; board meeting minutes
PM 2.1.2: #/% LEA and CBO members participating in SFEC activities designed to provide information on educational choice	Quantitative Data: CBO and LEA survey; training agendas/attendance rosters Qualitative Data: service reports; Regional Center/CBO/KDE annual reports; board meeting minutes
PM 2.1.3: #/% parents who report they have increased knowledge of educational choice	Quantitative Data: Participation logs; training agendas/attendance rosters Qualitative Data: service reports, interviews, focus groups
Goal 3: To increase the number of local and state policies and practices that decrease barriers to family engagement and leadership	
Obj 3.1: Increase in the number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement.	
PM 3.1.1: # of services provided at SEA level	Quantitative Data: participation logs; SEA survey Qualitative Data: KDE reports; interviews
PM 3.1.2 # of services provided at LEA level	Quantitative Data: LEA survey; participation logs; Qualitative Data: Service reports; school report card
PM 3.1.3: # of policy changes related to decreasing barriers to family engagement and leadership implemented at state and local level	Quantitative Data: Surveys; participation logs Qualitative Data: Service reports; School board minutes; interviews; focus groups; Regional Center progress report; legislative reports; interviews

Figure 11. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
PM 3.1.4: # changes in practices related to decreasing barriers to family engagement and leadership implemented at state and local level	Quantitative Data: Surveys; participation logs Qualitative Data: Service reports; School board minutes; interviews; focus groups; Regional Center progress report; legislative reports; interviews
Goal 4: To increase opportunities for parents to exercise engagement, leadership and decision making	
Obj. 4.1: Increase in the #/% of parents who are participating in SFEC activities designed to provide them with opportunities for engagement.	
PM 4.1.1: # parents who participate in a SFEC event	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.1.2: % of participating parents who engage with school	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.1.3: # of opportunities for engagement offered to parents	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.1.4: # LEA representatives participating in SFEC activities	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.1.5: # LEA representatives reporting offering increased opportunities for parent engagement	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report focus groups; observations; progress report
Obj. 4.2: Increase in the #/% of parents participating in SFEC activities designed to provide them with opportunities for participation in leadership program and activities.	
PM 4.2.1: # parents who participate in a SFEC leadership program	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.2.2: % of participating parents who report assuming leadership role	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.2.3: # of opportunities for leadership offered to parents	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.2.4: # LEA representatives participating in SFEC activities	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.2.5: # LEA representatives reporting offering increased opportunities for parent leadership	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
Obj. 4.3: Increase in the #/% of parents who are participating in SFEC activities designed to provide them with opportunities for participation in decision making.	
PM 4.3.1: # parents who participate in a SFEC leadership program	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.3.2: % of participating parents who report participation in decision making	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report focus groups; observations; progress report
PM 4.3.3: # of opportunities for decision making offered to parents	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report

Figure 11. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
PM 4.3.4: # LEA representatives participating in SFEC activities	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report
PM 4.3.5 # LEA representatives reporting offering increased opportunities for decision making	Quantitative Data: Participation log; Qualitative Data: Service reports; observations; progress report focus groups; observations; progress report

The collection and effective use of both quantitative and qualitative data is essential in demonstrating the efficacy of the KY SFEC, assessing student outcomes, and taking immediate action toward improving performance. Prichard Committee will partner with KDE to make data more accessible and to standardize state, community, and school-wide data interfaces for KY SFEC staff, regional centers, and our evaluator. The Prichard Committee will coordinate data entry, access, and reporting of data, and serve as the data clearinghouse.

We will collect a variety of quantitative and qualitative data on participating parents, their students, and schools (Figure 12). Data will provide the information necessary to evaluate the project’s success in achieving goals and objectives.

Figure 12. Kentucky SFEC Data Collection Timeline and Instruments		
Collection Date	Evaluation Dimensions	Collection Vehicle
Oct (3rd Week)	Characteristics of regional cohorts (entering K, 3 rd grade)	KDE Data download report
Nov (4th Week)	Participant Profiles	Prichard, Regional Centers, KDE
Dec (2nd Week)	Outcomes & Performance	Progress Report Form
Jan (3rd Week)	Capacity Building Programs	Technical Assistance Form
Feb (2nd Week)	Educational Choice Awareness	KY SFEC Parent Survey
Mar (1st Week)	Delivery of Services	KY SFEC Project Services Form; SFEC Parent and School Survey
	Policy and Practice Reform	Policy & Practice Report
	Parent Involvement	Parent participation form
April (1st week)	Non-participation observations	Interviews & focus groups
	Professional Development	Professional Dev. Form

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

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Our evaluation will be led by the principal investigator and an **independent evaluator (IE)**, Judy Kim, Ph.D. Dr. Kim is familiar with SFEC, has experience teaching in Kentucky's public schools and has experience as an external program evaluator for federal programs including GEAR UP, Full Service Community Schools and Performance Partnership Pilot. Within her evaluation of GEAR UP and Full Service Community School programs, she has evaluated family engagement and literacy strategies. Our evaluation effort will have two major purposes. First, it will provide formative feedback, helping to shape SFEC as it proceeds. Second, the evaluator will assess ways and degree to which SFEC is meeting project objectives.

Quarterly written updates will be provided to the principal investigator, encompassing summaries of data collection, progress on project implementation, and next steps. Annual written progress reports will include data by intervention, by participation, and by region. Data will be disaggregated by subpopulation, including socio-economic status, race, ethnicity, and disability, where appropriate. Finally, discussions of progress toward meeting goals and objectives will be included as part of the summative evaluation. In combination, these measures will be used to gauge the overall project efficiency and efficacy.

Formative: Annually, Dr. Kim will independently study all components of the work–parent services, LEA and CBO training and professional development, and reform of policies and practices. Using a logic model approach, she will document the evolving theory of action, and compare those strategies with realities observed in the field and through data. Annually, she will meet with the principal investigator, project director and partners to report findings and discuss the implications for change. She has the responsibility and license to assess and document the health of the program and to report strengths and weaknesses.

Summative: Dr. Kim will study program components and the degree to which they are interacting with and supportive of each other. At the beginning of the grant period, Dr. Kim will assist in establishing baseline data and targets to measure progress toward the objectives. The evaluation will assess the degree to which the program is achieving its stated benchmarks. The evaluation will study the program, both its operation and impact, at different levels. These levels run upwards from individual student achievement to quality of services provided parents to local school system capacity for engaging parents to policy reform. At the first level, the evaluation will monitor the influence of the program on student achievement. At the second level, the evaluation will look at the nature and quality of family engagement in schools and correlation with program activities. At the third level, the summative evaluation will include an assessment of the KY SFEC impact on local and state policies and practices. The summative evaluation results will be utilized to measure program efficacy.

(3) Methods of evaluation will produce promising evidence about effectiveness.

Our evaluation of our KY SFEC will produce promising evidence about the project's effectiveness. A key project component included in our logic model (Family Literacy Program) is informed by research and evaluation findings that suggest the project component is likely to improve relevant outcomes. This key project component of our design meets the definition of *promising evidence*, see Evidence Form, and Competitive Preference 1b, page 1.

Preliminary research in the state has revealed that early literacy, kindergarten readiness, and engaged learning are challenges for our children and families. By implementing the Family Literacy Program as a key deliverable of the KY SFEC, we are confident that there will be an increase in the number of children who are prepared to enter kindergarten, more families engaged in their children's learning, and the state's early literacy rate will increase. To confirm

our hypothesis, we will study the impact of implementing the Family Literacy Program through our three regional centers in Appalachian Kentucky, Northern Kentucky and Jefferson County and compare the children and families' progression regionally, statewide, and nationally.

Our study will be conducted in a manner to produce **moderate evidence**. In the context of federal education law and regulations, the first level of evidence is the most significant. Evidence that is *promising* is the 3rd level of evidence. This is a lower standard than evidence that qualifies as *moderate*, the 2nd level of evidence.⁴⁴ Thus, **our study is more stringent than required** to produce promising results.

Quasi-experimental Study: Dr. Kim will assess the impact of the National Center for Families Learning's Family Literacy Program on student-level outcomes over time with a rigorous quasi-experimental, pre-post, nonequivalent group design. Numerous studies have been conducted on the impact of early literacy and family engagement programs on student outcomes. Specifically, Institute of Education Science's (IES) intervention reports found three studies (Gettinger, 1986;⁴⁵ Pietrangelo, 1999;⁴⁶ Roberts & Neal, 2004⁴⁷) with **strong evidence** on the impact of phonological awareness plus letter knowledge training on interventions for early childhood education with positive effects on students' print knowledge with an average improvement index of +27 percentile points; potentially positive effect in phonological processing with an average improvement index of +30 points; and potentially positive effects in early reading/writing with an average improvement index of +19.⁴⁸

Additionally, studies on early literacy found the importance of foundational skills to support reading in the early elementary years. Institute of Education Science's (IES) intervention reports found four studies (Lonigan et al., 1999;⁴⁹ Lonigan & Whitehurst, 1998;⁵⁰ Wasik & Bond, 2001;⁵¹ Whitehurst et al., 1994⁵²) with **strong evidence** in teaching students to decode

words, analyze word parts, and write and recognize words.⁵³ These practices were found to have positive impacts on both word reading and encoding outcomes. There was also **moderate evidence** on ensuring that student reads connected text every day to support reading accuracy, fluency, and comprehension.⁵⁴

Finally, based on six years of research in the elementary schools at the Chicago Public Schools, the Chicago Consortium on School Research (CCSR) developed its framework of essentials supports that were necessary for positive student outcomes: leadership, parent-community ties, professional capacity, learning climate, and classroom instruction.⁵⁵ Using state test scores in reading and math as measures for learning and teacher and student surveys for measures of the essential supports, the researchers of this study with **promising evidence** (as defined by ESSA) found that “schools strong in most of the essential supports were at least ten times more likely than schools weak in most of the supports to show substantial gains in both reading and mathematics. In contrast, not a single school that was weak in most of the supports showed substantial improvements in mathematics. Schools demonstrating weakness on most of the core indicators were four to five times more likely to stagnate than schools with strong overall organizational capacity scores.”⁵⁶ Specifically related to parent involvement, the CCSR study showed that schools with strong parent involvement were ten times higher in reading achievement than in schools with weak parent involvement. Additionally, only ten percent of the schools weak in parent involvement showed any improvement in reading over the six years of the study.⁵⁷

Undergirded by this wide variety of research, the KY SFEC’s Family Literacy Program targets the ultimate goal of improving student achievement and school performance, and increasing high-quality educational options available to families. The KY SFEC Family Literacy

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Program study design will allow estimation of the effects of the Family Literacy Program on outcomes that include improvements in kindergarten readiness, reading, and family engagement.

The primary research questions that guide the impact evaluation are:

- (1) What is the impact of the Family Literacy Program on the likelihood that students entering kindergarten will meet readiness standards?*
- (2) What is the impact of the Family Literacy Program on the likelihood that students will increase their reading achievement by 3rd grade?*
- (3) What is the impact of the Family Literacy Program on family engagement?*

Two schools served by each of the KY SFEC Regional Centers will be selected for participation in the Family Literacy Program study. Criteria for participation in this study will be based on need (kindergarten readiness, reaching achievement, low parent engagement) and a willingness on the parts of the administrators to implement the Family Literacy Program with fidelity and to participate in the study.

This study will begin in Y2 of SFEC and continue in Y3-Y5, adding a new cohort of kindergarten students entering the participating schools in Y3-Y5. A matching group of comparison students will be identified based on matching criteria from the larger pool of non-Family Literacy Program non-SFEC program schools in the state. Using data provided by the Kentucky Department of Education and a propensity score matching (PSM) procedure, participating students (the treatment group) will be matched with a student from the comparison group using key characteristics. In the unlikely event of a need for a control student replacement, an alternate list of matched students for the Family Literacy Program participating students will be identified to minimize disruption to the data collection process. The utilization of the matched comparison group will minimize threats to internal validity at each stage. The evaluation will

make further attempts to mitigate threats to selection bias by employing statistical controls for background variables that may affect participation.

Analytic Strategy. The basic logic behind the analytic strategy is to compare outcomes for students from participating schools to matched control students attending a non-Family Literacy Program, non-SFEC program school in Kentucky. The primary unit of analyses is the student. Propensity scores will be calculated utilizing logistic regression analysis, testing for meaningful differences as a result of participating in the Family Literacy Program. Regression analysis will be utilized to determine the value of participation in Family Literacy Program in contributing to improved attendance, accrual of credits, school completion rates, behavioral referrals, and dropout rates. In addition, Multivariate Analysis of Variance will be utilized to evaluate the broader impact of the significance of participation in the Family Literacy Program, effect of a specific school, and third grade reading proficiency. Dr. Kim will conduct this analysis after the completion of each school year on all of the specified outcomes that are relevant for that year of the project.

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- ¹ Susan B. Neuman, Jillian J. Knapczyk. Reaching Families Where They Are: Examining an Innovative Book Distribution Program. *Urban Education*, 2018; 004208591877072
DOI: [10.1177/0042085918770722](https://doi.org/10.1177/0042085918770722)
- ² Ibid.
- ³ Cambria, J., & Guthrie, J., Motivating and engaging students in reading. *The NERA Journal* (2010), Volume 46, 16 – 29.
- ⁴ Ibid.
- ⁵ Ibid.
- ⁶ Federal Register, Vol. 83, No. 125, Thursday, June 28, 2018, p. 30433.
- ⁷ 2012-2016 American Community Survey 5-Year Estimates, <http://factfinder.census.gov>
- ⁸ Trends in High School Dropout and Completion Rates in the United States: 1972–2012, <http://1.usa.gov/2nlqmOk>
- ⁹ Parsing the Achievement Gap II, April 2009, <http://bit.ly/11WVfn2>
- ¹⁰ Kentucky Department of Education School Report Card 2016-2017, <http://1.usa.gov/1s3zW3I>
- ¹¹ 2012-2016 American Community Survey 5-Year Estimates, <http://factfinder.census.gov>
- ¹² 2012-2016 American Community Survey 5-Year Estimates, <http://factfinder.census.gov>
- ¹³ Family Assets Count, 2018, <http://bit.ly/2gagzqY>
- ¹⁴ Ibid
- ¹⁵ <http://1.usa.gov/1s3zW3I>
- ¹⁶ Kentucky Department of Education School Report Card 2016-2017, <http://1.usa.gov/1s3zW3I>
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- ¹⁸ Superintendent's Annual Attendance Report (SAAR) 2013-2014 and 2016-2017, <https://bit.ly/2MxTnS2>
- ¹⁹ Kentucky Center for Education and Workforce Statistics High School Feedback Report on College Going High School Graduating Class 2015, <https://kystats.ky.gov/> and National Center for Education Statistics Immediate transition to college 2015, <http://bit.ly/2nx7mOp>
- ²⁰ Kentucky Council on Postsecondary Education Six-Year Bachelor's Degree Graduation Rate 2014-15, <http://1.usa.gov/2nJIGE6>
- ²¹ U.S. Department of Education College Scorecard 2015-2016, <https://collegescorecard.ed.gov/>
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Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Kentucky Statewide Family Engagement Center

Appendix A – Appendices Table of Contents:

- Appendix B - MOU
- Appendix C – Letters of Support
- Appendix D – Logic Model
- Appendix E – Resumes of Key Personnel
- Appendix F – Proprietary Information

Kentucky Statewide Family Engagement Center

Appendix E – Resumes of Key Personnel:

- Resumes
 - Prichard Committee for Academic Excellence – Brigitte Blom Ramsey
 - National Center for Families Learning – Dr. Joshua Robert Cramer
 - NaviGo Prep Services (A Division of Children, Inc.) – Thomas T. Hanner
 - Berea College – Dreama Gentry
 - Evaluator – Judy Kim
- Position Descriptions
 - Project Director
 - Program Training Facilitator

Kentucky Statewide Family Engagement Center

Appendix C – Letters of Support:

- Family Resource and Youth Service Centers (FRYSC)
- Kentucky Association of School Superintendents (KASS)
- Kentucky Parent Teacher Association (KY PTA)
- Council on Postsecondary Education (CPE)
- Kentucky Higher Education Assistance Authority (KHEAA)
- Hope Street Group
- Louisville Urban League
- Save the Children
- Jack Be Nimble
- Duke Energy
- Toyota Motor Manufacturing, Kentucky
- St. Elizabeth Healthcare



**CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR FAMILY RESOURCE CENTERS AND VOLUNTEER SERVICES**

Matthew G. Bevin
Governor

Division of FRYSC
275 East Main Street, 3C-G
Frankfort, KY 40601
(502) 564-4986
(502) 564-6108

Adam M. Meier
Secretary

July 26, 2018

<https://chfs.kv.gov/agencies/dfrcvs/dfrvsc>

To Whom It May Concern:

The Kentucky Division of Family Resource Youth Service Centers (FRYSC) is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education.

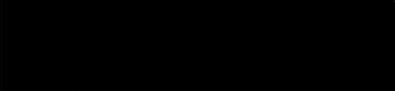
The FRYSC division provides administrative support, technical assistance and training to local school-based Family Resource and Youth Services Centers. The primary goal of more than 800 FRYSC coordinators in Kentucky is to remove nonacademic barriers to learning as a means to enhance student academic success. Each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, location and other local characteristics. FRYSCs have established a record of success based on improved student performance in class work, homework and peer relations as reported by teachers. Parents, too, report they experience greater satisfaction and involvement with the schools as a result of assistance through their local FRYSCs.

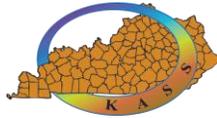
The Division of FRYSC is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Provide one organizational representative to participate as a charter member of the Kentucky Family Engagement Coalition
- Contribute to SFEC's efforts to create a statewide resource hub for family engagement and literacy by sharing information about outcomes and elements of local FRYSC efforts and initiatives
- Communicate and disseminate SFEC family engagement resources and professional development opportunities with our practitioners and stakeholders
- Communicate and disseminate SFEC parent resources and leadership opportunities to families served by FRYSC.

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,


Melissa Goins
Executive Director



[Kentucky Association of School Superintendents, Inc.](http://www.kysupts.org)

2331 Fortune Drive Suite 285, Lexington, KY 40509

Executive Director: Tom Shelton
[REDACTED]

Main Office: [REDACTED]
Fax: [REDACTED]
Office Manager: Linda Bisbee
[REDACTED]

www.kysupts.org

July 23, 2018

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Dr. Houston Barber, Frankfort Independent

Mr. Elmer Thomas, Madison County

Mr. Emmanuel Clark, Fayette County

Mr. Alvin Garrison, Member-at-Large

To Whom It May Concern:

The Kentucky Association of School Superintendents is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education.

As superintendents of the Kentucky School Districts, our members serve as the chief executive officers of the 173 public school districts, with over 1,200 schools through leading approximately 97,000 teachers and other staff serving nearly 657,000 students toward success. Family engagement is critical to our efforts and our association works with our members to encourage this involvement for our students.

The Kentucky Association of School Superintendents is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Contribute to the KY SFEC's efforts to create a statewide resource hub for family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives
- Communicate and disseminate KY SFEC family engagement resources and professional development opportunities with our stakeholders
- Communicate and disseminate KY SFEC parent resources and leadership opportunities to parents/families served by our organization
- Participate as an active member of the Kentucky Family Engagement Coalition

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,

[REDACTED]

Tom Shelton
Executive Director



everychild.one voice.®

Cherie Dimar, President
148 Consumer Lane, Frankfort, KY 40601

P: [REDACTED] F: [REDACTED]
www.kypta.org

July 23, 2018

To Whom It May Concern:

The Kentucky Parent Teacher Association, Inc. (Kentucky PTA) is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education.

Kentucky PTA was chartered in 1918 as a state affiliate of the National PTA and celebrated its 100th anniversary in 2018. We are a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for the education and well-being of every child. We work in partnership with a wide array of individuals and organizations to accomplish our agreed-upon goals and are dedicated to promoting children's health, well-being, and educational success through strong parent, family, and community involvement.

Kentucky PTA is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Provide one organizational representative and one parent representative to serve on the Kentucky Statewide Family Engagement Center Advisory Committee
- Contribute to the project's efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives
- Communicate and disseminate family engagement resources and professional development opportunities developed by this project with our practitioners and stakeholders
- Identify, recruit and support parents and families for participation in statewide parent leadership programs and opportunities
- Participate as a charter member of the Kentucky Family Engagement Coalition

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,

[REDACTED]

Cherie Dimar
President



Kentucky Council on Postsecondary Education

Matthew G. Bevin
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: [REDACTED]
Fax: [REDACTED]
<http://www.cpe.ky.gov>

Robert L. King
President

July 24, 2018

To Whom It May Concern:

The Council on Postsecondary Education (CPE) is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education. The Council on Postsecondary Education is Kentucky's adult and higher education coordinating agency committed to strengthening Kentucky's workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, innovative, accessible and affordable system of postsecondary and adult education. Kentucky's strategic agenda for postsecondary and adult education advances the Commonwealth's overall ambitious goal—to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030.

Kentucky Adult Education (KYAE) is a unit of the Council that provides free adult education services throughout the Commonwealth. KYAE prepares individuals for educational and employment success through its standards-based instruction, which covers everything from foundational literacy and academic skills and GED test preparation to college and career preparation.

CPE is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Provide one organizational representative and one parent representative to serve on the Kentucky Statewide Family Engagement Center Advisory Committee.
- Contribute to the new center's efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives
- Communicate and disseminate family engagement resources and professional development opportunities identified and developed by the new center with our staff and stakeholders
- Identify, recruit and support parents and families for participation in statewide parent leadership programs and opportunities
- Participate as a charter member of the Kentucky Family Engagement Coalition

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

[REDACTED]
Aaron Thompson, Ph.D.
Executive Vice President



FINANCE AND ADMINISTRATION CABINET
KENTUCKY HIGHER EDUCATION ASSISTANCE AUTHORITY

Matthew G. Bevin
Governor

P.O. Box 798
Frankfort, Kentucky 40602-0798
Phone: [REDACTED]
Fax: [REDACTED]
www.kheaa.com

William M. Landrum III
Secretary

Eugene P. Hutchins
Executive Director

July 24, 2018

Kim Drummond
Director of Engagement
Prichard Committee for Academic Excellence
271 West Short Street, Suite 202
Lexington, KY 40507

Dear Ms. Drummond:

The Kentucky Higher Education Assistance Authority (KHEAA) is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education.

KHEAA is the state government agency that administers state student aid programs to help students and their families pay higher education expenses. Our mission is to make higher education more accessible for current and future generations of Kentuckians. KHEAA's Outreach service is a vital component in fulfilling that mission. We work with many partners across the state to urge Kentuckians to give serious consideration to obtaining a higher education and provide the resources needed to plan, prepare, and pay for their education.

One of our goals is to increase the college-going and graduation rates of students from underrepresented populations. To that end, we partner with other Kentucky organizations that have the same goal. Our college access resources and tools help students and families explore careers and areas of study, understand admissions requirements, apply to postsecondary schools and apply for financial aid.

KHEAA has many services and initiatives aligned with the goals and activities of the Kentucky Statewide Family Engagement proposal. Through our publications, websites, outreach counselors and mobile outreach unit, KHEAA:

- Provides resources for middle and high school counselors, adult education providers, financial aid administrators, college admission counselors and a variety of community contacts to help them educate students and families on college admissions and financial aid processes.
- Reaches out to students and families who may be at risk of not enrolling in or persisting in college.

- Informs students and families about higher education benefits, opportunities, planning and career preparation.
- Helps students and families complete the Free Application for Federal Student Aid (FAFSA).
- Provides information on financing options, including activities for students and families that promote financial literacy and debt management.

KHEEA is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Communicate and disseminate family engagement resources and professional development opportunities identified and developed by the new center with our staff and stakeholders
- Contribute to the new center's efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives as a charter member of the Kentucky Family Engagement Coalition
- Collaborate with the new center to increase opportunities for Kentucky families to improve their financial literacy and knowledge of financial aid opportunities.

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,



Eugène P. Hutchins
Executive Director



July 23, 2018

To Whom It May Concern:

The Hope Street Group is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education.

Through our work to build local, regional and national networks in key industry sectors, Hope Street Group is better aligning the communication and collaboration between companies, education and workers on the skills and competencies needed for success in today's job market. Our unique programs provide the leadership training and tools to critical change agents across the country, enabling a sustainable and regional approach to solutions that impact education to employment.

Launched in 2013, the Kentucky State Teacher Fellows Program has the distinction of being Hope Street Group's inaugural state fellowship program. Teacher Fellows across the state have worked to provide feedback from thousands of their peers to the state's Department of Education and drive impact on critical education policies, including the state's Professional Growth and Effectiveness System (the state's teacher and administrator evaluation system) and Kentucky's Core Academic Standards.

Hope Street Group is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Designate one teacher representative to serve on the Kentucky Statewide Family Engagement Center Advisory Committee.
- Contribute to the project's efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about outcomes and elements of Hope Street Group's efforts and initiatives in Kentucky and beyond.
- Communicate and disseminate family engagement resources and professional development opportunities developed by this project with our networks and stakeholders
- Identify, recruit and support parents and families for participation in statewide parent leadership programs and opportunities

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,

A black rectangular redaction box covering the signature of Brad Clark.

Brad Clark
National Director of Professional Learning and Curriculum



**Louisville
Urban League**

1535 W Broadway
Louisville, KY 40203

[Redacted] Fax

www.lul.org
[Redacted]

*Empowering People.
Changing Lives*

July 25, 2018

To Whom It May Concern:

The Louisville Urban League is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education. As a leader and catalyst, the Louisville Urban League assists African Americans, the marginalized and the disadvantaged attain social and economic equality and stability through direct services and advocacy.

The Youth Development and Education Department provides school-age youth with pathways to becoming successful academically, personally and socially through programs that emphasize academic enrichment, increase discipline and self-resiliency skills, prepare students for college, empower parents and provide space and guidance for intergenerational activities. The Louisville Urban League is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Designate one organizational representative to participate as an active member of the Kentucky Family Engagement Coalition
- Contribute to SFEC's efforts to create a statewide resource hub for family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives
- Communicate and disseminate SFEC family engagement resources and professional development opportunities with our stakeholders
- Communicate and disseminate SFEC parent resources and leadership opportunities to families served by our organization

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

[Redacted Signature]

Chief Engagement Officer



July 26, 2018

To Whom It May Concern:

Save the Children is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Center grant that is being submitted to the Department of Education.

Save the Children works with parents to help them become their child's first and best teacher through our home visiting programs. We lead Head Start and Early Head Start programs in four states, providing kids with early learning opportunities they might not otherwise have. Through our school-age programs, we help children get ready for kindergarten and achieve the critical third grade reading milestone, a major indicator of future success. We also provide advocacy to expand bipartisan support at the local, state and federal level to make sure every child in the U.S. has access to high-quality learning opportunities, and much more.

Save the Children has many services and initiatives aligned with the goals and activities of the Kentucky Statewide Family Engagement proposal. We build in family engagement opportunities as a key foundational component of all of our programming. Our programs focus on the most rural parts of Kentucky in order to engage marginalized families and communities. By working with the Pritchard Committee as a collaborative partner with the Kentucky Statewide Family Engagement Center, we can work to bring engagement opportunities to families in rural Kentucky.

Save the Children is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Communicate and disseminate family engagement resources and professional development opportunities identified and developed by the new center with our staff and stakeholders
- Contribute to the new center's efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives in Kentucky as an active member of the new Kentucky Family Engagement Coalition

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,



Angie Boggs | **Save the Children** | State Director, Kentucky Programs



JackBeNimble

re-imagining special education

July 23, 2018

To Whom It May Concern:

Jack Be Nimble, Inc. is pleased to offer support for the Prichard Committee for Academic Excellence's Statewide Family Engagement Centers grant that is being submitted to the Department of Education.

JackBeNimble believes all students have the right to be equipped to pursue their dreams. Our work focuses on empowering communities to reimagine special education by:

- Encourage listening - Beginning with hearing the voices of those for whom special education is intended: the students. Through RISE! Forums, we provide communities with the tools to bridge the empathy gap between students, families, educators and policymakers.
- Inspiring innovation - Using the power of collaboration informed by student and teacher voice, we help schools and policymakers take a fresh look at policies and procedures from multiple perspectives.
- Facilitating collaboration - By facilitating special education team members in working together in a constructive way, taking each others' needs into consideration and remembering that the student is a full-fledged team member.

JackBeNimble is committed to being an active and collaborative partner with the Kentucky Statewide Family Engagement Center and will:

- Provide one organizational representative to serve on the new Kentucky Statewide Family Engagement Center Advisory Committee to inform statewide and local efforts to engage and support families and students with disabilities.
- Inform, communicate and disseminate family engagement resources and professional development opportunities identified and developed by the new center with our partners and stakeholders.
- Contribute to the new center's efforts to identify and scale innovative programs and proven practices in family engagement and literacy by sharing information about outcomes and elements of our efforts and initiatives.
- Identify, recruit and support parents and families for participation in statewide parent leadership programs and opportunities.

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Kentucky.

Sincerely,

[Redacted Signature]

Executive Director

[Redacted Title]



Chuck Session
Vice President
Government & Community Affairs
Duke Energy Kentucky

Duke Energy
139 East Fourth Street – 1409M
Cincinnati, OH 45202

July 25, 2018

Mr. James Blew
Assistant Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Assistant Secretary Blew:

Duke Energy is pleased to offer support for the Prichard Committee for Academic Excellence's proposal to the United States Department of Education to develop and administer the Kentucky Statewide Family Engagement Center.

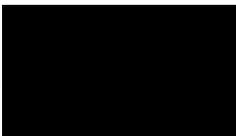
Duke Energy is committed to family engagement as a strategy to increase student academic and developmental success which leads to stronger attachment to the workforce, better health outcomes over a lifetime, and thriving communities.

We are a proud financial supporter of the Prichard Committee and their 20-years of work supporting parents as leaders through the Commonwealth Institute of Parent Leadership. We view the mission of the Prichard Committee, and its long-standing commitment to mobilize citizens in advocating for equity and excellence in education, as unique in the nation and strategically positioned to lead the establishment of the Kentucky Statewide Family Engagement Center in the Commonwealth.

We respectfully recommend the Prichard Committee to lead this project, actively promoting increased family engagement in education, and look forward to supporting their efforts.

Thank you for making this opportunity available to the students and families of Kentucky.

Sincerely,



TOYOTA

TOYOTA MOTOR MANUFACTURING, KENTUCKY, INC.

1001 Cherry Blossom Way
P.O. Box 2700
Georgetown, KY 40324-5700
(502) 868-2000

July 25, 2018

Mr. James Blew, Assistant Secretary
United States Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Mr. James Blew:

Toyota Motor Manufacturing, Kentucky, Inc. is pleased to offer support for the Prichard Committee for Academic Excellence's proposal to the United States Department of Education to develop and administer the Kentucky Statewide Family Engagement Center.

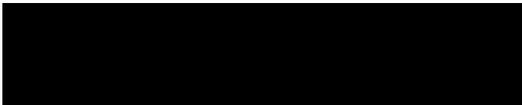
Toyota supports family engagement as a strategy to increase student academic and developmental success which leads to stronger attachment to the workforce, better health outcomes over a lifetime, and thriving communities.

We are a proud financial supporter of the Prichard Committee and their 20-years of work supporting parents as leaders through the Commonwealth Institute of Parent Leadership. We view the mission of the Prichard Committee and its long-standing commitment to mobilize citizens in advocating for equity and excellence in education as unique in the nation and strategically positioned to lead the establishment of the Kentucky Statewide Family Engagement Center in the Commonwealth.

We respectfully recommend the Prichard Committee to lead this project, actively promoting increased family engagement in education, and look forward to supporting their efforts.

Thank you for making this opportunity available to students and families of Kentucky.

Sincerely,



Susan Elkington, President

Toyota Motor Manufacturing, Kentucky, Inc.

July 26, 2018

U.S. Department of Education

Dear Mr. James Blew:

St. Elizabeth Healthcare is pleased to offer support for the Prichard Committee for Academic Excellence's proposal to the United States Department of Education to develop and administer the Kentucky Statewide Family Engagement Center.

St. Elizabeth Healthcare is committed to family engagement as a strategy to increase student academic and developmental success which leads to stronger attachment to the workforce, better health outcomes over a lifetime, and thriving communities.

We are a proud financial supporter of the Prichard Committee and their 20-years of work supporting parents as leaders through the Commonwealth Institute of Parent Leadership. We view the mission of the Prichard Committee and its long-standing commitment to mobilize citizens in advocating for equity and excellence in education as unique in the nation and strategically positioned to lead the establishment of the Kentucky Statewide Family Engagement Center in the Commonwealth.

We respectfully recommend the Prichard Committee to lead this project, actively promoting increased family engagement in education, and look forward to supporting their efforts.

Thank you for making this opportunity available to students and families of Kentucky.

Sincerely,



Garren Colvin,
President & Chief Executive Officer
St. Elizabeth Healthcare

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Prichard Committee for Academic Excellence - Statewide Family Engagement Centers Memorandum of Understanding

This document represents a memorandum of understanding signed by partnering organizations (“Partners”) committed to a collaborative effort with the Prichard Committee for Academic Excellence to plan and implement a Statewide Family Engagement Centers program. The Partners include the Kentucky Department of Education, Berea College Partners for Education, Children Inc. and the National Center for Families Learning. Prichard Committee for Academic Excellence is the lead applicant and shall serve as the fiscal agent for the grant.

Research has consistently linked school achievement with the influence and involvement of families. Family, school, and community engagement leads to improvement in student and school outcomes and contributes to meeting the needs of all students including low-achieving students and students in poverty. We strive to surround each student with integrated students supports, expanded learning time and opportunities, and family and community engagement. Our statewide effort will coordinate and integrate evidence-based educational, developmental, family, and other comprehensive services through community-based organizations and public and private partnerships. We will provide access to such services in school to students, families, and the community, including access during the school year (including before- and after-school hours and weekends), as well as during the summer.

Our theory of action for this project is that a well-coordinated collaboration of partners working with parents, implementing well-designed programs and closely monitoring services will positively impact the lives of children and their families. We recognize creating transformative change in our Statewide Family Engagement Center project is an effort; and in this effort there will be no room for excuses as good results will matter, not good intentions. We see this as a platform for exploring and learning more about the long-term effectiveness of academic and social service interventions and practices, and identifying the systemic and structural problems that need to be addressed to create a true community of opportunity accessible to all children in a given area.

The Partners and Prichard Committee for Academic Excellence agree that the project will be framed by specific indicators, as described in the proposal, in connection with the following outcomes:

- Parents participate in SFEC activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions.
- High-impact activities or services are provided to build a statewide infrastructure for systemic family engagement that includes support for SEA- and LEA-level leadership and capacity-building.
- High-impact activities or services are implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, to

include an understanding of how they can support learning in the classroom with activities at home or outside the school generally, as well as how they can participate in State and local decision-making processes.

- Parents and families receiving SFEC services report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.

The Partners and Prichard Committee for Academic Excellence agree to leverage funding to create and implement a pipeline of services -- a continuum of coordinated supports, services, and opportunities for children and their families from birth through entry into and success in postsecondary education, and career attainment. Such services shall include, at a minimum, strategies to address through services or programs the following:

- a) Work with SEAs, LEAs, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs.
- b) Based on the needs, provide training and technical assistance to SEAs, LEAs, and organizations that support family-school partnerships; and activities, services, and training for LEAs, school leaders, educators, and parents.
- c) Implement evidence-based parent education and family engagement in education programs.
- d) Provide direct services to parents and families through evidence-based activities.
- e) Provide families with evidence-based strategies for promoting literacy.
- f) Provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.
- g) Provide direct support to parents, teachers, and others that strengthen the relationship between parents and their children's school, foster greater engagement, and assist them in meeting the educational needs of children.
- h) Provide comprehensive training and technical assistance to build capacity at the SEA, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such programs to develop and implement policies, programs, and activities that are inclusive of families and lead to improvements in student development and academic achievement.
- i) Conduct sufficient outreach to assist parents, including parents who may have a difficult time engaging with a school or LEA.
- j) Conduct outreach to low-income students and parents, including low-income students and parents who are not proficient in English.
- k) Conduct training programs in the community to improve adult literacy, including financial literacy.
- l) Develop and implement, in partnership with KDE, statewide family engagement in education policy and systemic initiatives that will provide a continuum of services to remove barriers for family engagement in education and support school reform efforts.

- m) Develop and implement parental involvement policies under the ESEA - participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;
 - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - d. that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). [Section 9101(32), ESEA.]

The Partners and Prichard Committee for Academic Excellence agree to collaboratively develop a data-sharing plan such that evidence suggesting the effectiveness of any solution will be readily available for assessment and evaluation. This data-sharing plan will be designed so it will be possible to track services and impact to individual children as well as sub-groups of children.

The Partners and Prichard Committee for Academic Excellence agree to establish a special advisory committee consisting of parents, who shall constitute a majority of the members of the special advisory committee; representatives of education professionals with expertise in improving services for disadvantaged children; representatives of local elementary schools and secondary schools, including students; representatives of the business community; and representatives of SEAs and LEAs.

Within the first twelve months of the project, Prichard Committee for Academic Excellence will work with the Partners to submit a final MOU, signed by each partner that details each partner’s financial, programmatic, and long-term commitment.

Upon receipt of funding, Prichard Committee for Academic Excellence will work with the Partners to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, October 1, 2018 – September 30, 2023.

A description of each partner and their specific commitment to this project follows:

Prichard Committee for Academic Excellence

The Prichard Committee for Academic Excellence is an independent, non-partisan, non-profit citizen advocacy group. The Committee continuously studies priority issues, informs the public and policymakers and engages citizens, business leaders, families, students, and others in a shared mission to move Kentucky to the top tier of all states for education excellence and equity for all children. The Committee focuses on the direct impact of these endeavors on education equity, academic quality, and student success.

The Prichard Committee for Academic Excellence has many current activities aligned with the cradle-to-career family, school, and community engagement solutions proposed for the Statewide Family Engagement Centers project. These include:

- Broadening public awareness and understanding about the importance of investing in high-quality early care and education for Kentucky children from birth through third grade.
- Partnering with local and regional organizations to inform and engage parents and other caregivers across Kentucky, ultimately building parents' capacity to champion education excellence for each Kentucky student.
- Ensuring that Kentuckians have information that helps them understand the state's education system and stay informed about progress and challenges.
- Advocating for efficient use of resources and equitable funding that is adequate to assure excellence in education from early childhood through postsecondary.

As the Lead Applicant of the Statewide Family Engagement Centers effort, the Prichard Committee for Academic Excellence will serve as the fiscal agent and ensure the coordination of all activities and resources. As the home to Kentucky Statewide Family Engagement Center, the Prichard Committee will also:

- Convene the Kentucky Statewide Family Engagement Center Advisory Committee to guide the work of this project and identify policy recommendations for removing barriers to family engagement in education;
- Provide parent leadership training for families statewide through the 20 year-old Commonwealth Institute for Parent Leadership, including: the Parent Leadership Fellow track, annual Kentucky Parent Leadership Summit, and regional Parent Basecamps.
- Serve as a statewide resource hub for family engagement by:
 - Identifying, developing and disseminating digital resources for educators and families that support family engagement in student learning and in state and local decision-making and educational policy;
 - Providing training and technical assistance to LEAs, schools, community-based organizations, especially those that serve at-risk families and communities, through an annual statewide conference.
 - Identifying and disseminating research-based practices and facilitate communication and collaboration across organizations that engage in family

engagement through the creation and coordination of the Kentucky Family Engagement Coalition.

The Prichard Committee for Academic Excellence’s financial contribution to the Statewide Family Engagement Centers project averages \$46,000 per year as reflected in the table below.

Match – Prichard Committee					
	YR 1	YR 2	YR 3	YR 4	YR 5
Personnel	\$0				
Fringe	\$0				
Travel	\$0	\$2600	\$2600	\$2600	\$2600
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$3750	\$3750	\$3750	\$3750
Contractual	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0
Indirect	\$0	\$0	\$0	\$0	\$0
Total	\$0				

By signing below, I affirm the Prichard Committee for Academic Excellence’s commitment to the goals of the Statewide Family Engagement Centers Program:

[Redacted Signature]

7/27/18

Brigitte Blom Ramsey, Executive Director

Date

Kentucky Department of Education

As the State Educational Agency of Kentucky, the Kentucky Department of Education (KDE) partners with districts, schools, and education shareholders to provide service, support and leadership to ensure success for each and every student. KDE's vision for Kentucky education is rooted in three core values: equity, achievement and integrity.

In its 2017 – 2022 strategic plan, KDE seeks to “cultivate conditions for all schools and districts to achieve equitable and comprehensive success for all students.” To help meet this goal, KDE has identified a strategic objective focused on “leveraging partnerships with shareholders such as families, business, higher education and community organizations to support expanded opportunities for all students,” with a specific strategy focused on “developing targeted support around key tools that districts and schools can use to better engage families.”

KDE supports family engagement in education in multiple ways through both policy and systems at the state and local level. The Commissioner of Education regularly convenes the Commissioner's Parent Advisory Council (CPAC) to seek advice and counsel about topics of interest to parents, such as ways that parents and communities can assist schools in ensuring that the achievement level is raised for all schools and every student. KDE also provides guidance to school districts and families on ways to improve school culture and meaningful parent engagement through the *Kentucky Family and Community Involvement Guide to Student Achievement*, a comprehensive, research-based performance assessment tool developed by CPAC in 2007 which outlines six objectives designed to involve families and the community to improve student achievement, and specific school-level descriptors so schools can make continuous improvement. These six objectives include: relationship-building, communications, decision-making, advocacy, learning opportunities and community partnerships.

Parent involvement is uniquely integrated into local school governance in Kentucky. School-Based Decision-Making Councils set policy and make plans to strengthen student achievement in a single school, and schools are required to include two parents elected by parents to serve as Council members. Many councils also establish committees of teacher, parents and others to develop recommendations on major issues.

KDE's partnership with the Statewide Family Engagement Center program is directly aligned to its strategic plan and offers the opportunity to explore new policy initiatives to remove barriers to family engagement, as well as to build up parents to participate more effectively in current systems in place including:

- Decision-making for all children: Equipping a wider group of parents as participants in school and district decision-making, including the work of school councils, Family Resource and Youth Service Center advisory councils, and future charter school boards, as well as service on superintendent screening committees and local facilities planning committees.

- Advocacy for individual children: Strengthening and informing parents as advocates for individual children, including positive parent involvement in the primary grades, development of Individual Learning Plans (ILPs), design of accelerated learning for students who fall behind state benchmarks, and development of Individual Education Programs (IEPs) for students with identified disabilities.
- School improvement and reduction of achievement gaps: Building new understanding and support among parents and families for effective school planning and action, including capacity to contribute to major change in schools identified for targeted support and improvement (TSI) based on weak results for student groups in Kentucky's new school accountability system.

As a Partner of the Statewide Family Engagement Centers effort, KDE will:

- Ensure SFEC efforts are aligned with KDE's strategic plan and integrated into the support structures and processes at the SEA and LEA levels including training, professional development, teaching and learning, curriculum and community collaboration
- Work with SFEC, LEAs, schools, educators and parents to determine parental needs and the best means for delivery of services to address such needs
- Engage in policy discussions and initiatives with SFEC advisory group and statewide coalition to identify and remove barriers to family engagement in education at all levels and support school reform efforts
- Connect SFEC and regional partners with LEAs as a primary resource for PD in family engagement practices
- Serve on SFEC Advisory Committee
- Provide access to relevant data for program evaluation purposes
- Share online resources developed through SFEC with LEAs, CBO's and partner agencies

By signing below, I affirm the Kentucky Department of Education's commitment to the goals of the Statewide Family Engagement Centers project:



Wayne D. Lewis, Jr., Ph.D
Interim Commissioner of Education

7/26/2018

Date

Berea College

Berea College is an independent, private college with a history and tradition of “providing educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.” Berea College is dedicated to creating service-oriented leaders from Appalachia and to providing service, primarily through education, to economically disadvantaged and underserved youth, teachers and schools in Appalachia.

Berea College’s theory of change for the project is one that is inclusive of all voices within the community and is centered on the recognition of the value of place and culture in community change, and that vests ownership of change within the community.

Berea College has many current activities that are aligned with the continuum of solutions. These include:

- An AmeriCorps Program that places AmeriCorps members in high need schools. Members serve for one year as mentors, college advisors, family connectors and tutors to students.
- Family Partnership at Partners for Education which has a strong engagement team that provides training, support and resources to families through resources such as Vroom that inspire families to turn everyday moments into “brain building moments”.
- Full-Service Community Schools program that provides students with comprehensive services and interventions including tutoring, service learning opportunities, job training, and career counseling. Services provided to families of students include improving access to and use of social service programs and providing programs that promote family financial stability.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) which follows a cohort of students and emphasizes college readiness through academic success and the building of a college-going culture. Services include in-school tutoring, summer academies, career exploration, test preparation, college visits, career site visits, mentoring, educator professional development, and family engagement activities.

As a Partner of the Statewide Family Engagement Centers effort, Berea College will:

- Commit to becoming an active collaborative partner by providing services and opportunities in the Statewide Family Engagement Centers geographic area and share outcomes with SFEC as part of project evaluation
- Pilot evidence-based family literacy program curriculum with families
- Pilot training with LEAs and CBOs in their community
- Share program data with SFEC & statewide coalition to inform curriculum redesign & statewide dissemination of best practices to Partners, SEA, LEAs, schools, educators, and statewide network

- Identify, recruit and support parents and families for participation in SFEC statewide parent leadership programs and opportunities
- Provide a representative to serve on the Statewide Family Engagement Center special advisory committee.

Berea College commits resources to the Statewide Family Engagement Centers. Our financial contribution to the project averages \$34,000 per year and is reflected in the table below.

Match - PFE					
	YR 1	YR 2	YR 3	YR 4	YR 5
Personnel	\$0	[REDACTED]			
Fringe	\$0				
Travel	\$0	\$2,400	\$2,400	\$2,400	\$2,400
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$3,000	\$3,000	\$3,000	\$3,000
Contractual	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	
Indirect	\$0	\$0	\$0	\$0	\$0
Total	\$0	[REDACTED]			

By signing below, I affirm Berea College’s commitment to the goals of the Statewide Family Engagement Centers project:

[REDACTED SIGNATURE]

7/26/2018

Dreama Gentry, J.D.
Executive Director

Date

Children, Inc.

Children, Inc., a United Way Agency Partner, is a highly rated nonprofit provider in child care, family support, and school age services in Northern Kentucky. The mission of Children, Inc. is to provide innovative programs to grow knowledge, skills, and strengths that allow families, children, and communities to flourish. Children, Inc. services span prenatally through college and career. Their multi-generational approach to fighting poverty in the Northern Kentucky area, as well as their work in advocacy, training, and research builds a strong foundation for success for over 3,000 children and families in their region every year.

Children Inc. has many current activities aligned with the continuum of solutions, including:

- Early care and education that focuses on ensuring school readiness and future academic achievement
- Effective cradle to career supports that encourage a growth mindset
- Family-centered and parent engagement programs and supports that give caring adults the confidence and competence to do the best for children
- Research-based tools and strategies for practitioners and educators that are tested, scalable and sustainable
- Professional development that advances the professionalism and effectiveness of teachers
- Advocacy network that promotes public policies that support families and children

As a Partner of the Statewide Family Engagement Centers effort, Children, Inc. will:

- Commit to becoming an active collaborative partner by providing services and opportunities in the Statewide Family Engagement Centers geographic area and share outcomes with SFEC as part of project evaluation
- Pilot evidence-based family literacy program curriculum with families
- Pilot training with LEAs and CBOs in their community
- Share program data with SFEC & statewide coalition to inform curriculum redesign & statewide dissemination of best practices to Partners, SEA, LEAs, schools, educators, and statewide network
- Identify, recruit and support parents and families for participation in SFEC statewide parent leadership programs and opportunities
- Provide a representative to serve on the Statewide Family Engagement Center special advisory committee.

Children, Inc. commits resources to the Statewide Family Engagement Centers. Our financial and in-kind contribution to the project averages \$38,000 per year as reflected by the table below:

	YR 1	YR 2	YR 3	YR 4	YR 5
Personnel	\$0				
Fringe	\$0				
Travel	\$0	\$600	\$600	\$600	\$600
Equipment	\$0	\$0	\$0	\$0	\$0

Supplies	\$0	\$3,080	\$3,080	\$3,080	\$3,080
Contractual	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	
Indirect	\$0	\$0	\$0	\$0	\$0
Total	\$0				

By signing below, I affirm Children, Inc.'s commitment to the goals of the Statewide Family Engagement Centers project:

[Redacted Signature]

7.24.18

Shannon Starkey Taylor, CEO

Date

National Center for Families Learning

National Center for Families Learning (NCFL) has pioneered and led family literacy and engagement efforts across the United States for 29 years. NCFL creates and implements place-based and digital two-generational education solutions that work to eradicate poverty and help marginalized families achieve economic self-sufficiency together. Their work is grounded in research that parents and caretakers have the greatest influence on the academic trajectories of their children, and that a strong parent-child relationship is catalytic to educational progress. They also believe that the family unit, when equipped with the right amount of support and resources, is a powerful agent of change.

NCFL has many current activities and services aligned with the continuum of solutions, including:

- Comprehensive, place-based programming using research-based, four component family literacy and learning models
- Interactive, online tools to assist literacy and learning efforts
- Innovative, engaging professional development for literacy and learning practitioners
- Family literacy, learning, and engagement consulting services
- Research to inform the field
- An annual national convening focused on innovative strategies and practices in family literacy and learning, two-generation education solutions, and parent and family engagement

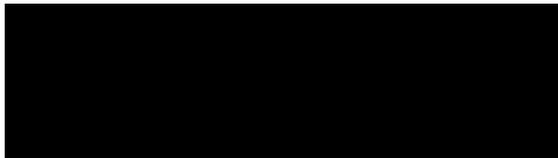
As a Partner of the Statewide Family Engagement Centers effort, the National Center for Families Learning will:

- Serve as a Regional Family Engagement Center in the Louisville metro area with a specific focus on serving low-performing schools and families and communities of color.
- Work with two Regional Family Engagement Centers in Kentucky to equip staff and school personnel to deliver their evidence-based Two-generational, Four-component Family Literacy Model using a train-the-trainer model.
- Design and deliver an annual statewide conference to provide professional development for KDE, LEAs, schools, CBOs, and advocates focused on evidence-based practices, strategies and resources to equips them to effectively to engage and support families.
- Leverage existing partnership with Jefferson County Public Schools and other local organizations to expand direct services to families and communities focused on improving family engagement and literacy.
- Share program data with SFEC & statewide coalition to inform project efforts and statewide dissemination of best practices to Partners, SEA, LEAs, schools, educators, and statewide network
- Identify, recruit and support parents and families for participation in SFEC statewide parent leadership programs and opportunities
- Provide a representative to serve on the Kentucky Statewide Family Engagement Center special advisory committee.

NCFL commits resources to the Statewide Family Engagement Centers. Our in-kind contribution to the project averages \$32,000 per year as reflected in the table below.

	YR 1	YR 2	YR 3	YR 4	YR 5
Personnel	\$0				
Fringe	\$0				
Travel	\$0	\$1,600	\$1,600	\$1,600	\$1,600
Equipment	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$3,360	\$3,360	\$3,360	\$3,360
Contractual	\$0	\$0	\$0	\$0	\$0
Construction	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	
Indirect	\$0	\$0	\$0	\$0	\$0
Total	\$0				

By signing below, I affirm NCFL’s commitment to the goals of the Statewide Family Engagement Centers project:

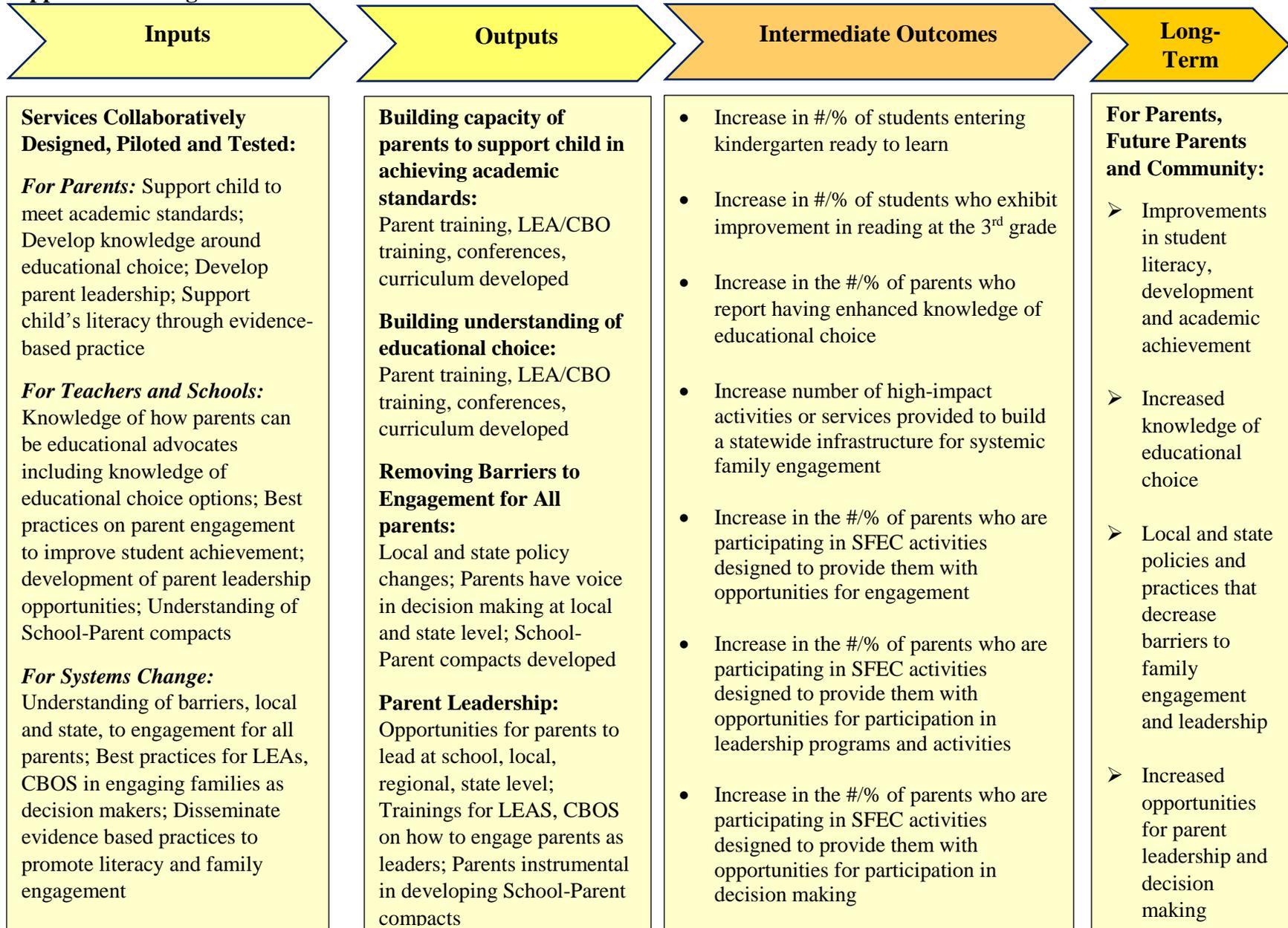


7/24/18

Sharon Darling
President and Founder

Date

Appendix D – Logic Model:



Appendix F – Proprietary Information:

- Page 11: Logic Model
- Page 37: Lines 20 - 24
- Pages 38 - 47

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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The five-year budget is attached. The project budget supports the implementation plan for the SFEC project. The cost of the program is reasonable compared to the long-lasting, systemic change expected.

All costs are linked to allowable activities under the program components. The annual federal investment averages less than \$1.52 per student served, which is adequate and reasonable to ensure that schools and parents have the information needed to improve educational outcomes in our state and that the evaluation and delivery of services are performed with fidelity.

Federal Funds Budget Detail

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
Project Director (PD): (One position, full-time, 12 months) The PD will provide day-to-day management of the project through communication and information management, meeting and event planning and execution, record keeping and other grant management activities. Avg annual salary of \$65,000 with a 2% cost of living increase annually.	\$					
Program Training Facilitator (PTF): (One position, full-time, 12 months) The PTF will provide content development and delivery for SFEG's statewide and regional parent leadership training (Regional Basecamps, Parent Leadership Summit) and support the activities of the Commonwealth Institute for Parent Leadership Fellowship program. Avg annual salary of \$45,250 with a 2% cost of living increase annually.	\$					
Total Personnel						
Fringe						
Fringe Benefits: Fringe benefits avg 22% of wages and include health coverage, retirement, employer paid taxes and insurance.						
Total Fringe						
Travel						

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director's Meeting Travel: The cost is \$1,700 per person with 2 people for 2 days. Cost includes airfare (\$600), lodging (\$700), meals (\$200), and ground transportation (\$200).	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$17,000
Local Travel: The PD/PTF will travel in region monthly. 3 trips per month, avg 200 miles x 12 months x .565 miles x 2 people.	\$8,136	\$8,136	\$8,136	\$8,136	\$8,136	\$40,680
Capacity Building Training: The PD/PTF will receive comprehensive training and professional development one time each year. The per person cost is \$1,700 and includes lodging (\$400), airfare (\$500), registration (\$500), meals (\$200), and mileage (\$100).	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$17,000
Total Travel	\$14,936	\$14,936	\$14,936	\$14,936	\$14,936	\$74,680
Equipment						
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
Total Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies						
Training Meeting Materials: We will prepare materials for Partnership meetings, parent convenings, and advisory council groups. Year 1 includes preliminary development costs which will decrease over time.	\$15,000	\$7,500	\$5,000	\$2,500	\$2,500	\$32,500
Office Supplies: Costs are based on historical averages for programs and number of active staff during each grant year.	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$9,000
Total Supplies	\$16,800	\$9,300	\$6,800	\$4,300	\$4,300	\$41,500
Contractual						
Evaluation: An independent evaluator, Evaluation Consulting Group, will conduct baseline, formative and summative evaluation of the project. The cost is based on estimates from provider and varies due to scale-up and scale-down timelines.	██████	██████	██████	██████	██████	██████

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
National Center for Family Literacy (NCFL): NCFL will design and deliver content for an annual statewide conference for SEA/LEA, schools, and CBOs. Contractual costs include NCFL staff to develop/deliver content and training materials. NCFL will provide train-the-trainer services for regional FECs to implement their Tier 3 Family Literacy Model each year of the grant and will design and deliver content for annual statewide conference. NCFL will also have a direct focus for services on Urban students and families. LEA/CBO Services for Disadvantaged Students. Expand TA for evidence-based programs.	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Children's, Inc.: Funds are allocated for a center that focuses on ESL and Hispanic populations. Contractual costs include staff (Program Manager/Trainer), travel, materials, supplies and overhead. LEA/CBO Services for Disadvantaged Students. Expand TA for evidence-based programs.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Partners for Education: Funds are allocated for a center to focus on rural populations. Contractual costs include staff (Program Manager/Trainer), travel, materials, supplies and overhead. LEA/CBO Services for Disadvantaged Students.	\$227,294	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Contractual	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Construction						
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
Total Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other						
Phones and wireless: All key personnel will receive a smartphone with wireless connection to ensure ongoing contact schools and other project staff. The cost is \$70/month x 12 x 1 staff.	\$840	\$840	\$840	\$840	\$840	\$4,200

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Information Dissemination/ Awareness Materials: We will publish reports regarding the program implementation. The cost is based on historical charges for similar projects. Year 1 includes preliminary printing and program development costs.	\$14,399	\$6,000	\$6,000	\$2,500	\$2,500	\$31,399
Total Other	\$15,239	\$6,840	\$6,840	\$3,340	\$3,340	\$35,599
Total Direct Costs	[REDACTED]					
Indirect Costs: We currently do not have an indirect cost rate agreement. We have used the de minimus rate of 10% of MTDC.	[REDACTED]					
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	[REDACTED]					

NonFederal Funds

We have commitments from centers and project partners to provide the required 15% in matching funds beginning in YR 2 of the project through YR 5. The MOU outlines each partners match commitment.

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
Prichard Match	\$0					
PFE Match	\$0					
NCFL Match	\$0					
Children's, Inc. Match	\$0					
Total Personnel	\$0					
Fringe						
Prichard Fringe	\$0					
PFE Fringe	\$0					
NCFL Fringe	\$0					
Children's, Inc. Fringe	\$0					
Total Fringe	\$0					
Travel						
Prichard Travel Match	\$0	\$2,600	\$2,600	\$2,600	\$2,600	\$10,400
PFE Travel match	\$0	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
NCFL Travel Match	\$0	\$1,600	\$1,600	\$1,600	\$1,600	\$6,400
Children's, Inc. Travel Match	\$0	\$600	\$600	\$600	\$600	\$2,400
Total Travel	\$0	\$7,200	\$7,200	\$7,200	\$7,200	\$28,800
Equipment						
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
Total Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies						
Prichard Supplies/Material Match	\$0	\$3,750	\$3,750	\$3,750	\$3,750	\$15,000
PFE Supplies Materials Match	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
NCFL Supplies Materials Match	\$0	\$3,360	\$3,360	\$3,360	\$3,360	\$13,440
Children's, Inc. Supplies Materials Match	\$0	\$3,080	\$3,080	\$3,080	\$3,080	\$12,320
Total Supplies	\$0	\$13,190	\$13,190	\$13,190	\$13,190	\$52,760
Contractual						
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0

Total Contractual	\$0	\$0	\$0	\$0	\$0	\$0
Construction						
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
Total Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other						
Not Applicable	\$0	\$0	\$0	\$0	\$0	\$0
Total Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Direct Costs	\$0					
Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
Total Matching Funds Yrs 2 to 5	\$0					



**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
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2006, December). Phonological awareness training plus letter knowledge training intervention report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pat_lk_100716.pdf .	<p>Phonological Awareness Training plus Letter Knowledge Training interventions were found to have positive effects on students' print knowledge with an average improvement index of +27 percentile points. The intervention was found to have potentially positive effects for phonological processing with an average improvement index of +28 percentile points and early reading and writing with an average improvement index of +19 percentile points (Table 1, p. 2).</p> <p>This intervention is found to have strong evidence of effectiveness.</p>	<p>The studies that contributed to the effectiveness rating included four- and five-year old children who were enrolled in preschool or Head Start in the Midwest and upstate New York. Two of the three studies focused on children from low-income families. Additionally, sample populations included both English-speaking families and non-English speaking families.</p> <p>The study samples overlap with both population and setting for children in the KY SFEC project, which constitutes low-income families who are both English-speaking and non-English-Speaking.</p>
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2007, February). Dialogic reading intervention report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf	<p>Dialogic Reading was found to have positive effects on students' oral language skills with an average improvement index of +19 percentile points (Table 1, p. 1).</p> <p>This intervention was found to have moderate evidence of effectiveness.</p>	<p>The studies that contributed to the effectiveness rating were conducted with two- to five-year old children who were enrolled in day care centers, child care centers, or preschool programs. The majority of children in the sample were from economically disadvantaged families. The studies represent urban areas in Florida, Tennessee, and Maryland as a suburban area in New York.</p>
Foorman, B., Beyer, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in	<p>Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words is supported by strong evidence (Table I.1, PPR Award # U310A180004)</p> <p>The practices described in Recommendation 3 were</p>	<p>The study samples overlap with both population and setting for children in the KY SFEC project, which constitutes pre-school children who are from low-income families in two urban areas in Kentucky.</p> <p>The 13 studies supporting the practice of direct instruction in decoding, word analysis, and word recognition were conducted with diverse samples of students from low-income backgrounds enrolled in kindergarten through third grade classrooms. The 15 studies supporting the practice of</p>

<p>kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p> <p>Lonigan, C. J., Anthony, J. L., Bloomfield, B. G., Dyer, S. M., & Samwel, C. S. (1999). Effects of two shared-reading interventions on emergent literacy skills of at-risk preschoolers. <i>Journal of Early Intervention, 22</i>(4), 306-322.</p> <p>Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. <i>Early Childhood Research Quarterly, 13</i>(2), 263-290.</p> <p>Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in pre-school classrooms. <i>Journal of Educational Psychology, 93</i>(2), 243-250.</p> <p>Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. <i>Developmental Psychology, 30</i>(5), 679-689.</p>	<p>found to have positive impacts on both word reading and encoding outcomes (p. 23).</p> <p>Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension is supported by moderate evidence (Table I.1, p. 3).</p> <p>The practices described in Recommendation 4 were found to have "positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes" (p. 33).</p>	<p>reading connected text daily were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms.</p> <p>The four studies that resulted in moderate to strong evidence were conducted with pre-school children and early elementary school children from low-income families. The early elementary school students were also at-risk of low achievement in reading.</p> <p>These study samples overlap with both population and setting in the KY SFEC project, which constitutes pre-school and early elementary students who are at-risk in reading achievement and from low-income families.</p>
<p>Mapp, K.L., & Kuttner, P.J. (2013). <i>Partners in education: A dual capacity-building framework for family-school partnerships</i>. Austin, TX: Southwest Educational Development Laboratory.</p> <p>Sebring, P.B., Allensworth, E., Bryk, A.S., Easton, J.Q., & Luppescu, S. (2006). <i>The essential supports for school improvement: Research report</i>. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.</p>	<p>Using state test scores in reading and math as measures for learning and teacher and student surveys for measures of the essential supports, the researchers of this study with promising evidence found that "schools strong in most of the essential supports were at least ten times more likely than schools weak in most of the supports to show substantial gains in both reading and mathematics ... In contrast, not a single school that was weak in most of the supports showed substantial improvements in mathematics. Schools demonstrating weakness on most of the core indicators were four to five times more likely to stagnate than schools with strong overall organizational capacity scores" (Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006). Specifically related to parent involvement, the CCSR study showed that schools with strong parent involvement were ten times higher in reading achievement than in schools with weak parent involvement. Additionally, only ten percent of PR Award # 031040004 in parent involvement showed any improvement in reading</p>	<p>Based on six years of research in the elementary schools at the Chicago Public Schools, the Chicago Consortium on School Research (CCSR) developed its framework of essentials supports that were necessary for positive student outcomes: leadership, parent-community ties, professional capacity, learning climate, and classroom instruction. Karen Mapp's and Paul Kuttner's (2013) <i>Capacity-Building Framework for Family-School Partnerships</i> was developed based on the findings of this study.</p> <p>These study samples overlap with both population and setting in the KY SFEC project, which constitutes K-12 students who are at-risk in reading achievement and from low-income families.</p>

over the six years of the study (Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006, pp. 23-24).

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>

Paperwork Burden Statement: 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. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202