

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 # U310A180043

Grants.gov Tracking#: GRANT12685854

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

Closing Date: Jul 30, 2018

PR/Award # U310A180043

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. ED GEPA427 Form	e10
5. Grants.gov Lobbying Form	e11
6. Dept of Education Supplemental Information for SF-424	e12
7. ED Abstract Narrative Form	e13
Attachment - 1 (1235-SDSFECAbstract)	e14
8. Project Narrative Form	e15
Attachment - 1 (1234-SDSFECNarrative)	e16
9. Other Narrative Form	e56
Attachment - 1 (1238-SDSFECMouLogicModelResume)	e57
Attachment - 2 (1239-SDSFECAppendixTOC)	e79
Attachment - 3 (1240-SDSFECResources)	e80
Attachment - 4 (1241-SDSFECEvaluationDocuments)	e83
Attachment - 5 (1242-SDSFECGoalsObjActivities)	e93
Attachment - 6 (1243-SDSFECFFWTDocuments)	e99
Attachment - 7 (1244-SDSFECLettersOfSupport)	e107
Attachment - 8 (1245-SDSFECTimelineOfActivities)	e121
Attachment - 9 (1246-SDSFECProjectDocuments)	e123
10. Budget Narrative Form	e162
Attachment - 1 (1236-West River Foundation Budget Narrative South Dakota)	e163
Attachment - 2 (1237-Indirect Cost Rate FY2019)	e171

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.).

[REDACTED]	
* 1. Type of Submission: <input type="checkbox"/> [REDACTED] <input checked="" type="checkbox"/> [REDACTED] <input type="checkbox"/> [REDACTED]	* 2. Type of Application: <input checked="" type="checkbox"/> [REDACTED] <input type="checkbox"/> [REDACTED] <input type="checkbox"/> [REDACTED]
* 3. Date Received: [REDACTED]	4. Applicant Identifier: [REDACTED]
5a. Federal Entity Identifier: [REDACTED]	5b. Federal Award Identifier: [REDACTED]
[REDACTED]	
6. Date Received by State: [REDACTED]	7. State Application Identifier: [REDACTED]
[REDACTED]	
* a. Legal Name: [REDACTED] er Foundation	
* b. Employer/Taxpayer Identification Number (EIN): 36-3354458	[REDACTED] 1075986740000
[REDACTED]	
[REDACTED]	2885 Dickson Drive
[REDACTED]	[REDACTED]
[REDACTED]	Sturgis
[REDACTED]	[REDACTED]
[REDACTED]	SD: South Dakota
[REDACTED]	[REDACTED]
[REDACTED]	USA: UNITED STATES
[REDACTED]	57785-2782
[REDACTED]	
[REDACTED]	[REDACTED]
[REDACTED]	
[REDACTED]	Dr . [REDACTED] Pam
[REDACTED]	[REDACTED]
[REDACTED]	Lange
[REDACTED]	[REDACTED]
[REDACTED]	Grants Manager/Deputy Director
[REDACTED]	
[REDACTED]	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-062818-001

* Title:

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

13. Competition Identification Number:

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

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

Add Attachment

Delete Attachment

View Attachment

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

SD Statewide Family Engagement Center's purpose is to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development/achievement.

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" value="4,543,917.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="548,833.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,092,750.00"/>

*** 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:

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

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

Name of Institution/Organization

West River Foundation

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						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	18,750.00	18,750.00	18,750.00	18,750.00	18,750.00	93,750.00
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 # U310A180043

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

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

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>Pamela L Lange</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>West River Foundation</p>	<p>DATE SUBMITTED</p> <p>07/29/2018</p>

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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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 West River Foundation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Ron Middle Name:
* Last Name: Rosenboom	Suffix:
* Title: Executive Director	
* SIGNATURE: Pamela L Lange	* DATE: 07/29/2018

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

1. Project Director:

Prefix: Mrs .	First Name: Morgan	Middle Name:	Last Name: VonHaden	Suffix:
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Address:

Street1:	2885 Dickson Drive
Street2:	
City:	Sturgis
County:	
State:	SD: South Dakota
Zip Code:	57785-2782
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:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

West River Foundation, as the fiscal agent, is submitting the **South Dakota Statewide Family Engagement Center** proposal in response to the US Department of Education's Office of Innovation and Improvement Statewide Family Engagement Center call for proposals. Partnering in the project are the South Dakota Department of Education, Black Hills Special Services (support for all goals, objectives, and activities); and the South Dakota Parent Connection. If funded, this effort will create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement, with an emphasis on economically disadvantaged, ELL, and minority students. The grant will focus on cradle-to-career supports for students, parents, families, and community-based organizations. The South Dakota Statewide Family Engagement Center proposal addresses Competitive Priority 1B (provide families with evidence-based strategies for promoting literacy) and Competitive Priority 2 (provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children).

Goal 1: To facilitate collaboration efforts among all stakeholders to develop education policy and systemic initiatives that provide a continuum of services to remove barriers for family engagement in education and school reform efforts. *Objectives/Outcomes:* Develop and disseminate resources that promote effective and meaningful involvement of parents; coordinate efforts and leverage resources to increase parent involvement and raise student achievement, with emphasis on economically disadvantaged learners, ELL, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.

Goal 2: To provide technical assistance, training, and support to South Dakota's SEA, LEAs, Title 1 Schools, Schools in Improvement, and community-based organizations in the areas of parent, family, and community engagement. *Objectives/Outcomes:* Provide support and guidance to SDDOE; provide training to 400 Birth to 5 service providers to build capacity in providing families with evidence-based literacy strategies; provide technical assistance and support to CSI and TSI schools, as requested; develop and deliver training in LEAs, Title 1, and Schools in Improvement schools that builds capacity to develop and implement effective policies and strategies for family, parent, and community involvement; and conduct trainings for community-based organizations to support families and prepare students as they transition out of the K-12 environment into post-secondary education, training, and/or apprenticeships.

Goal 3: To provide training, resources, and support to parents (with a special emphasis on parents of disadvantaged students) so that they effectively advocate for and participate in their child's academic growth and success. *Objectives/Outcomes:* Develop, acquire, and disseminate informational resources which provide relevant, concise, and easily understood information related to student achievement, school accountability, parental options and opportunities to 20,000 parents; deliver information/training workshops to 800 parents that build their knowledge and capacity to share responsibility for student achievement; increase the capacity of 150 parents to assume leadership roles in the development of parent involvement policies.

Goal 4: To inform the development of consistent communication and marketing tools among all stakeholders. *Objectives/Outcomes:* Develop a statewide advisory committee as a vehicle to increase communication and coordination in family, parent, and community involvement; and develop, acquire, and disseminate 3000 web-based, social media, print, or marketing resources that increase knowledge of family, parent, and community engagement.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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South Dakota Statewide Family Engagement Center Project Narrative (CFDA: 84.310A)

PROJECT DESIGN: Introduction

The West River Foundation presents the **South Dakota Statewide Family Engagement Center (SD SFEC)** proposal in response to the U.S. Department of Education Office of Innovation and Improvement's call for proposals to establish Statewide Family Engagement Centers (SFECs) that implement and enhance systemic and effective family engagement policies, programs, and activities designed to lead to improvements in student development and academic achievement. The strategies and efforts of the SD SFEC will strengthen partnerships between 1) parents of children Birth to K with an emphasis on early literacy, 2) between parents and schools toward improved student academic achievement, particularly in the state's lowest performing schools and with an additional emphasis on economically disadvantaged learners, English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students, and 3) support families and prepare students as they transition out of the K-12 environment into post-secondary education, training, and/or apprenticeships. Therefore, as sanctioned by the Every Student Succeeds Act (ESSA) through the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, and as laid out with the South Dakota ESSA Waiver, the SD SFEC will carry out parent education and family engagement in education programs to provide comprehensive training and technical assistance to SEAs, LEAS, and community-based organizations that support family-school partnerships.

West River Foundation will operate and serve as the fiscal agent for the Statewide Family Engagement Center and Black Hills Special Services Cooperative (BHSSC) will provide services and support to oversee project management of all budget expenditures, project goals,

objectives, and activities in partnership with the South Dakota Parent Connection. The South Dakota Department of Education (SDDOE) will partner with the project and act as an advisor for SDDOE programs and initiatives focused on Parent, Family, and Community Engagement. In order to increase communication and interaction among schools, parents, and communities throughout South Dakota, the SD SFEC will work with and support LEAs and community-based organizations that serve high concentrations of disadvantaged students, including students who are English language learners (ELL), minorities, students with disabilities, homeless children and youth, children and youth in foster care, large Native American populations, and migrant students.

The SD SFEC will build on the work of the former South Dakota Parent Resource Network (SDPRN), which was funded through the Parent Information and Resource Center (PIRC) Program from 1995 to 2010 (PIRC funds ended in 2010) and managed through BHSSC in partnership with SDDOE. When the federally funded PIRC programs concluded, there remained a cohort of individuals committed to the belief that student achievement and school success could ONLY be achieved through the meaningful engagement of families. Beginning in 2011, the foundational work of the SDPRN continued to serve as a platform for BHSSC, in partnership with SDDOE, to continue to provide support and training to community-based organizations and school districts through state grants and local contracts. For more than two decades, the Parent Resource Network built its capacity to serve a statewide audience, establish partnerships between parents and their children's schools, and provide information and direct training in support of school success and academic achievement. As a result of the successful and effective supports initiated during the SDPRN project, South Dakota is situated to seamlessly transition and align to the SFEC opportunity using the already established infrastructure and processes in place with BHSSC and SDDOE, and with the additional support from SD Parent

Connection and Community-based organizations, the project can begin to support a larger number of parents and school district across the rural state of South Dakota.

In alignment with the SFEC requirements, SD SFEC will address Competitive Priority 1B (provide families with evidence-based strategies for promoting literacy) and Competitive Priority 2 (provide families with the information and tools they need to make important decisions regarding the educational choice (as defined in this notice) that is most appropriate for their children). By expanding on the SD Parent Resource Network's success in three key areas, SD SFEC will increase high-impact cradle-to-career family, school, and community engagement opportunities and will increase resources that build the capacity of all stakeholders to engage in effective partnerships that support student achievement and school improvement and will increase the number of high-quality educational options available to all families. While 4 key goals and 12 objectives (pages 5-8) frame the work described in this proposal, the three key components of the project synthesize those goals and objectives and will direct the work.

The first key component of the SD SFEC will be a focus on increasing early literacy and family engagement resources for parents of children, Birth to K. Working with SDDOE's Birth to Three Bright Beginnings Program, SDDOE Head Start state collaborator (ages 3-K), and other South Dakota entities focused on supporting young learners, ages 3 to Kindergarten, the SD SFEC will promote parents' understanding of and the ability to contribute to their children's development and will build the capacity of parents to share early literacy experiences with their children. SD SFEC will financially support professional development for statewide service providers who work with children Birth to K in order to build their skills as they work face-to-face with families across the state. All Birth to K service providers participating in SD SFEC activities will have received the Bright Beginnings (a SDDOE

initiative) foundational training prior to participating in Phase II of the project – Professional Development training on early literacy strategies, which will adhere to the Bright Beginnings early literacy research findings.

The second key component of SD SFEC will be a focus on increasing support for young adults transitioning from secondary school environments into postsecondary/career pathways. Working with Career Learning Centers (CLCs) across South Dakota, but particularly with two centers who serve a high percentage of economically disadvantaged, Native American and/or ELL young adult learners, the SD SFEC will support training in financial literacy, across multiple community-based organizations, and will support the hiring of a .50 FTE career counselor who will receive extensive training in evidence-based literacy strategies. The career counselor will then work with CLC staff in order to ensure that they become as skilled in adult literacy strategies, including financial literacy, as their peers who work in more traditional educational settings. In turn, CLC staff will be better prepared to work with young adults and their families who need additional literacy support in order to be successful in their next educational or career pathways.

The final key component of SD SFEC will focus on working directly with South Dakota Comprehensive CSI (Comprehensive) schools identified for school improvement and TSI (Target) schools, as requested by school districts or by SDDOE, in developing and implementing policies and strategies that support active parent, family, and community involvement toward improving schools and raising student achievement. This focus will include developing, acquiring, and disseminating resources to schools and families. In addition, the component will provide professional development for staff; workshops for parents and

families; opportunities for family and community engagement; and training for parents in order to build leadership skills.

Each of the key components will be supported by the development of a statewide advisory committee, which will serve as a vehicle to increase communication and coordination among parents, PTAs, parent organizations, SEA and LEA representatives, and other state and local stakeholders in family, parent, and community involvement. All components will be aligned to the Dual Capacity-Building Framework's goal of building and enhancing the capacity of school staff and of family members in the "4C" areas of 1) capabilities (skills and knowledge), 2) connections (networks), 3) cognition (beliefs, values), and 4) confidence (self-efficacy). (See Conceptual Framework below.)

Conceptual Framework

The SD SFEC's goals are designed to meet the challenges set forth in *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*, a publication of SEDL in collaboration with the U.S. Department of Education. First published in 2013, using many research learnings generated from PIRC research grants, the framework presents a structure for designing family engagement initiatives that build capacity among educators and families to collaborate with one another around student success. Anchored by existing research and best practices, the report scaffolds the development of family engagement strategies, policies, and programs. The research report is supported by three case studies, one at the school level, one at the district level, and one at the county level, that, when synthesized and combined together, "offer a sense of the breadth of possibilities inherent in the Framework" (Mapp & Kuttner, 2013, p.13). In order to address the "lack of opportunities for school/program staff to build the capacity for partnerships" and the "lack of opportunities for families to build the

capacity for partnerships,” this proposal focuses on policy and program goals, aligned to the Dual Capacity-Building Framework’s “4C” areas that build and enhance the capacity of staff/families: Capabilities (skills and knowledge); Connections (networks); Cognition (beliefs, values); and Confidence (self-efficacy).

Outcomes as detailed in project’s logic model (see Appendix) also align to the “4C” areas of the Dual Capacity-Building Framework. The long-term outcomes include the following: 1) Administrators, education staff, and parents/families have effective partnerships to support student learning; 2) Parents/families effectively support their students’ learning; 3) Students have positive transitions to post-secondary opportunities; and 4) State and local stakeholders are aware of effective family engagement strategies. The evaluation of the project will be led by Sigma Associates Incorporated (SAI), a woman-owned evaluation firm (see Appendix for Capacity), and will include both formative and summative evaluation activities to inform the strategic decisions of project leadership and to provide for continuous improvement information for the SD SFEC.

The project’s four goals, corresponding “4C” areas, and objectives follow: (see detailed Goals, Objectives, and Activities in Appendix)

Goal 1: To facilitate collaboration efforts among all stakeholders to develop education policy and systemic initiatives that provide a continuum of services to remove barriers for family engagement in education and school reform efforts. (Dual Capacity-Building Framework Alignment: Capabilities, Connections, Cognition)

1.1 Develop and disseminate information resources to schools and educators in all Title I schools and 20 BIA/Tribal LEAs that promote and guide effective and meaningful involvement of parents from policy to practice.

1.2 Coordinate efforts and leverage resources with other federal, state and local programs to improve the availability and effectiveness of state initiatives and strategies to increase parent involvement and raise student achievement, with emphasis on economically disadvantaged learners, English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.

Goal 2: To provide technical assistance, training, and support to South Dakota’s SEA, LEAs, Title 1 Schools, Schools in Improvement, and community-based organizations in the areas of parent, family, and community engagement. (Dual Capacity-Building Framework Alignment: Capabilities, Connections, Confidence)

2.1 Provide support and guidance to SDDOE in developing and implementing statewide initiatives focused on parent, family, and community engagement.

2.2 Provide training to 400 Birth to 5 statewide service providers to build capacity in providing families with evidence-based strategies for promoting literacy.

2.3 Provide technical assistance and support to CSI (Comprehensive) schools identified for school improvement and to TSI (Target) schools, as requested by school districts or by SDDOE, in developing and implementing policies and strategies that support active parent, family, and community involvement toward improving schools and raising student achievement.

2.4 Develop and deliver training to 800 administrators and teachers in LEAs, Title 1, and Schools in Improvement schools that builds capacity to develop and implement effective policies and strategies for family, parent, and community involvement in response to the provisions of Title I, ESSA, and the needs of local schools, students, and parents.

2.5 Conduct trainings for community-based organizations to support families and prepare students as they transition out of the K-12 environment into post-secondary education, training, and/or apprenticeships.

Goal 3: To provide training, resources, and support to parents (with a special emphasis on parents of disadvantaged students) so that they effectively advocate for and participate in their child's academic growth and success. (Dual Capacity-Building Framework Alignment: Capabilities, Cognition, Confidence)

3.1 Develop, acquire, and disseminate informational resources which provide relevant, concise, and easily understood information related to student achievement, school accountability, parental options and opportunities to 20,000 parents (including low income parents) throughout South Dakota with emphasis on reaching parents of English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.

3.2 Deliver information/training workshops to 800 parents that build their knowledge and capacity to share responsibility for student achievement, effectively partner with local schools and educators, and exercise opportunities and options provided through ESSA.

3.3 Increase the capacity of 150 parents to assume leadership roles in the development of parent involvement policies and strategies that improve local schools, increase parent involvement in student learning from cradle to career, and raise student achievement in Title I schools identified for school improvement through foundational materials from *Serving on Groups That Make Decisions: A Guide for Families*.

Goal 4: To inform the development of consistent communication and marketing tools among all stakeholders. (Dual Capacity-Building Framework Alignment: Capabilities, Connections)

4.1 Develop a statewide advisory committee as a vehicle to increase communication and coordination among parents, parent organizations, SEA and LEA federal program administrators, and other state and local stakeholders in family, parent, and community involvement.

4.2 Develop, acquire, and disseminate 3000 web-based, social media, print, or marketing resources that increase knowledge of family, parent, and community engagement.

Research/Effective Practices Reflected in Key Design Components

SD SFEC's goals and objectives, along with the key focus components, reflect up-to-date knowledge from research and effective practice.

SD SFEC will expand on the statewide **Bright Beginnings** project, which adheres to the design and processes of the Getting Ready program, developed in 2004 by University of Nebraska-Lincoln faculty. Getting Ready reflects current best practices in family engagement and has been positively evaluated in three randomized controlled trials (the first funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services and the U.S. Department of Health and Human Services' National Institute of Child Health and Human Development, Administration for Children and Families, and the Office of the Assistant Secretary for Planning and Evaluation; the second funded by the U.S. Department of Education's Institute of Education Sciences; and the third currently funded by the U.S. Department of Health and Human Services' Administration for Children and Families).

Getting Ready was selected as a model by the SDDOE because it reflected the same goals and outcomes that the project was seeking to achieve through its Bright Beginnings program. According to a University of Nebraska-Lincoln Getting Ready Descriptor Handout (Refer to Additional Appendix Document) and overview, the program "is a child- and parent-

focused, strengths-based intervention aimed at enhancing the school readiness of young children birth to age five who are growing up in adverse socioeconomic conditions” (Sheridan & Knoche, n.d., p.1). Evidence from the first randomized trial indicated a positive effect on family engagement and school readiness including improved social competencies, self-regulation, and early literacy skills. In particular, findings indicated marked improvement in children’s language and early literacy skills, including their use of language, early reading and writing skills. Expressive language improved among children identified as having a developmental concern (Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010; Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011; Sheridan, Knoche, Edwards, Clarke, Kim, & Kupzyk, 2014). Additionally, data indicated that the Getting Ready intervention was effective at improving parenting behaviors known to support positive child outcomes. Compared to their counterparts in the control condition, parents in the Getting Ready treatment group interacted with their children using a greater degree of warmth and sensitivity, demonstrated more skills to support their children’s autonomy, provided more appropriate supports for their children’s learning, and offered their children more appropriate guidance and directives (Knoche, Edwards, Sheridan, Kupzyk, Marvin, Cline, & Clarke, 2012). Finally, data indicated that the intervention was implemented with fidelity and received favorably by early childhood professionals (Knoche, Sheridan, Edwards, & Osborn, 2010; Edwards, Hart, Rasmussen, Haw, & Sheridan, 2009; Brown, Knoche, Edwards, & Sheridan, 2009).

The second key component of SD SFEC increases support for young adults transitioning from secondary school environments into postsecondary/career pathways. The component will provide young adults with financial literacy training, provide financial literacy train-the-training trainings to community-based staff members, and train Career Learning Center staff on literacy

strategies and supports aligned to K-12 literacy approaches. The literacy strategies will align to interventions as outlined in the What Works Clearinghouse 2008's Practice Guide title *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. The Practice Guide presents recommendations demonstrating moderate or strong evidence for increasing the reading ability of adolescent students. The recommendations aim to help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention. Literacy strategies will be integrated into various components of the SD SFEC project including parent resources and professional development for school and Career Learning Staff. The Practice Guide suggests educators and parents use adolescent literacy strategies that:

- Provide explicit vocabulary instruction (strong evidence);
- Provide direct and explicit comprehension strategy instruction (strong evidence);
- Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence);
- Increase student motivation and engagement in literacy learning (moderate evidence);
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialist (strong evidence).

In addition to literacy strategies aligned to K-12 approaches, the second component will include the integration of financial literacy strategies designed to help at-risk students for and meet the financial challenges they will encounter as adults. The National Financial Education Council indicates research has shown that programs teaching financial literacy to young adults result in an increased ability to move toward financial success in their adult lives. According to the U.S. Department of the Treasury, individuals who receive personal finance education have

higher rates of savings, make bigger contributions to their retirement accounts, and have a higher net worth (“Youth Financial,” n.d.). In 2010, President Barrack Obama signed an Executive Order creating the President’s Advisory Council on Financial Literacy. The council’s final report, published in 2013, found that financial literacy education “should be lifelong, beginning with parents in the home, continuing through elementary and secondary school, and persisting into adulthood.” Furthermore, the report emphasized that the government should take on a role in supporting the introduction of financial literacy strategies in homes, schools, and communities (“There Are Recognized,” n.d.). A key component of the .50 FTE career counselor’s role will be to facilitate financial literacy professional development training.

Key to the project’s success will be the ability of project staff to integrate and align SD SFEC activities with other already introduced or established best practices in the state. For example, the career counselor will support efforts to align the program with Career Launch (see Appendix for Governor’s brief), established in 2017 under the leadership of Governor Dennis Daugaard (see Appendix for Support Letter) to increase student awareness about career opportunities in their communities and help meet South Dakota’s demand for a skilled workforce. Career Launch will provide middle school students with career exploration and high school students with opportunities to gain a workplace experience that complements their studies. The SD Department of Labor (DLR) (see Appendix for Support Letter) and the SD Department of Education (see MOU) are currently partnering with four school districts: Brookings, Yankton, Rapid City, and Sioux Falls. Daugaard has stated that South Dakota is “encouraging high schools to expand the availability of work-based experiences, such as apprenticeships, internships, or job shadowing during school. The best way for young people to learn about careers and find fields they like, or don’t like, is to experience them” (*Career Launch Brief, 2018*).

The third key component of the project is to provide comprehensive training, technical assistance, support, and resources to state and local educational staff and to families (with a special emphasis on families with disadvantaged students) to promote literacy and positive family engagement in student learning. The work presented within this proposal aligns to the *Dual Capacity-Building Framework for Family-School Partnerships*. By outlining the goals and conditions necessary to create family engagement efforts linked to student achievement and school improvement, the framework has been and will continue to be the foundation for the work integrated into South Dakota schools and communities. Project team members will work closely with SDDOE staff who are finalizing the Family, Culture, and Climate component of the state's recently developed Comprehensive Needs Assessment, driven from the SDDOE's Division of Educational Services and Supports (see Appendix for MOU).

Embedded in this component is an emphasis on developing the capacity of parents to become more active and involved in their children's learning lives, especially parents of economically disadvantaged, ELL, Special Education, and Native American learners. The SD SFEC has outlined a variety of activities focused on enhancing and deepening the role of families in the learning lives of their children by helping them to develop leadership skills and group interaction skills. In order to help families embed those skills into their lives, the SD Parent Connection staff have been certified to facilitate *Serving on Groups That Make Decisions: A Guide for Families* training. The *Serving on Group* process was developed through a U.S. DOE, Office of Special Education Grant and through grants from the Wisconsin Department of Public Instruction. These trainings help parent participants develop skills for serving on groups, for using group tools and processes, for analyzing data, and for understanding the role of families on groups. After participating in the training, parents are better prepared to assume leadership roles among parent and school groups.

The SD SFEC will also expand upon the Family Friendly Walk Through process initiated in 2014 with support from the SDDOE and facilitated by BHSSC's Community, Family, and Special Services Division. As SDDOE continues to implement its approved ESSA waiver and schools transition to Schools in Improvement status, the focus on family and community engagement, culture, and school climate will be a key factor in student success. Key components within the current Family Engagement contract between SDDOE and BHSSC (on a smaller scale from previous PIRC grant) focus on developing jargon free, two-way communication between home and school; providing information on the curriculum of the home and how educators can share this with families; building the capacity of educators to effectively communicate with families and community; developing, updating, training, and implementing the resources provided in the SDDOE Toolkit: *South Dakota Guide to Inspiring Partnerships Between Home and School* (see Appendix), and conducting Family Friendly Walk Throughs to provide schools with commendations and recommendations for addressing family and community engagement strategies.

As this work moves forward, it must include considerations of additional factors that affect student learning such as school climate, school culture, building relationships, and thinking about how to introduce out-of-the-box strategies to engage parents. Additionally, it will be important for Parent and Family consultants to attend School Improvement meetings with schools when working with the Family, Community, and Culture component within the newly developed Comprehensive Needs Assessment process. In order for a child to succeed academically, research shows there needs to be leadership, solid curriculum, and instruction, BUT, just as important are factors such as strong parent-community-school ties and a student-centered learning climate. These factors are identified and described in great detail as a part of the research related to family and community engagement, culture, and school climate conducted within hundreds of schools identified for school improvement. The research shows how some schools succeeded and some did not; the results of the research are detailed in the book: *“Organizing Schools for*

Improvement Lessons from Chicago” (2009) and aligned to the *Dual Capacity-Building Framework for Family-School Partnerships* by USDOE (2013). When developing resources, materials, and trainings for high-need, high-poverty schools, the BHSSC team uses both documents.

Research, including research supporting the Dual Capacity-Building Framework, shows that family engagement efforts should be linked to learning. Framework author, Karen Mapp, emphasizes “the most important practice to integrate into any family engagement initiative is to link that initiative to student learning and development” (Thiers, 2017). The SD SFEC family friendly walk through process embeds links to student learning and development. The Family Friendly Walk Through Checklist (see Appendix) asks families to observe and reflect on learning connections and resources available to them and used by them to interact with their student learners. However, in order to align with the processes and conditions embedded in the Dual Capacity-Building Framework, SD SFEC’s family friendly walk through will go well beyond initial family visits to schools. The following four-phase process will be followed by SD SFEC facilitators:

1. Conduct Family Friendly walk through with team of parents, family, community, teachers, and school/district administration.
2. Write report with commendations and recommendations, present to walk through team – including families and educators.
3. Provide support to school on analyzing the report, identifying implementation option, and developing family and community engagement plan.
4. Support school in implementing plan with opportunities for parents and community to provide input.

Capacity Building and Sustainability

The partners in this project have all demonstrated success in building capacity and in sustaining projects after funding has ceased. Their long history of providing professional development to parents and educational entities reflects their ability to build capacity—both within the organization among professional staff and outside the organization among those who participate in learning opportunities.

A prime example of project sustainability is continued support for services, which originated with PIRC funding. Programs and trainings developed during the PIRC project and through the SDPRN have continued. Other agencies and divisions, including the SDDOE and BHSSC divisions, have committed time and funds according to the current ESEA plan in order to support continued projects established from the SDPRN. For example, The Family, Community, and Special Services Division of BHSSC has continued supports and trainings established from the South Dakota Parent Information Resource Center (on a smaller scale), which provided resources for parents and educators. In addition, support from the SDDOE, one of the partners in this proposal, and independent contracts with school districts has allowed programs to continue at a statewide level even though federal assistance ended eight years ago. The projects continued presence in South Dakota reflects the ability of project partners and staff to develop relationships with families, schools, and communities who, in turn, have become invested in sustaining services and in carrying out the project's vision. Another example of continued support is the BHSSC Education and Workforce Division, for over 35 years, providing support for young adults and adults, ages 14 and over, on job specific training, GED preparation classes, adult basic education, English-as-a-Second Language instruction, computer and keyboarding classes, and alternative high school learning.

South Dakota Parent Connection (SDPC), project partner, also has a long history of providing information, training, and resources to South Dakota families with children/youth with disabilities and/or special needs, and the professionals serving them. Since 1985, SDPC has served as the states' only Parent Training and Information Center (PTI), funded by Office of Special Education Programs, U.S. Department of Education. SDPC provides parents of children with disabilities, including typically underserved parents, high quality information, individual assistance, and training to empower them to participate cooperatively and effectively in helping their children meet developmental and functional goals and the challenging academic achievement standards that have been established for all children. SDPC also focuses on providing youth and their parents with information, individual assistance, and training to increase the capacity of youth to be effective self-advocates in improving outcomes in transition services and post-secondary options. The project emphasizes meeting the needs of traditionally underrepresented populations, including growing numbers of American Indian, Hispanic, refugee, and deaf/hearing impaired.

MANAGEMENT PLAN

This project will support schools, K-12, across South Dakota, specifically Title I, CSI, TSI and schools that serve a high number of economically disadvantaged, ELL and/or Native American students, and community-based organizations. In addition, the project will work with and provide resource for the state's Birth – K early learning programs and community-based organizations providing supports to young adults. The Management Team named within this proposal will provide technical assistance and support through the development and distribution of resources that build the capacity of organizations, schools, and families to partner together to address the issues of school improvement and student achievement. Resources, trainings, meetings, and supports will align with

the South Dakota's newly developed Comprehensive Needs Assessment System focused on the Family, Community, and Culture component within that system.

Diversity of Perspectives

South Dakota's SFEC proposal recognizes that its overall success will be dependent upon the project's overall ability to not only address the needs of the target populations identified within the proposal, but also to include those diverse populations in the design, progress, and overall management of the project. Therefore, in addition to key members of the project's management team, the SFEC's advisory committee will include 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, including BIE/BIA/and Tribal entities.

Collaboration and Adequacy

Management team members named in this proposal have been integral in efforts throughout South Dakota to increase family engagement in student learning, Birth – 12+. Team members named in this proposal have extensive family and community engagement experience not only with school districts across South Dakota (including extensive experience within the Huron and Rapid City school districts identified as key districts for this proposal), but also working on all nine Native American Reservations and districts with large ELL populations. The team will utilize their expertise and past successes to implement innovative, evidence-based ideas to increase success in family and community engagement, culture, and school climate areas and will assist schools in preparation for the changes required in ESSA, specifically those changes focused on family and community engagement across all sub-groups of students in South Dakota.

The team has an extensive body of work experiences rooted in research and best practices in family and community engagement, culture, and school climate. Previous and current research from the field of family engagement has resulted in the adoption of the *Dual Capacity-Building Framework for Family-School Partnerships* created by USDOE in 2013 (see Appendix). This framework identifies opportunities and conditions around family and community engagement, culture, and school climate that focus on improving student achievement and school improvement. The team will utilize the four components of the framework to help move the family and community engagement, culture, and school climate work forward within South Dakota.

BHSSC's Community, Family, and Special Services Division, in partnership with SDDOE, currently provides K-12 technical assistance and support in the area of parent and family engagement to School Improvement Schools, to School Support Team Members, and to Title I schools. Additionally, BHSSC manages the Birth to Three program in Western South Dakota. Since 1995, SDDOE and BHSSC have had a solid partnership in the area of family engagement across the state, which began with the work of the federally funded SD Parent Information and Resource Center (SD PIRC). SD PIRC and the SDDOE designed and developed a variety of print and training resources for schools and districts across the state, conducted parent and school-level training, and coordinated and conducted Statewide Parent Conferences.

Since 1995, BHSSC has provided family and community engagement technical assistance and support to South Dakota educators, students, and families. Lori Laughlin, who retired in 2018, previously led the BHSSC's Family, Community, and Special Services Division and was the Director for the SD PIRC project. Additionally, for the past 12 years, Laughlin worked directly with Morgan VonHaden (proposed Project Director) in order to build her expertise and her capacity for utilizing current research, developing partnerships, developing and leading trainings, leading webinars, finding resources for

monthly newsletters, coordinating with local and state entities, and creating the overall vision for innovative, unique ideas in engaging all stakeholders who impact student's lives in the high-need, high-poverty areas where Birth to K and Title I School Improvement efforts are focused. If this proposal is funded, Laughlin will continue to serve as a Senior Consultant, and will serve on the advisory committee, in order to maintain consistency among programming efforts across the state.

Qualifications of Management Team (see Appendix for Vitas):

- **Fiscal Agent: Ron Rosenboom West River Foundation Executive Director .20 FTE:**
West River Foundation (WRF) will serve as the fiscal agent for the submission of the SFEC grant. Rosenboom will work closely with Dr. Pam Lange, BHSSC, to oversee all fiscal components of the grant management and ensure goals and objectives are carried out over all five years of the project. Rosenboom will serve on the advisory committee.
- **LEA: Dr. Pam Lange (Black Hills Special Services Cooperative Director of Community, Family, and Special Services Division and BHSSC Deputy Director) .15 FTE:** BHSSC, in partnership with WRF will provide services and support to oversee project management of all budget expenditures and project goals, objectives, and activities. Lange will serve as the Principal Investigator of the project and will work with all project staff, SDDOE, and SD Parent Connection to plan for implementation of goals, objectives, and activities and with BHSSC business manager to monitor and track all grant expenditures. Lange will lead advisory committee meetings and ensure alignment between all stakeholder groups involved in project; additionally, Lange will be the liaison between SDDOE Leadership Team and grant team members. Lange has extensive knowledge in family, community, and cultural engagement and school improvement efforts. She has developed and led previous Title I data retreat processes, including the Title I Pilot Project that

focused on the four data lenses – including the family and community data dig; presented at the National Title I Conference featuring the results of that pilot project – including the family and community lens; and was the interim Federal Programs Director of Rapid City Area Schools (2016-17). She currently oversees the Pilot Project within the SDDOE Special Education Division on the transition to a Results-Based Accountability System. Lange works with all divisions with SDDOE and helps entities consider consistency (when possible) across all divisions.

- **LEA: Morgan VonHaden (Black Hills Special Services Cooperative Family and Community Engagement Specialist) 1 FTE:** If funded, VonHaden will become the Project Director for the South Dakota Statewide Family Engagement Center. VonHaden served under previous Director, Laughlin and is currently working as the project lead on the Statewide Family, Community, and Culture Engagement Grant funded through SDDOE. VonHaden will serve on the advisory committee. VonHaden has been responsible for developing Family and Community Engagement services for Title I Schools specific to the Rapid City Area Schools (RCAS) Strategic Plan. She recruits and coordinates the activities of individuals and organizations willing to offer programs and services at the schools to meet the needs of students, families, and community members. She assists the RCAS Federal Programs Director in monitoring family and community goals and objectives. She is the Title I Family and Community Engagement Coordinator for RCAS, an Opportunity Coach (focus on families fighting poverty), and part of the Prosperity Initiative in Rapid City. She has also worked extensively with the RCAS district, especially in her role from 2011 to 2017 as the North Rapid (99% Native American) Community School Coordinator (under the director of Lori Laughlin), to identify and implement strategies to build relationships between RCAS and families and community partners. For more than a decade, she has worked extensively with

Laughlin in order to build her expertise in family engagement initiatives and efforts throughout the state. She has also focused professional efforts on building her leadership skills and was named a Rapid City Collective Emerging Leader in 2018. Lange and VonHaden will present at the National Families Learning Conference (September 2018) on *Family Engagement Strategies: Not Everyone Fits Inside a Box*.

- **Outside Consultant: Lori Laughlin (Former Director of Community, Family, and Special Services Division and Project Director for South Dakota Parent Information Resource Grant) Up to 20 days per year:** Laughlin will serve as a Senior Consultant for the planning period of the grant. In years 2-5, Laughlin will serve on an as-needed basis. Laughlin will serve on the advisory committee. Laughlin will be available to consult with VonHaden on an as-needed basis. Laughlin has extensive knowledge and background in parent and family engagement making her the perfect candidate to support VonHaden in this work. Beginning in 2002, Laughlin worked as the Project Coordinator for the SD Parent Information and Resource Center (SD PIRC), a federally funded project from the US DOE – Office of Innovation and Improvement. SD PIRC had been a continually federally funded project since 1995. When the No Child Left Behind Act was initiated, the work of the SD PIRC was directly tied to several of its components. In particular, a key area identified for improvement was the process of helping families understand the legal options and the opportunities available to them. Specific resources and training programs were developed that addressed the specific program requirements: informing families about School Choice, Supplement Educational Services, and providing families with information on the school accountability system. Additionally, Laughlin has led the SDDOE Family and Community Engagement work since 2011 – with support of additional consultants on an as-needed basis.

- **SEA: The SDDOE Representative, assigned and supported by DOE:** The SDDOE representative will work closely with the SD SFEC Project Director to align any SDDOE activities or initiatives funded through the SD SFEC project. The SDDOE representative will serve on the advisory committee.
- **Community-Based Organization: Lisa Sanderson (Parent Connection Grants Manager and Project Director) and Carla Miller (Executive Director Parent Connection) 96 contracted days per year:** Sanderson and Miller will serve on the grant management team to plan and implement statewide initiatives developed through the SFEC grant and participate in project advisory committee meetings. Both will partner with BHSSC to provide trainings to educators, parents, families, and community-based organizations and will participate in development of family friendly resources and support communications and messaging outreach through trainings, websites, social media and publications.
- **Community-Based Organization: Gloria Pluimer (Director of the Black Hills Career Learning Center) In-kind:** Pluimer will serve on the grant management team to plan and implement statewide initiatives focused on adult literacy, financial literacy, and transition out of the K-12 environment into post-secondary education, training, and/or apprenticeships. Pluimer will also serve on the advisory committee.

ADEQUACY OF RESOURCES

Project resources will be used primarily to develop/disseminate information, training, and technical assistance to schools, families, and community-based agencies on: promoting literacy; implementing policies and strategies that support student achievement, supporting student transition to post-secondary opportunities; developing parent/family leadership opportunities;

coordinating project endeavors with federal, state, and local agencies, and the advisory committee; and communicating with communities about effective parent and family engagement to support student learning.

South Dakota's rural nature has been factored into the development of this proposal. Through the development of various web-based opportunities for professional development, communication, and interaction, this proposal addresses the challenges of working with isolated families, community-based organizations, school districts and/or districts geographically scattered throughout the state. Project staff will develop, acquire, and disseminate 3,000 web-based, social media, print, or marketing resources that increase knowledge of family, parent, and community engagement. In particular, the SD SFEC will create and maintain a website that will serve as an anchor for all project materials and resources and will create SD SFEC Facebook and Twitter accounts. The project will also provide monthly (August to May) newsletters and Family Friendly Campaign posts in order to maintain a consistent presence and support system for parents, schools, and communities.

Relevance and Commitment

The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project are detailed within the signed preliminary MOUs (see Appendix) provided from project partners, which list each partner's Financial, Programmatic, and Long-term Sustainability agreements. To ensure success of the project, each partner agrees to the following staffing:

- West River Foundation (WRF) as the fiscal agent. WRF will provide all financial oversight of the project. .20 FTE (In-kind) for Executive Director Ron Rosenboom.

- Black Hills Special Services Cooperative (BHSSC) will provide services and support to oversee project management of all budget expenditures and project goals, objectives, and activities. BHSSC will staff: .15% Principal Investigator (5% in-kind); 1 FTE Project Director; 1 FTE Family and Community Engagement Learning Specialist for K-12: High-need/Schools in School Improvement; 1 FTE Family and Community Engagement Learning Specialist K-12: High-need districts – special focus on ELL and 9 Native American Reservations; .5 FTE Family and Community Engagement Learning Specialist (Birth to 5 and Young Adult and K-12: BIE/Tribal Schools); .5 FTE Community-Based Organization Career Coach; Online instructor for three online courses per year; Birth to Three Coordinator .10 FTE; Data Collection Specialist to work with research project 2 days per month; and 1 FTE Support Staff.
- South Dakota Parent Connection will serve on the grant management team to plan and implement statewide initiatives developed through the SFEC grant and participate in project Advisory Council meetings. BHSSC will contract with Parent Connection for 96 days per year to plan and provide trainings to educators, parents, families, and community-based organizations and to support communications/messaging outreach through trainings, organizational website, social media and publications.
- South Dakota Department of Education (SDDOE) will partner with BHSSC and Parent Connection to provide guidance in the development of goals, objectives, and activities and will provide staff time for division leaders to meet with grant management team when developing initiatives specific to their divisions.
- External Evaluator: Sigma, Inc. will carry out all outside evaluation activities, will work closely with each partner to request data for research project, will meet bi-yearly with

advisory committee, and will provide quarterly reports to management team to ensure formative assessment is occurring throughout project (see Appendix for Detailed Evaluation Plan and Timeline of Activities).

Reasonable Costs and Potential Significance

The success of the project will focus on four overarching goals, 12 objectives, and activities focused on the following areas: Statewide Systemic Initiatives and Policy Development; Partner Organizations, Teachers, and Educational Staff; Parents, Families, and Community-Based organization; and Communication, Marketing, and Messaging to all Stakeholders as it pertains to Parent, Family, and Community Engagement.

The attached budget narrative describes, in detail per category, full expenditure for each of the five-year grant periods. The proposed project start date is January 1, 2019. The project will utilize a six-month planning period from January 1-June 30, 2019. Full implementation will begin July 1, 2019 and run through December 31, 2019; (Year 2) January 1, 2020 and run through December 31, 2020; (Year 3) January 1, 2021 and run through December 31, 2021; (Year 4) January 1, 2022 and run through December 31, 2022; (Year 5) January 1, 2023 and run through December 31, 2023.

Costs per grant period include the following budget amounts (see Budget Narrative Appendix for breakdown and description of each category and Goals, Objectives, and Activities for a complete list of Cradle-to-Career grant activities):

- January 1-June 30, 2019. Full implementation will begin (Year 1) July 1, 2019 and run through December 31, 2019: \$885,033 with no match requirement.
- (Year 2) January 1, 2020 and run through December 31, 2020: \$897,458 with \$134,619 match requirement.

- (Year 3) January 1, 2021 and run through December 31, 2021: \$908,987 with \$136,348 match requirement.
- (Year 4) January 1, 2022 and run through December 31, 2022: \$920,862 with \$138,129 match requirement.
- (Year 5) January 1, 2023 and run through December 31, 2023: \$931,576 with \$139,736 match requirement.

A 15% match requirement for Years 2-5 will be covered through the following:

In-Kind personnel expenses from West River Foundation, Black Hills Special Services Cooperative, SD Parent Connection, and Career Learning Center of the Black Hills. In addition, school districts will provide travel and per diem expenses to staff when attending regional training events. Partners and community-based organizations will provide volunteer hours, training rooms, and technology during presentations. Outside evaluators will support \$20,000 per year in-kind personnel hours.

This project has the potential to significantly impact the lives of students, families, schools, and communities across the state, and nationally through social media exposure. However, its greatest impact will be on those with the greatest need, in particular the economically disadvantaged, minority, Native American students and families, and/or ELL students and families. As detailed in the project Goals, Objectives, and Activities (summarized in Project Design above and in Appendix), the focus on these populations is both intentional and explicit. The project evaluation will explicitly address (see Logic Model, Appendix) the project's success at providing comprehensive training and technical assistance to state and local educational staff, and families (with a special emphasis on families with disadvantaged students) in order to promote literacy and positive family engagement in student learning.

Reasonable Costs in Relation to Population Served

The project focuses on supporting families from cradle-to-career. The information provided below represents the number of participants, parents, families, school districts, community-based organizations impacted by the grant activities. Refer to Appendix attachments for Goals, Objectives, and Activities and Budget Narrative for a complete breakdown of activities, per organization or entity, and description of costs associated with each area.

- **Families, Parents, Community-Based Organizations:**
 - Will train over 800 parents face-to-face or online to build their knowledge and capacity to share responsibility for student achievement, effectively partner with local schools and educators, and exercise opportunities and options provided through ESSA.
 - Will train 150 Parents/Families to assume leadership roles in the development of parent involvement policies and strategies that improve local schools, increase parent involvement in student learning from cradle to career, and raise student achievement
- **Birth to Five:**
 - Will train over 400 service providers to build capacity in providing families with evidence-based strategies for promoting literacy.
 - Will reach over 1,500 families each year (6,000 families) face-to-face to provide resources and evidence-based strategies for promoting literacy.
- **K-12:**
 - South Dakota has 149 school districts and 20 BIA/BIE/Tribal organizations the grant will work with in developing and implementing policies and strategies that

support active parent, family, and community involvement toward improving schools and raising student achievement (emphasis on economically disadvantaged learners, English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.)

- Will train and support over 800 administrators and teachers in LEAs, Title 1, and Schools in Improvement schools that builds capacity to develop and implement effective policies and strategies for family, parent, and community involvement in response to the provisions of Title I, ESSA, and the needs of local schools, students, and parents.
- Will support all school districts in CSI (approximately 25)
- Will offer support and training to TSI school district (approximately 75)
- Will offer regional training opportunities to all other school districts (49)
- All 20 BIA/BIE/Tribal entities will be offered regional training and/or face-to-face onsite support
- **Career Learning Centers (Young Adults/Financial Literacy):**
 - Will train 30+ educators who work within South Dakota's Career Learning Centers to support families and prepare students as they transition out of the K-12 environment into post-secondary education, training, and/or apprenticeships.
 - Will host Four Financial Literacy trainings each year for four years; and 2 trainings in final grant six-month period (50 participants per training). Y1-4: 800 participants; Y5: 100. Total impact 900 individuals
- **Printed resources and social media (Cradle-to-Career)**

- Disseminate informational resources that provide relevant, concise, and easily understood information related to student achievement, school accountability, parental options and opportunities to 20,000 parents.
- Disseminate 3,000 web-based, social media, print, or marketing resources that increase knowledge of family, parent, and community engagement.

QUALITY OF PROJECT EVALUATION

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

To assess the extent to which the South Dakota Statewide Family Engagement Center (SD FEC) goals, objectives, and outcomes are achieved, the project will utilize an external evaluator to implement a comprehensive evaluation plan. The SD SFEC management team is committed to having an impartial and unbiased assessment of the value of the technical assistance and training activities as the team relates to achieving the intended outcomes. The information provided by the external evaluator ensures that 1) SD SFEC's work to achieve the outcomes identified in this proposal will be implemented with fidelity, and 2) that the investment made by the Office of Innovation and Improvement has benefitted families of all types by supporting families and educators in increasing family engagement in schools.

Once funding for this project has been confirmed, Sigma Associates Incorporated (SAI), a woman-owned evaluation firm, will be contracted to conduct both formative and summative evaluation activities to inform the strategic decisions of project leadership and provide for continuous improvement information for the South Dakota Statewide Family Engagement Center (see Appendix for a description of SAI's related experience and curriculum vitae). SAI

evaluators have extensive experience in developing evaluation strategies and methodologies designed to provide both formative and summative information to support project leadership and have conducted numerous evaluations of USDE-funded projects (e.g., Personnel Preparation projects, Media and Technology projects, State Personnel Development projects). SAI evaluators are highly experienced in terms of understanding and addressing the requirements of the Government Performance Reporting Act (GPRA) performance measurement system and will assist SD SFEC in its annual reporting of these requirements.

A project logic model (see Appendix) has been developed to ensure that there are clear connections between the major project objectives and activities, the outputs resulting from implementation of those activities, and short, mid and long- term outcomes that will result from implementing the project activities. The logic model serves as the foundation for describing the overall evaluation of the SD SFEC. The purpose of the evaluation will be to provide formative and summative data to the project's Leadership, its stakeholders, and to USDE to: 1) support the planning, development, and implementation of the objectives and activities so that continuous improvements can be made to enhance the outcomes of the SD SFEC, and 2) to determine the worth and value of the SD SFEC with regard to achieving its short, mid, and long- term outcomes needed to meet its overarching goal. Briefly, formative evaluation information is that which the SD SFEC can use to continuously monitor project activities and make adjustments or mid-course corrections as necessary. Projects such as this, even though carefully planned, can be subject to unanticipated events which require project leadership to rethink strategies and move the project back on course—this is the generally the purpose of formative evaluation—providing project leadership with ongoing, progress monitoring information. Summative evaluation is making a judgment with regard to the merit or worth of the project. Simply put, summative

evaluation asks “How effective were the SD SFEC activities in ensuring the project reached its goal?” The summative evaluation will assess the extent to which the SD SFEC project has met its objectives relative to the short, mid, and long-term outcomes. As such, summative evaluation is designed to assess the merit or worth of the program overall, providing funders and other stakeholders with information that answers the question, “Should this project be funded in the future?”

SAI will ground the evaluation using a mixed-methods approach, utilizing such strategies as: 1) triangulating the data, 2) analyzing multiple data sources (e.g., surveys, interviews, document reviews, web analytics), 3) employing rigorous data analysis strategies, (e.g., Regression Discontinuity), and 4) engaging in frequent and continuous reporting of formative information. These strategies will allow evaluators to determine the extent to which the SD SFEC has achieved its outcomes and goals. The Logic Model was utilized to align project goals, outcomes, performance measures - both the required program measures identified in the Government Performance Reporting Act (GPRA) as well as project measures specific to this proposal; additionally, to guide the work. The comprehensive evaluation plan can be found in the Additional Appendix Document. SAI will work in partnership with the SD SFEC’s management team to assess performance measures and ensure methods yield data that provide just-in-time information to support decision making as well as comprehensive assessment of the projects implementation and outcomes.

The external evaluators will develop a set of analysis conditions to guide data integration from the various data collection methods. The analysis of the quantitative data will largely involve the reporting of descriptive statistics, generally, frequencies and percentages, while Regression Discontinuity design will report results associated with the general linear model.

Content analysis techniques will be used to analyze the results of the semi-structured interviews, open-ended survey items, and document reviews. All qualitative data will be transcribed and analyzed using NVivo (QSR International Pty Ltd., (2012) to identify patterns and themes both within and across groups and individuals. An important consideration in the analysis of all data sources will be the question of impact. In order to assess impact, a Regression Discontinuity design will be used to examine hypothesized relationships among variables in relation to the outcomes identified in the logic model.

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

Data Collection Methods

The evaluation will incorporate a variety of qualitative and quantitative data collection methods designed to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes outlined in the logic model; each data collection method is described below. As reported earlier within this section, the project will ground the evaluation by using a mixed-methods approach. All data collection methods are designed to ensure evaluators capture data regarding the performance of the SD SFEC and document project activities so that other states, community-based organizations, and school districts that wish to engage in a replication of this effort have a descriptive roadmap of how to do so.

Document Review- SAI will conduct a quarterly document review of relevant materials including the Center's management plan, meeting agendas and summaries, training and technical assistance logs, online resource and website analytics, communication protocols, and other sources of information that will provide a comprehensive description of yearly activities and will provide data to assess overall project implementation. This review will serve as a basis for

describing project operations and will address the over-arching evaluation questions regarding training and outreach activities, level of staff and community engagement in project activities, and educational staff and family participation in the Center's training, technical assistance, and products. A set of document review protocols will guide the review of the Center's materials.

Communication Mechanism Analytics- Semi-annually, beginning in Year 2, evaluators will collect data via the communication mechanism analytics, to ascertain the numbers and types of communication of SD SFEC resources accessed by end users.

Surveys- Evaluators will conduct a variety of surveys annually or more frequently. One survey will focus on gathering data regarding participants' perceptions of the quality, relevance, usability, and availability of the SD SFEC's technical assistance, training, and products (annually). A second survey, a follow-up training survey, will capture data on the implementation and impact of strategies associated with various training activities conducted by the Center (i.e., at each training). This process will be administered semi-annually following training itself. A third type of survey used will be a pre/post training assessment, which is designed to gauge knowledge change in training participants. Two additional surveys, administered in Years 3 and 5, will include the parent/family survey which will assess the extent to which parents report they know how to assist their students' learning at home and the pre/post survey of transitioning students, which will capture data regarding the extent to which students report they were well-prepared for transition from their K-12 environment.

Interviews- Interviews will be conducted in Years 3 and 5. Evaluators will conduct interviews annually with a sample of stakeholders as well as with a sample of parents and families. The intent of the interviews is to gather more in-depth information regarding the extent to which stakeholders report they are aware of effective family engagement strategies and the

extent to which parents and families report they are capable and confident in support their students' learning.

Regression Discontinuity Design- A final method of assessment includes conducting an in-depth study to examine the impact of the *Family Friendly Walk Through* process as it relates the extent to which treatment LEAs/schools integrate family engagement strategies into improvement planning and have effective family engagement practices. This method is described in detail in this section under the heading *The extent to which methods of evaluation will, if well-implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness*. SAI will present and recommend final regression discontinuity parameters and approaches in collaboration with the SD SFEC Management Team and the Project Officer. Evaluators will conduct the Regression Discontinuity design in Years 2-4 of the project period.

On page 35-37, Table 1 provides information regarding the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Additionally, the table presents the project's evaluation work plan activities, deliverables, and timelines. As can be seen in the table, SAI has provided a comprehensive plan that clearly describes evaluation activities (e.g., project management, data collection and analysis, and reporting) as well as corresponding deliverables and associated timelines. As such, the evaluation work plan provides the "roadmap" for ensuring performance feedback and periodic assessment of progress toward the intended outcomes.

Table 1 —Work plan Activities, Deliverables, and Timeline

<i>Activities</i>	<i>Deliverables</i>	<i>Timeline</i>
Project Management 1. Attend initial planning meetings with Project staff to discuss evaluation (onsite)	Draft Evaluation Plan, Logic Model, Performance Measures	Month 1, Year 1

2. Refine evaluation design and instrumentation proposed in grant application based on feedback	Final Evaluation Plan, Logic Model, Performance Measures, Instrumentation	Month 4, Year 1
3. Provide formative evaluation reports and 524B continuation reports to Project Leadership and OSEP	Evaluation Memorandums, 524B performance measure data and narrative	Evaluation Memorandums-after key data collection activities 524B narrative Month 9, Years 1-5
4. Communicate with Project Leadership by phone, email as necessary		On-going throughout project period
Data Collection		
5. Create Master Data Collection Plan	Master Data Collection Plan, update, revise as needed annually	Month 4, Year 1, Updated annually in month 1 of each project year
6. Develop Document Review Protocol, Survey Instruments, Interview Protocol, TA log system	Final Document Review Protocol, Surveys, Interview Protocol, TA log system	Month 5, Year 1, Updated annually in month 1 of each project year
7. Develop sampling strategy for surveys and interviews, and RD design	Sampling Plans	Month 5-6, Year 1
8. Develop RD Outline/Methodology/Specifics	RD Outline/Methodology	Month 6-8, Year 1
9. Review existing project documents		Quarterly, Year 2, conducted annually in each quarter
10. Conduct interviews with sample stakeholders/parents& families		Months 5-8, Year 3 and 5
11. Administer Surveys		Month 9, Year 1, conducted per specifications in method section and annually in month 9
12. Conduct Regression Discontinuity Design		Annually in Years 2-4
13. Review Communication Mechanism Analytics		Semi-annually- Years 2-5
Analysis		
14. Process, clean, enter all data as needed		Month 9 for annual reports, Year 1 - Year 4 Month 8 for final report, Year 5

15. Perform descriptive analyses of the quantitative data and conduct content analyses of qualitative data		Month 9 for annual reports, Year 1 - Year 4 Month 8 for final report, Year 5
Reporting		
16. Review results for each Performance Measure, Goal, and formative/summative evaluation question		Month 10 for annual reports, Year 1 - Year 4, Month 9 for final report, Year 5
17. Prepare annual evaluation reports and 524B continuation report	Annual Evaluation Reports and 524B Continuation Report	Months 10-11 Years 1-4
18. Prepare final evaluation report	Final Summative Evaluation Report and 524B report	90 days after the end of the project period
19. Report Evaluation Findings	Final Reporting	On-going as determined in collaboration with Project Leadership

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

Quasi-Experimental Design—Regression Discontinuity

This project will conduct a Regression Discontinuity (RD) design to examine the impact of the Family Friendly Walk Through as it relates the extent to which treatment LEAs/schools integrate family engagement strategies into improvement planning and have effective family engagement practices. According to Lee & Lemieux (2013) the history of RD can be traced to Thistlethwaite & Campbell who used this method to study the impact on merit awards on future academic outcomes in 1960. Since that time, the use of RD has expanded rapidly in the social sciences and other areas of study where the conditions of having to use quasi-experimental methods are often necessary, such as economics and policy analysis, and epidemiological studies. As a result, it has gained widespread acceptance among many types of researchers in

various disciplinary areas. For example, RD was one of the strategies cited in the publication *Coalition for Evidence-Based Policy*, as a method which could be used as comparison-group design in which to assess the impact of an intervention. RD is an experimental design that is supported by the *What Works Clearinghouse (WWC)* in the event that a randomized controlled trial experiment is not possible.

The conceptual framework on which RD is based clearly supports its use in this project. SAI will use the *Family Friendly Walk Through Process* to establish a cut-off value for two groups: 1) a *treatment group* that will undergo a series of training activities aimed at improving family engagement with school districts, and 2) a *comparison group* that will not receive this aspect of the training. As such, the school districts assigned to just the right and left of the cut-off value are those that will essentially function much like a “randomized trail” and any discontinuity observed in a regression line calculated for the treatment and comparison groups will serve as evidence of a treatment effect.

The treatment group will be provided with training that includes such evidence-based practices associated with types of family engagement developed by Dr. Joyce Epstein and strategies for families recommended by Henderson, Mapp, Johnson & Davies (2007). In addition, parents in the treatment group will receive training to help parents support student learning at home, foster parental involvement, and will be provided with information about school level policies and school compacts. The comparison group will not experience The Family Friendly Walkthrough process. To ensure that covariates are reasonably balanced in terms pretest variance, they will be matched based on demographic and other academically related characteristics using databases maintained by the South Dakota Department of Education. Specifically, treatment and comparison selection process will be conducted by matching school

districts based on data obtained on urbanicity, ethnicity, and academic achievement variables. The latter will be determined by examining district performance on the School Performance Index (SPI), which the state uses to report accountability under ESSA in the areas of English Language Arts (ELA) and Math.

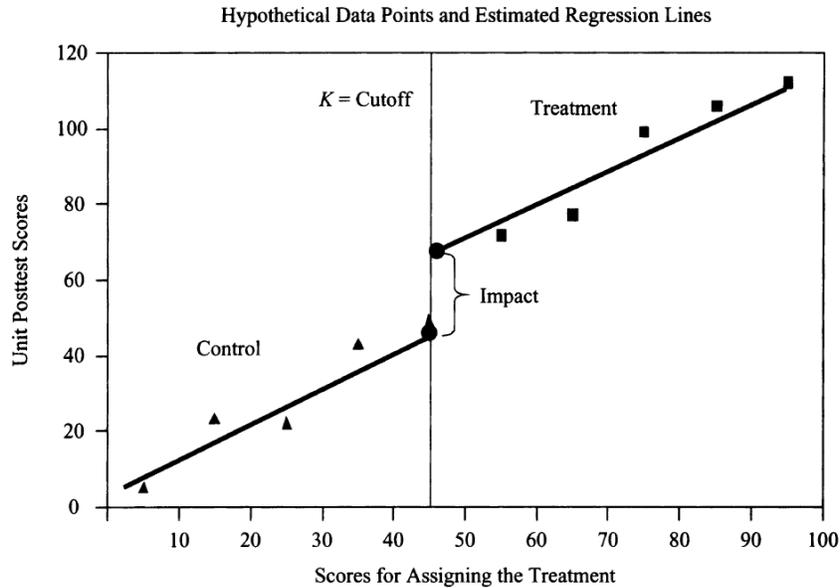
A post-test of the *Family Friendly Walk Through Process* will be administered once the training cycle is completed. The analysis will involve *the following model proposed by Cappelleri & Trochim (2015), for the expected value (E) of y_i which involves the general linear formula:*

$$E(y_i) = \beta_0 + \beta_1 z_i + \beta_2 \tilde{x}_i + \beta_3 \tilde{x}_i z_i + \dots + \beta_{n-1} \tilde{x}_i^s + + \beta_n \tilde{x}_i^s z_i$$

where \tilde{x}_i = administration of the pre-survey for a school district i minus the cut off value; y_i = the post-survey measure for the school district; z_i assignment variable to group, for example 1 = treatment group and 0 = control group; s = the degree of the polynomial associated with \tilde{x}_i ; β_0 = parameter for comparison group intercept; β_1 treatment of effect parameter; β_2 = linear interaction parameter; β_{n-1} = parameter for the s th-order polynomial; β_n = parameter for the s th-order polynomial interaction term.

Preparation for this analysis will begin by first transforming the pre-survey results of *Family Friendly Walk Through Survey* and examining a graphic representation of the relationship. Selection of treatment and comparison groups will occur using a deterministic, i.e., “sharp” versus a “fuzzy” approach. Other steps involve creating the higher order terms and interactions along with refining the model. Once the data has been collected, cleaned, and processed, SAI will use the STATS RDD (i.e., *Statistics-Essentials for R*) extension that is now included as part of IBM SPSS Statistics.

This software will be used to compute slope coefficients, t values, and standard errors as well as graphs to visualize linear relationship, particularly with regard to examining whatever discontinuity can be observed between the two groups. The figure, “*Hypothetical Data Points and Estimated Regression Lines,*” shows a visual depiction of the analysis of outcomes between



treatment and comparison, or in this case “control” groups with the discrepancy shown for each regression line at the cut-off point as an indicator of “impact” or degree of discontinuity between the two groups. The results obtained from this analysis will be used to determine the extent to which the training associated with this project produce promising evidence about the project’s effectiveness with regard to increasing family engagement within K-12 educational settings and/or community-based organizations.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

MEMORANDUM OF UNDERSTANDING
West River Foundation
And
Black Hills Special Services Cooperative

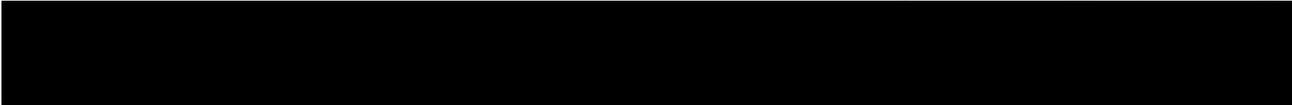
This Memorandum of Understanding (MOU) is entered into by West River Foundation (WRF) and Black Hills Special Services Cooperative (BHSSC).

- A. West River Foundation is a private, non-profit 501(c)3 focused on family engagement, community services, enhanced public education for students with disabilities and teacher innovation, housing, economic expansion, food banks, scholarships, the arts, and early childhood services. WRF has a long history of administering the Parent Information Resource Center Grant (PIRC: 1995 to 2012 - until funding ceased). If funded, WRF agrees to serve as the fiscal agent and grant manager for the South Dakota Statewide Family Engagement Centers Program Grant and will partner with South Dakota Department of Education, Black Hills Special Services Cooperative (BHSSC), and Parent Connection to fully carry out all goals, objectives, and activities submitted within the grant proposal.
- B. As a grant partners, BHSSC agrees to the following:
- a. Financial Responsibility:**
 - i. BHSSC will provide services and support to oversee project management of all budget expenditures and project goals, objectives, and activities.
 - ii. BHSSC's business manager will work closely with West River Foundation to provide all necessary reporting and documentation required by the US Department of Education.
 - iii. BHSSC will match 5% of Dr. Pam Lange's salary to serve as the Principal Investigator for the grant.
 - b. Programmatic Responsibility:**
 - i. BHSSC will administer program activities toward the accomplishment of objectives and related performance indicators stated within the application for federal funds for the overall SDSFEC program.
 - ii. BHSSC will employ and provide appropriate benefits, training, and supervision for project staff.
 - iii. BHSSC will provide progress reports to West River Foundation.
 - iv. BHSSC will maintain and submit all expenditure documentation and fiscal reports to West River Foundation.
 - v. BHSSC will administer the program in compliance with all applicable federal and state laws.
 - c. Long-term Commitment:**
 - i. BHSSC continually identifies and leverages resources across partners to develop and implement project activities, seeks to create and embed highly valued information, resources and concepts of family school partnerships across multiple systems, and establishes partnerships that will sustain project activities. The activities and resources of the proposed SD Statewide Family Engagement Center will be integrated into the day-to-day functions and resources of BHSSC's projects and the focus of collaboration and cooperation with partnering agencies will help ensure that the activities will continue beyond the grant cycle.

- C. This Memorandum of Understanding is effective on date that WRF should receive notification of funding from The Office of Innovation and Improvement, USDOE. It shall be reviewed annually and shall be renewed only upon mutual agreement of West River Foundation and the South Dakota Department of Education.
- D. This agreement shall remain in effect for a period of one (1) year and shall be automatically renewed thereafter on a continuing basis as long as grant funding is available or unless cancelled by either party at any time giving thirty (30) days written notice.

Dr. Joe Hauge
Executive Director, BHSSC

Ron Rosenboom
Executive Director, WRF



Executive Director, BHSSC

Executive Director, WRF

7-25-18

Date

7-25-18

Date

PRELIMINARY

MEMORANDUM OF UNDERSTANDING
West River Foundation
And
South Dakota Department of Education

This Memorandum of Understanding (MOU) is entered into by West River Foundation (WRF) and South Dakota Department of Education (SDDOE).

- A. West River Foundation is a private, non-profit 501(c)3 focused on family engagement, community services, enhanced public education for students with disabilities and teacher innovation, housing, economic expansion, food banks, scholarships, the arts, and early childhood services. WRF has a long history of administering the Parent Information Resource Center Grant (PIRC: 1995 to 2012 - until funding ceased). If funded, WRF agrees to serve as the fiscal agent and grant manager for the South Dakota Statewide Family Engagement Centers Program Grant and will partner with South Dakota Department of Education, Black Hills Special Services Cooperative, and Parent Connection to fully carry out all goals, objectives, and activities submitted within the grant proposal.
- B. As a grant partners, SDDOE agrees to the following:
- a. **Financial Responsibility:**
 - i. SDDOE will have no fiscal responsibility.
 - b. **Programmatic Responsibility:**
 - i. SDDOE will provide staff time to work with the grant management team to plan for all statewide initiatives to be implemented through the SFEC grant.
 - ii. SDDOE will provide staff time to work with the grant management team to develop family engagement resources, promote the materials created throughout the project, participate in social media (when applicable), list all trainings on state's professional development database, and work closely with grant management team to provide data (when applicable) for the evaluation team.
 - iii. SDDOE will provide staff time to work with the grant management team to prioritize needs within each of the South Dakota's highest needs school districts
 - c. **Long-term Commitment:**
 - i. SDDOE will continue to work with all Title schools throughout South Dakota to provide a focus on Family, Community, and Culture Engagement as required through the Every Student Succeeds Act (ESSA).
- C. This Memorandum of Understanding is effective on date that WRF should receive notification of funding from The Office of Innovation and Improvement, USDOE. It shall be reviewed annually and shall be renewed only upon mutual agreement of West River Foundation and the South Dakota Department of Education.

D. This agreement shall remain in effect for a period of one (1) year and shall be automatically renewed thereafter on a continuing basis as long as grant funding is available or unless cancelled by either party at any time giving thirty (30) days written notice.



7-24-18
Date

7-25-18
Date

PRELIMINARY

MEMORANDUM OF UNDERSTANDING
West River Foundation
And
South Dakota Parent Connection

This Memorandum of Understanding (MOU) is entered into by West River Foundation (WRF) and South Dakota Parent Connection (SDPC).

- A. West River Foundation is a private, non-profit 501(c)3 focused on family engagement, community services, enhanced public education for students with disabilities and teacher innovation, housing, economic expansion, food banks, scholarships, the arts, and early childhood services. WRF has a long history of administering the Parent Information Resource Center Grant (PIRC: 1995 to 2012 - until funding ceased). If funded, WRF agrees to serve as the fiscal agent and grant manager for the South Dakota Statewide Family Engagement Centers Program Grant and will partner with South Dakota Department of Education, Black Hills Special Services Cooperative, and Parent Connection to fully carry out all goals, objectives, and activities submitted within the grant proposal.
- B. As a grant partners, South Dakota Parent Connection agrees to the following:
- a. **Financial Responsibility:**
 - i. The Board of Directors of SDPC will oversee contract (project) expenditures. SDPC will participate in identification and documentation of the required minimum 15% project match of non-federal funds.
 - b. **Programmatic Responsibility**
 - i. SDPC staff will partner on grant management team to plan and implement statewide initiatives developed through the SFEC grant and participate project Advisory Councils. SDPC staff will deliver trainings to educator/parents, including Serving on Groups That Make Decisions, to support school parent partnership, parent engagement and parent leadership. SDPC will participate in development of family friendly resources and support communications/messaging outreach through trainings, organizational website, social media and publications. SDPC will partner in data collection and reporting.
 - c. **Long-term Commitment:**
 - i. Identifying and leveraging resources across partners to develop and implement project activities seeks to create and embed highly valued information, resources and concepts of family school partnership across multiple systems, and establishes partnerships that will sustain project activities. The activities and resources of the proposed project will be integrated into the day-to-day functions and resources of SDPC and the habits of collaboration and cooperation with partnering agencies will continue beyond the grant cycle.
- C. This Memorandum of Understanding is effective on date that WRF should receive notification of funding from The Office of Innovation and Improvement, USDOE. It shall be reviewed annually and shall be renewed only upon mutual agreement of West River Foundation and South Dakota Parent Connection.

D. This agreement shall remain in effect for a period of one (1) year and shall be automatically renewed thereafter on a continuing basis as long as grant funding is available or unless cancelled by either party at any time giving thirty (30) days written notice.

SD Parent Connection Representative

Executive Director, WRF

7/24/2018
Date

7-24-18
Date

PRELIMINARY

South Dakota Statewide Family Engagement Center Logic Model

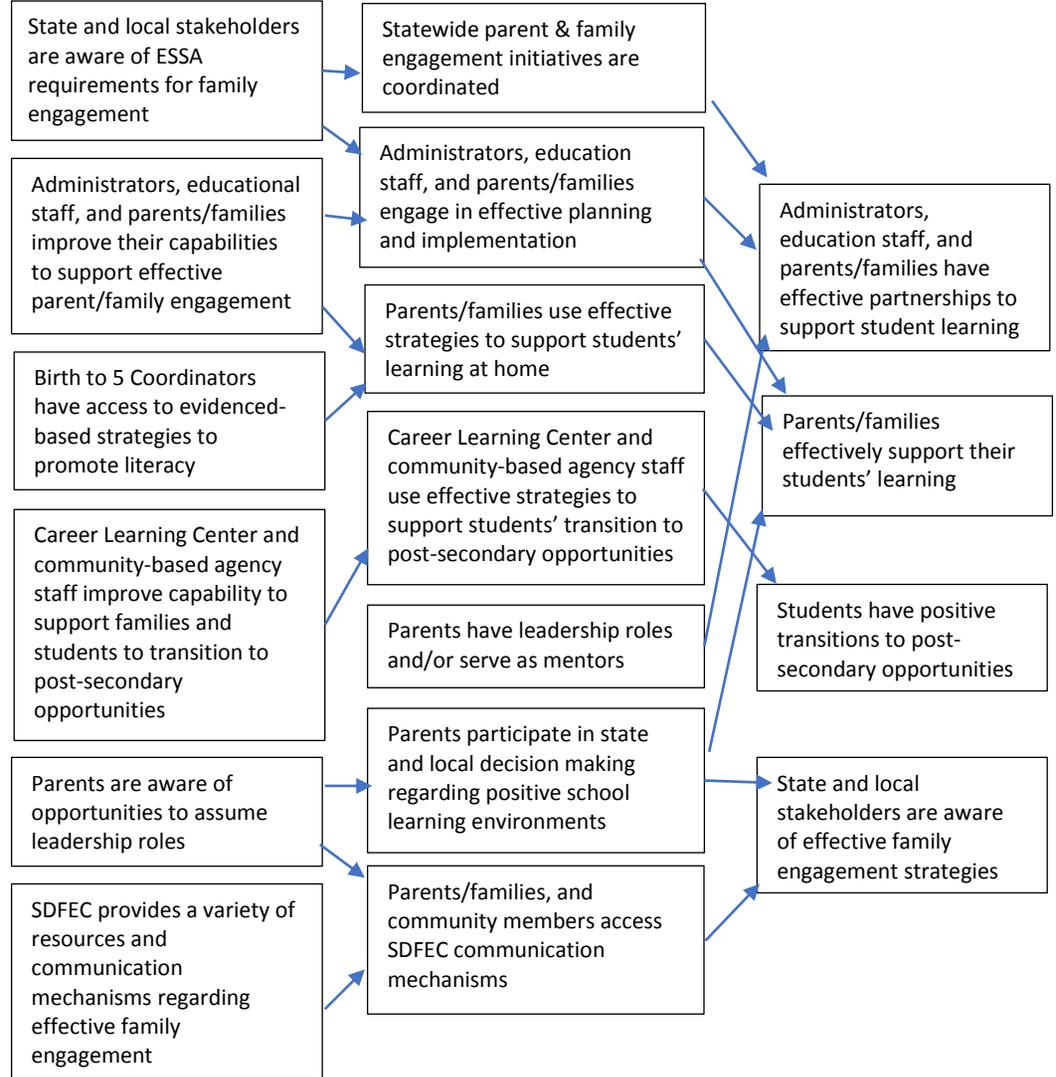
OUTCOMES

Capabilities, Connections, Confidence, and Cognition

Short Term **Mid-term** **Long-Term**

- Activities**
- Develop/disseminate information, training, and technical assistance to schools, families, and community-based agencies on:
 - promoting literacy,
 - implementing policies and strategies that support student achievement,
 - transition to post-secondary opportunities, and
 - parent/family leadership
 - Coordinate with federal, state, & local agencies, and Advisory Committee
 - Communicate with community about effective family engagement to support student learning

- Outputs**
- #/types of initiatives established
 - #/types of policies developed
 - #/types of training materials developed
 - # trainings and TA services conducted
 - # Family Friendly Walkthroughs & follow-up activities conducted
 - #/type of communication mechanisms developed
 - # advisory board meetings conducted
 - # of parent mentors



Overall Evaluation Questions

To what extent were resources, training, and TA high quality? What types of training and TA was provided and who participated?

To what extent did parents, educational staff, and community-based agencies access strategies, opportunities, and resources? To what extent did parents and school partnerships focus on student learning?

To what extent are parents capable and confident in their ability to support their students' learning and transition to post-school opportunities?

South Dakota Statewide Family Engagement Center
Appendix Table of Contents

Required Appendix

File Name: *SDSFECRequiredAppendix*

Signed Preliminary Memorandums of Understanding	1
Logic Model.....	8
Management Team Resumes	9

Additional Appendix

SDSFEC Resources List

SDSFEC Resources	1
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SDSFEC Project Goals, Objectives, and Activities

SDSFEC Project Goals, Objectives, and Activities	1
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SDSFEC Evaluation Documents

Evaluation Plan: Outcomes, Performance Measures, Methodology, and Timelines	1
Sigma Associates, Incorporated Evaluation and Research Capabilities	4
Evaluation Work Plan Activities	5
Evaluation Project Lead Resume: Dr. Maureen Hawes	6

SDSFEC Timeline of Activities

Timeline	1
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SDSFEC Family Friendly Walk Through Documents

Family Friendly Walk Through Checklist	1
Family Friendly Walk Through Educator Survey	5
Family Friendly Walk Through Family Survey	7

SDSFEC Project Research Documents

South Dakota Career Launch Brief (Governor’s Office)	1
Epstein’s Six Types of Parent Involvement	3
South Dakota Getting Ready Project Descriptions	4
Dual Capacity-Building Framework for Family-School Partnerships	8

Resources for South Dakota Statewide Family Engagement Center Project

- Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development: A case study of early childhood professionals in the Getting Ready Project. *Early Education and Development, 20*, 482-506.
- Bryk, A. S., Bender Sebring, P., Allensworth, E., Easton, J. C., & Luppescu, S. (2009). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago.
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- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
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Serving on groups that make decisions: A guide for families. (2013). Madison, WI: Wisconsin Department of Public Instruction.

Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development, 21*, 125-156.

Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology, 49*, 361-383

Sheridan, S.M., Knoche, L.L., Edwards, C.P., Clarke, B.L., Kim, E.M, & Kupzyk, K.A. (2014). Efficacy of the Getting Ready Intervention and the Role of Parental Depression. *Early Education and Development, 25, 1-24.*

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Youth Financial Literacy Statistics Demonstrate Need for Programs. (n.d.). Retrieved July 27, 2018, from National Financial Educators Council website: <https://www.financialeducatorsCouncil.org/youth-financial-literacy-statistics/>

SD Statewide Family Engagement Center Evaluation Plan: Outcomes, Performance Measures, Methodology, and Timelines

Logic Model Outcome	Performance Measure	Methodology	Report Timeline
Short-term			
SDDOE, families, and community-based agencies are aware of ESSA requirements for parent/family engagement [Goal 1]	#/% of training participants report increased understanding of ESSA requirements for parent & family engagement [GPRA #1; GPRA#2]	<ul style="list-style-type: none"> • Document review of training and TA log; description of types and trends. • Descriptive analyses of participant pre/post training assessments 	Quarterly reports beginning in Year 1
Administrators, educational staff, and parents/families improve their capabilities to support effective parent/family engagement [Goal 2]	#/% of training participants who report increase capabilities to support effective family engagement [GPRA#3]	<ul style="list-style-type: none"> • Descriptive analyses of participant pre/post training assessments 	Quarterly reports beginning in Year 1
Career Learning Center and community-based agency staff improve capability to support families to support student as they transition to post-secondary opportunities [Goal 2]	#/% of training participants who report improved capability to support positive transitions [GPRA# 2]	<ul style="list-style-type: none"> • Descriptive analyses of participant pre/post training assessments 	Semi-annually beginning in Year 1
Birth to 5 Coordinators have access to evidenced-based strategies to promote literacy [Goal 2]	# of Birth to 5 Coordinators trained	<ul style="list-style-type: none"> • Document review of training and TA log; description of types and trends 	Quarterly reports beginning in Year 1
Parents are aware of opportunities to assume leadership roles [Goal 3]	# participants in Family Leadership Training Program	<ul style="list-style-type: none"> • Document review of training and TA log 	Semi-annually beginning in Y2
SDFEC provides a variety of resources and communication	#/types of resources developed	<ul style="list-style-type: none"> • Document review of online resources and web sites 	Semi-annually beginning in Year 2

Logic Model Outcome	Performance Measure	Methodology	Report Timeline
mechanisms regarding effective family engagement [Goal 4]			
Mid-Term			
Logic Model Outcome	Performance Measure	Methodology	Report Timeline
Statewide parent & family engagement initiatives are coordinated [Goal 1]	#/% of statewide family engagement initiatives coordinated [GPRA#2]	<ul style="list-style-type: none"> • Document review of meeting minutes/decisions 	Annually beginning in Year 2
Administrators, education staff, and parents/families engage in effective planning and implementation [Goal 2]	<p>% schools who integrate family engagement strategies into improvement planning</p> <p>% parents/families who report having enhanced capacity to work with schools and educational staff effectively [GPRA#4]</p>	Quasi-experimental design using comparative and treatment groups	Annually in Years 2-4
Parents/families use effective strategies to support students' learning at home [Goal 2]	#/% parents who report they know how to assist their students' learning at home [GPRA# 3]	<ul style="list-style-type: none"> • Descriptive analyses of parent survey 	Annually beginning in Y2
Career Learning Center and community-based agency staff use effective strategies to support students' transition to post-secondary opportunities [Goal 2]	% CLC and community-based agency staff report using effective strategies to support positive transitions	<ul style="list-style-type: none"> • Analyses of training follow-up survey 	Annually beginning in Year 2
Parents have leadership roles and/or serve as mentors [Goal 3]	% participants in Family Leadership Training Program who engage in parent teams and/or become mentors [GPRA #3]	<ul style="list-style-type: none"> • Descriptive analyses of follow-up survey of training participants 	Annually beginning in Year 3
Parents participate in state and local decision making regarding positive school learning environments [Goal 3]	# parents serving on state advisory board and/or local parent teams [GPRA # 3]	<ul style="list-style-type: none"> • Descriptive analyses of parent survey 	Annually beginning in Year 3

Logic Model Outcome	Performance Measure	Methodology	Report Timeline
Parents/families, and community members access SDFEC communication mechanisms [Goal 4]	#/types of SDFEC resources accessed [GPRA #2]	<ul style="list-style-type: none"> • Summary analyses of communication mechanism analytics 	Semi-Annually beginning in Year 2
Advisory Committee supports effective and consistent communication among stakeholders	% stakeholders who report awareness of effective family engagement resources [GPRA #2]	<ul style="list-style-type: none"> • Descriptive analyses of stakeholder survey results 	Annually beginning in Year 2
Long-term			
Logic Model Outcome	Performance Measure	Methodology	Report Timeline
Administrators, education staff, and parents/families have effective partnerships to support student learning [Goals 1,2]	% schools with effective family engagement practices [GPRA #2, #3]	<ul style="list-style-type: none"> • Quasi-experimental design using comparative and treatment groups 	Annually in Years 2-4
Parents/families effectively support their students' learning [Goals 2,3]	% parents report they are capable and confident in support their students' learning [GPRA # 4]	<ul style="list-style-type: none"> • Interviews with sample of parent/family members 	Annually in Years 3 and 5
Students have positive transitions to post-secondary opportunities [Goal 3]	% students who report they were well-prepared for transition from their K-12 environment	<ul style="list-style-type: none"> • Pre/post survey of sample of transitioning students. 	Annually in years 3 and 5
State and local stakeholders are aware of effective family engagement strategies	#/% of stakeholders reporting they are aware of effective family engagement strategies	<ul style="list-style-type: none"> • Descriptive analyses of stakeholder survey results • Interviews with sample of stakeholders 	Annually in Years 3 and 5

Sigma Associates, Incorporated Evaluation and Research Capabilities

Sigma Associates, Incorporated (SAI) is a woman-owned business with expertise in research, strategic planning, and evaluation. Although the specific topics of focus of SAI's projects vary, they are all in the arena of education. As outlined in our profile work, we are a strong group of individuals who bring solid experience that spans decades. Each staff member believes in the value of strong relationships and has built these in each project s/he has conducted. In addition to critical relationships and an eye to each client's particular context, SAI's staff members bring skills in evaluation design, methodology, instrument development, research design and technology use to every project on which we work.

Sigma Associates, Incorporated has managed a number of projects with diverse goals and objectives. These have ranged from clients who use technological innovations to meet the needs of students with print disabilities to personnel preparation programs in the Pacific region. The purpose and goals of some of our client organizations has required a willingness and ability to grasp some complex issues in order to implement a targeted and sound evaluation plan. In each case, we work with the client to ensure we understand their theory of change for the work they are doing and align this work to a logic model which guides evaluation activities. We feel it is critical to learn the context and language used by our clients and their customers in order to conduct evaluations that are relevant and yield data that will be used in their fields. In some projects the "language" may be more about cultural practices as is the case in our evaluations in the Pacific region (Federated States of Micronesia SSIP evaluation, America Samoa Reading First evaluation, Guam SSIP evaluation) as well as our evaluation work with the St. Paul (MN) Public Schools Indian Education Program.

The value we place on teamwork and partnerships supports us in efforts to provide more than just evaluation results data to our clients. We also strive to build their internal capacity and understanding of the benefits of evaluation to continuous improvement and accountability. Our working relationships with our clients are a strong part of the services we provide. It is important to us that we complete a project by adding value to the overall experience. Many of our clients have been evaluations of federally funded projects. This has allowed us the opportunity to work with federal project officers as we carry out the evaluation for our specific clients – the grantees. In many cases these grantees serve state and local level policy makers, so we are well versed in these target audiences' needs and contexts. Similar evaluation and technical assistance projects at the federal, state, and local levels demonstrate Sigma Associates, Incorporated direct experience with the work of the proposed Center. A sample of these project areas include (1) Four evaluations of USDE OSEP funded technical assistance centers, (2) (2) Six evaluations of USDE OSEP funded State Personnel Development Grants, and (3) Two Reading First grants, and (4) Seven State Systemic Improvement Plan (SSIP) evaluations. In addition, the team at SAI has been contracted to conduct large-scale statewide surveys in three States focused on improving Post School Outcomes for students with disabilities and family engagement, both areas of focus for this project.

Table XX—Workplan Activities, Deliverables, and Timeline

<i>Activities</i>	<i>Deliverables</i>	<i>Timeline</i>
Project Management		
1. Attend initial planning meetings with Project staff to discuss evaluation (onsite)	Draft Evaluation Plan, Logic Model, Performance Measures	Month 1, Year 1
2. Refine evaluation design and instrumentation proposed in grant application based on feedback	Final Evaluation Plan, Logic Model, Performance Measures, Instrumentation	Month 4, Year 1
3. Provide formative evaluation reports and 524B continuation reports to Project Leadership and OSEP	Evaluation Memorandums, 524B performance measure data and narrative	Evaluation Memorandums-after key data collection activities 524B narrative Month 9, Years 1-5
4. Communicate with Project Leadership by phone, email as necessary		On-going throughout project period
Data Collection		
5. Create Master Data Collection Plan	Master Data Collection Plan, update, revise as needed annually	Month 4, Year 1, Updated annually in month 1 of each project year
6. Develop Document Review Protocol, Survey Instruments, Interview Protocol, TA log system	Final Document Review Protocol, Surveys, Interview Protocol, TA log system	Month 5, Year 1, Updated annually in month 1 of each project year
7. Develop sampling strategy for surveys and interviews, and RD design	Sampling Plans	Month 5-6, Year 1
8. Develop RD Outline/Methodology/Specifics	RD Outline/Methodology	Month 6-8, Year 1
9. Review existing project documents		Quarterly, Year 2, conducted annually in each quarter
10. Conduct interviews with sample stakeholders/parents& families		Months 5-8, Year 3 and 5
11. Administer Surveys		Month 9, Year 1, conducted per specifications in method section and annually in month 9
12. Conduct Regression Discontinuity Design		Annually in Years 2-4
13. Review Communication Mechanism Analytics		Semi-annually- Years 2-5
Analysis		
14. Process, clean, enter all data as needed		Month 9 for annual reports, Year 1 - Year 4 Month 8 for final report, Year 5
15. Perform descriptive analyses of the quantitative data and conduct content analyses of qualitative data		Month 9 for annual reports, Year 1 - Year 4 Month 8 for final report, Year 5
Reporting		
16. Review results for each Performance Measure, Goal, and formative/summative evaluation question		Month 10 for annual reports, Year 1 - Year 4, Month 9 for final report, Year 5
17. Prepare annual evaluation reports and 524B continuation report	Annual Evaluation Reports and 524B Continuation Report	Months 10-11 Years 1-4
18. Prepare final evaluation report	Final Summative Evaluation Report and 524B report	90 days after the end of the project period
19. Report Evaluation Findings	Final Reporting	On-going as determined in collaboration with Project Leadership

Maureen E. Hawes

Education

Doctor of Philosophy: 2013, University of Minnesota, Educational Policy and Administration (Major Emphasis: Evaluation; Minor Emphasis: Educational Statistics)

Master of Arts: 2005, University of Minnesota, Educational Policy and Administration (Major Emphasis: Evaluation)

Bachelor of Arts: 1999, University of Montana, Sociology (Major Emphases: Sociology of Education, Social Theory)

Certification: 2012, George Washington University, Balanced Scorecard Strategic Management

Professional Experience

2003-Present

Select External Evaluations

- Evaluation of the Federated States of Micronesia State Systemic Improvement Plan-National Department of Education, Federated States of Micronesia
- Evaluation of DRK-12 grant "Highly Adaptive Science Simulations for Accessible STEM Learning"- National Science Foundation grant awarded to University of Colorado
- Evaluation of the National Center on Education Outcomes- A U.S. Department of Education Technical Assistance grant awarded to the University of Minnesota
- Evaluation of the Gary Indiana Public School System General Supervision Monitoring System-Indiana Department of Education
- Evaluation of the TIES Technical Assistance Center- A U.S. Department of Education Technical Assistance grant awarded to the University of Minnesota
- Minnesota Department of Education State Personnel Development Grant (SPDG)-A U.S. Department of Education grant awarded to the Minnesota Department of Education
- St. Paul (MN) Public Schools Indian Education Program Summative Evaluation. St. Paul Public Schools
- Evaluation of the Guam Department of Education State Systemic Improvement Plan- Guam Department of Education
- Evaluation of the Minnesota Department of Education State Systemic Improvement Plan-Minnesota Department of Education
- New York State Department of Education State Personnel Development Grant (SPDG)-A U.S. Department of Education grant awarded to the New York State Department of Education
- Missouri Department of Education State Personnel Development Grant (SPDG)-A U.S. Department of Education grant awarded to the Missouri Department of Education
- Evaluation of Wabun-Ahnung Mekanayzn (Morning Star Path) Project- St. Paul Public Schools (SPPS) Chemical Dependency (CD) Program- A Minnesota Department of Health grant awarded to St. Paul MN Public Schools Indian Education Program
- Digital Image and Graphic Resources for Accessible Materials (DIAGRAM)- A U.S. Department of Education Research and Development grant awarded to Benetech
- Vision Instruction Project (Pacific VIP)- A U.S. Department of Education Personnel Preparation grant awarded to the Guam Center for Excellence in Development Disabilities Education, Research and Services (CEDDERS).
- Leveraging Impact through Technology (LIT)- A U.S. Department of Education Research and Development grant award to Benetech
- National Leadership Consortium in Sensory Disabilities (NLCSDD)- a Personnel Preparation grant awarded by the U.S. Department of Education to Salus University
- Bookshare and Innovation for Education (BI4E) Program- A U.S. Department of Education grant awarded to Benetech
- Bookshare.org for Education ("B4E") Program- A U.S. Department of Education grant awarded to Benetech
- Indiana General Supervision Enhancement Grant (GSEG): Grant awarded to develop assessment system based on State Academic Standards for infants, toddlers, and children, ages birth to six years. A U.S. Department of Education grant
- Evaluation of Transition and Customized Employment Program-A U.S. Department of Labor. Office on Disability Employment Policy grant awarded to RISE, Inc.

January 2012-Present

President-Sigma Associates, Incorporated

██████████
██████████

- ██████████ to ensure production, efficiency, quality of services, and cost-effectiveness
- Ensure each evaluation and research project fulfills contractual agreements
- Consult with organizations and governmental agencies to develop effective evaluation plans; primary services include formative and summative evaluations, data management, survey research, report writing, and statistical analysis
- Lead the planning, design, and development of evaluation plans and data collection methods
- Communicate findings to clients and stakeholder groups

January 2015-Present

Director-Systems Improvement Group

Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota

- Manage operations to ensure production, efficiency, quality of services, and cost-effectiveness;
- Ensure each evaluation and research project fulfills contractual agreements
- Manage projects and develop workplans
- Secure external funding and contract projects
- Communicate findings to clients and stakeholder groups

May, 2008-2015

Co-Principal Investigator/Director-North Central Regional Resource Center

Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota

- Develop and submit annual center reports to OSEP
- Oversee and monitor center budget
- Manage internal/external evaluation of Center activities and outcomes
- Manage NCRRC Personnel
- Monitor the progress of the delivery of TA & D to Region 4 states
- Implement NCRRC's management and strategic plan.
- Direct the activities of NCRRC's Senior Management Team
- Oversee data collection systems and reporting for Wisconsin Indicator 8 and Illinois SSIP data analysis projects.
- Ensure all project activities are being carried out in a timely manner and within budget and OSEP Cooperative Agreement
- Supervise database collection and quantitative analysis activities for national SPP/APR reporting.
- Coordinate OSEP specified national technical assistance initiatives

August 2004-April 2008

Senior Research Fellow and Center Coordinator—North Central Regional Resource Center

Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota

- Provide Technical Assistance to State Departments of Education in OSEP Region 4
- Assist States in the development of plans to address disproportionate representation
- Provide technical assistance in the development of indicators that address disproportionality in State Performance Plans and Annual Performance Reports
- Provide technical assistance to States in the development and implementation of effective general supervision systems
- Provide technical assistance to states in the identification and use of research-based instructional strategies that promote access to the general education curriculum for students with disabilities

- Serve as NCRRC Internal Evaluator
- Design and implement center evaluation activities
- Develop and implement evaluation plans for technical assistance to states
- Create client satisfaction surveys
- Create database and statistical analysis procedures of data collection activities
January 2001- August 2004

Program Coordinator—State and Federal Grants

Institute on Community Integration

College of Education and Human Development, University of Minnesota, Minneapolis, MN

Provide management and coordination of project research activities

- Coordinated six federal and state research grants
- Development of data collection instruments, conduct data collection activities, analysis of data, produce data presentations and interpretations, coordinate activities of research team
- Draft reports of results and research writings for publication
- Product and training content development
- Facilitate monthly staff meetings
- Maintain budgets in coordination with accountant
- Serve as key contact for project partners

Delivered presentations at regional, national, and international conferences

- Developing and Measuring State Capacity in SSIP Implementation; 2017 OSEP Leadership Conference, July 2017, Washington DC
- Implementation of Evidence Based Practices and Fishing; FSM Evaluation in a Cultural Context: 2017 OSEP Leadership Conference, July 2017, Washington DC
- Evaluate for Understanding With QCA Techniques, 2017 SPDG Annual Conference, October 2017, Washington DC
- Thinking Through Thinking Through Collaboration: A Guide for Educator Effectiveness, Professional Development Training to Pacific Entities, University of Guam, March 2013, Guam
- Collaboration: A Guide for Educator Effectiveness, 2012 OSEP Leadership Conference, August 2012, Washington DC
- Technology, Data, and Decisions: Using Data and Technology Strategies to Improve Student Results; Pacific Rim International Conference on Disability & Diversity, March 2012, Oahu, Hawaii
- IT Kit -Thinking Through Improvement: Tools & Strategies to Guide Improvement Efforts; Professional Development Training to Minnesota Department of Education, March 6-7, 2012
- IT Kit -Thinking Through Improvement: Tools & Strategies to Guide Improvement Efforts Focus on Data Use; Professional Development Training to West Virginia Department of Education, June 15-16, 2011 Charleston WV
- Six Years of SPPs: Lessons Learning for Designing, Implementing and Evaluating Effective Improvement Activities; 2011 OSEP Leadership Conference, August 2011, Washington DC
- Evaluation-Zen: The Pathway to Results: 2010 OSEP Mega Conference, August 2010, Washington DC
- RRC Performance Measures: Collective planning, evaluation and performance measurement: 2010 OSEP Project Directors Conference, July 2010, Washington DC
- Regional and National Technical Assistance Initiatives to Support Access to the General Education Environment: 2nd International Education for All Conference, September 2009, Warsaw, Poland
- Building on Lessons Learned to Develop New Ways to Expand and Improve Collaborative Technical Assistance; OESE/OSEP 4th Annual Leveraging Resources Conference, March 2009, Washington, DC
- Collaborative Initiatives for Increasing Inclusive Education, Creating Opportunities to Learn: A Forum for Addressing Disproportionality, Breakout Session, February 2006, Denver, CO.
- Disability and Diversity: Demonstrating Effective Practices for Improving Access to, Retention in, and Completion of Postsecondary Education by Culturally and Linguistically Diverse Students with Disabilities, PacRim Conference, Panel Presentation, February 2005, Oahu, Hawaii.
- Applied Collaboration: A Staff Development Training Model, Council for Exceptional Children (CEC) Conference, Breakout Session, April 2004, New Orleans, LA.
- Applied Collaboration, OSEP SIG/CSPD/Personnel Prep Conference, Panel Presentation, February 2003, Washington, D.C.

Authored and collaborator for refereed journals and technical reports

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**Select
Presentations**

**Select
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and Reports

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Select Research Projects

Served as a coordinator or specialist for state and federal programs

Project Coordinator: CASS: Collaborating to Accommodate Students with Disabilities in Standards-Based Reform. Project of National Significance (PNS), U.S. Department of Education. Office of Special Education and Rehabilitative Services.

Project Coordinator: A Study of The Intended and Unintended Consequences of Large-Scale Assessments on Students with Disabilities: Substudy 1, IEPs, Standards, and Large-Scale Assessments. Directed Research Project (DRP), U.S. Department of Education. Office of Special Education and Rehabilitative Services.

Project Coordinator: RRTC on Postsecondary Education Supports, Project Grad. U.S. Department of Education. National Institute on Disability and Rehabilitation Research. Subcontract with the University of Hawaii.

Project Coordinator: RRTC for State Service Systems, Survey of Local Service Delivery Practices. U.S. Department of Education. National Institute on Disability and Rehabilitation Research. Subcontract with University of Massachusetts, Boston.

Transition Specialist: Disability and Diversity: Demonstrating Effective Practices for Improving Access to, Retention in, and Completion of Postsecondary Education by Culturally and Linguistically Diverse Youth with Disabilities. Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. Subcontract with the University of Hawaii.

Evaluation Consultant: Transition and Customized Employment Program, RISE Inc. U.S. Department of Labor. Office on Disability Employment Policy.

Grants and Funding

Served as grant writer to obtain state and federal funding

Improving Graduation Rates for Black and American Indian Students with Disabilities; Evaluation of Minnesota's State Systemic Improvement Plan. Funded May 2018

South Dakota's Results Driven Accountability System; Design and Implementation. South Dakota Department of Education. Funded February 2017

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Preparation of Highly Qualified Leaders in Special Education Administration: An Integrated Academic and Field Experience Training Model. A Personnel Preparation Grant. August 2007

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The Intended and Unintended Consequences of the No Child Left Behind Act for Students with Disabilities. Research and Innovation to Improve Services and Results for Children with Disabilities. Funded September 2003

Identifying STEM-Specific Content to Promote Curriculum Transformation for Postsecondary Students with Disabilities. National Science Foundation Program Solicitation NSF 03-587— Focused Research Initiatives. September 2003

Professional Association

American Evaluation Association

South Dakota Statewide Family Engagement Center

Draft Goals, Objectives, Activities: Statewide Family Engagement Centers

Focus Area: Statewide Systemic Initiatives and Policy Development

Goal 1: To facilitate collaboration efforts among all stakeholders to develop education policy and systemic initiatives that provide a continuum of services to remove barriers for family engagement in education and school reform efforts.

Dual-Capacity Framework Alignment: Capabilities, Connections, Cognition

Objective	Activities
<p>1.1 Develop and disseminate information resources to schools and educators in all Title I schools and 20 BIA/Tribal LEAs that promote and guide effective and meaningful involvement of parents from policy to practice.</p>	<ul style="list-style-type: none"> • Work with SDDOE, parents, families, community-based agencies, and grant partners to develop and provide training to schools on ESSA requirement for district policy Section 1116 on parent and family engagement such plan must include objectives and meet the criteria established by ESSA • Partner with PTA, SASD, and SDASBSD to advocate for education policy during the yearly legislative session • Research the creation of a statewide policy and practices advisory committee representing stakeholders from parents, families, community-based organizations, legislatures, and grant management team members (SEA, LEA, Parents, School Counselors)
<p>1.2 Coordinate efforts and leverage resources with other federal, state and local programs to improve the availability and effectiveness of state initiatives and strategies to increase parent involvement and raise student achievement, with emphasis on economically disadvantaged learners, English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.</p>	<ul style="list-style-type: none"> • Work with SDDOE, parents, families, community-based agencies, and grant partners to develop long-term systemic initiatives developed through the SDDOE Divisions of Educational Services and Support (Title programs, 21 Century, Special Education, Early Learning); Division of Career and Technical Education; and Division of Learning and Instruction

Focus Area: Partner Organizations, Teachers, and Educational Staff

Goal 2: To provide technical assistance, training, and support to South Dakota’s SEA, LEAs, Title 1 Schools, Schools in Improvement, and community-based organizations in the areas of parent, family, and community engagement.

Dual-Capacity Framework Alignment: Capabilities, Connections, Confidence

Objective	Activities
<p>2.1 Provide support and guidance to SDDOE in developing and implementing statewide initiatives focused on parent, family, and community engagement.</p>	<ul style="list-style-type: none"> • Work with SDDOE Family Engagement Coordinator • Work with all Divisions Directors in areas specific to their initiatives (Special Education, ELL, Native American, Title I, Career and Tech Education, Birth to 5, Curriculum and Assessment) • Continue updating the SDDOE Guide to Inspiring Partnerships Between Home and School (SD Guide/Toolkit); add Principal and Leadership components • Develop transition supports for families as students move through the education system (with a special emphasis on families of disadvantaged students) (ex: Prek to K, elementary to MS; MS to HS; HS to career choice)
<p>2.2 Provide training to 400 Birth to 5 coordinators and service providers to build capacity in providing families with evidence-based strategies for promoting literacy.</p>	<ul style="list-style-type: none"> • Coordinate with Birth to 5 division leaders to align literacy strategies to <i>The Bright Beginnings Project</i> • Implement Phase 2 of The Bright Beginnings Project: <i>to promote direct service providers’ awareness of evidence-based strategies they can utilize to help families provide developmentally appropriate language and literacy rich learning experiences for their children.</i> • Coordinate with state-wide literacy coaches to develop trainings incorporating evidence-based strategies that align to the K-5 RtI/MTSS reading initiative • Develop four cohorts of 80 Birth to 5 coordinators and/or service providers • Train coordinators and service providers on evidence-based strategies for promoting literacy • Develop process for distribution of literacy supports to parents and families • Disseminate books, written material, and/or digital materials to parents and families
<p>2.3 Provide technical assistance and support to CSI (Comprehensive) schools identified for school improvement and to TSI (Target) schools, as requested by school districts or by SDDOE, in developing and implementing</p>	<ul style="list-style-type: none"> • Assist schools to prioritize needs and develop an implementation guide for parent, family, and community engagement • Conduct Family Friendly Walk-Throughs, at least every three years, in CSI schools; offer the option of a Family Friendly Walk-Through to all TSI schools and/or Title 1 schools not listed in improvement

<p>policies and strategies that support active parent, family, and community involvement toward improving schools and raising student achievement (emphasis on economically disadvantaged learners, English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.)</p>	<ul style="list-style-type: none"> • Assist schools in creating welcome and inviting environments for parents and families (based on Family Friendly Walk-through report) • Develop goals, objectives, and implementation plan (Based on SDDOE Comprehensive Needs Assessment System) around parent, family, school culture and climate and assist schools in implementing the plan • Develop a planned program for partnerships with activities linked to school improvement goals and support schools as they implement • Guide schools to enhance teacher interaction with families • Assist schools in including social and emotional growth as part of the school strategies for success to improve conditions for student learning. • Develop and provide training and/or resources to school teams (including family members) on Title I school level policy and compacts • Assist schools to connect their parent and family engagement efforts to student learning which should include Title I policies and compacts (Regional Trainings) • Assist schools in planning for after-school and extracurricular programs related to academic learning • Lead school leadership teams in identifying and integrating resources and services from the community that will increase student learning opportunities and meet the school improvement goals
<p>2.4 Develop and deliver training to 800 administrators and teachers in LEAs, Title 1, and Schools in Improvement schools that builds capacity to develop and implement effective policies and strategies for family, parent, and community involvement in response to the provisions of Title I, ESSA, and the needs of local schools, students, and parents.</p>	<ul style="list-style-type: none"> • Provide district-level, regional, and/or online trainings to administrators, teachers, and/or support staff on the following: <ul style="list-style-type: none"> ○ How to use <i>The Guide to Inspiring Partnerships Between Home and School</i> (SD Toolkit) ○ <i>Roadmap for Success</i> (Newly developed SDDOE Resource) ○ <i>Six Types of Involvement</i> by Joyce Epstein ○ <i>A New Wave of Evidence</i> by Henderson and Mapp ○ <i>Beyond the Bake Sale</i> by Karen Mapp • Provide training to schools to help parents support student learning at home and foster parental involvement • Provide training on the development of school level policies and school compacts • Provide training on the use of the Family Friendly Walk-Through report • Provide planning and support to implement a family, parent, and community engagement plan (based on Family Friendly Walk-through report)

<p>2.5 Conduct trainings for community-based organizations to support families and prepare students as they transition out of the K-12 environment into post-secondary education, training, and/or apprenticeships.</p>	<ul style="list-style-type: none"> • Staff .50 FTE Career Coach at Black Hills Career Learning Center (CLC) to collaborate with other statewide Career Learning Center’s and outside community-based organizations • Provide training to CLC staff on how to support families and students transitioning into post-secondary education, training, and/or apprenticeships (with an emphasis on first-generation families) • Provide Financial Literacy training to young adults; provide Financial Literacy Train-the-Trainer trainings to community-based staff members to provide them with tools as they work with young adults transitioning into post-secondary education, training, and/or apprenticeships (with an emphasis on first-generation families) • Provide training to CLC teachers on literacy strategies and supports aligned to the K-12 literacy approaches, which will then be incorporated into adult literacy curriculum • Collaborate with the Department of Labor on the Career Launch Initiative to ensure alignment of resources provided to young adults transitioning into their career pathway
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Focus Area: Parent, Family, and Community

Goal 3: To provide training, resources, and support to parents (with a special emphasis on parents of disadvantaged students) so that they effectively advocate for and participate in their child’s academic growth and success.

Dual-Capacity Framework Alignment: Capabilities, Cognition, Confidence

Objective	Activities
<p>3.1 Develop, acquire, and disseminate informational resources which provide relevant, concise, and easily understood information related to student achievement, school accountability, parental options and opportunities to 20,000 parents (including low income parents) throughout South Dakota with emphasis on reaching parents of English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.</p>	<ul style="list-style-type: none"> • Develop, publish, and disseminate parent-friendly literature to help parents, family, and community members understand the state academic standards • Develop, publish, and disseminate parent-friendly literature to help parents, family, and community members understand SDDOE ESSA requirements for parent, family, and community engagement • Develop and provide training and/or resources to schools on Title I school level policies and compacts; Assist schools to connect their parent and family engagement efforts to student learning which should include Title I policies and compacts (Regional Trainings) • Develop, publish, and disseminate resources to address key challenges in reaching all families • Translate materials and/or utilize translator • Develop, publish, and disseminate information for families on graduation expectations which align with higher education and workforce needs

<p>3.2 Deliver information/training workshops to 800 parents that build their knowledge and capacity to share responsibility for student achievement, effectively partner with local schools and educators, and exercise opportunities and options provided through ESSA.</p>	<ul style="list-style-type: none"> • Provide regional and online trainings to parents, family, and community members on: <ul style="list-style-type: none"> ○ Understanding the importance of digital literacy ○ Participating in school Family Friendly Walk-Throughs ○ Helping to support student learning at home and to foster parental involvement ○ Advocating for customized plans of assistance for students not making academic progress ○ Preparing to support children in the transition from K-12 to college or career choice ○ Capacity building of parents based on the foundation of Parent Universities • Assist schools in offering opportunities for parents to learn how to support student learning with activities and technology at home • Implement and lead a Family Leadership Training Program using foundational materials from <i>Family Guide: Serving on Groups that Make Decisions</i> • Develop and lead parent mentors and/or parent teams who can work together and support each other in order to improve academic success for all students • Determine and support the unique needs of families based on individual school climate, location, demographics
<p>3.3 Increase the capacity of 150 parents to assume leadership roles in the development of parent involvement policies and strategies that improve local schools, increase parent involvement in student learning from cradle to career, and raise student achievement in Title I schools identified for school improvement through foundational materials from <i>Family Guide: Serving on Groups that Make Decisions</i></p>	<ul style="list-style-type: none"> • Implement and lead a Family Leadership Training Program for using foundational materials from <i>Family Guide: Serving on Groups that Make Decisions</i> • Develop and lead parent mentors and/or parent teams who can work together and support each other in order to improve academic success for all students

Focus Area: Communication, Marketing, and Messaging

Goal 4: To inform the development of consistent communication and marketing tools among all stakeholders.

Dual-Capacity Framework Alignment: Capabilities, Connections

Objective	Activities
<p>4.1 Develop a statewide advisory committee as a vehicle to increase communication and coordination among parents, parent organizations, PTA, SEA and LEA federal program administrators, and other state and local stakeholders in family, parent, and community involvement.</p>	<ul style="list-style-type: none"> • Include parents, representatives of education professionals with expertise in improving services for disadvantaged children, elementary and secondary schools, students, business community, SEAs in the development and participation in the statewide advisory committee • Host at least bi-yearly statewide advisory committee convening’s • Continue participation in the National Family Engagement State Leaders Cohort • Continue participation in National Family Engagement District Leaders Cohort
<p>4.2 Develop, acquire, and disseminate 3,000 web-based, social media, print, or marketing resources that increase knowledge of family, parent, and community engagement.</p>	<ul style="list-style-type: none"> • Create and maintain website, Facebook page, and Twitter account • Provide monthly Family Friendly Schools Campaign posts (August – May) • Create and maintain web presence for the South Dakota How to use <i>The Guide to Inspiring Partnerships Between Home and School</i> (SD Toolkit) • Develop, publish, and disseminate materials to assist schools to implement ESSA requirements on parent and family engagement • Develop, publish, and disseminate resources to address key challenges in reaching all families • Market South Dakota How to use <i>The Guide to Inspiring Partnerships Between Home and School</i> (SD Toolkit) • Market South Dakota Roadmap resource • Educate schools on the six types of involvement by Joyce Epstein (Regional) • Present at state and national conferences

Family Friendly Walk-Through Checklist

Thank you for participating as a member of the team for your school's "Family Friendly Walk-Through". Your input will be helpful in making sure that all families and members of the community feel welcomed at our school! Parent and educator surveys have already been distributed and results tabulated. The results of these surveys will be shared and will be a part of your team discussion as well as an interview with the school principal.

Is your school Family Friendly?

Research shows that when schools and parents work together to support the education of a child, not only does the student perform better in school, but all throughout life! The best way to nurture a strong relationship between school and family is to create a friendly and welcoming school environment for the families of the students. This is the primary method of improving parental involvement!

Walk-Through components: Three areas will be evaluated during the walk-through.

- Physical Environment / School-wide practices
- Home – School Communication
- Learning Connections

Tips for the Walk-Through:

- Take notes, write down your thoughts.
- Share your thoughts and feelings with the group during the walk-through and the follow-up.
- Have Fun!

Now What?

- We will take the information from the surveys and from your thoughts and comments and put together a report for your school.
- Feedback will go into helping update and develop the Family Engagement plan for the school district.
- The information that is collected through this process will help guide school leadership to ensure all families are welcomed and honored at our school!

Physical Environment/School-wide Practices	Comments
1. The main entrance into the school is clearly marked and the other doors provide clear directions to the main entrance and directions on how to enter the school. When there are cameras/buzzers installed for safety reasons families are informed about these procedures and assured that their presence at school is welcomed and valued.	
2. Are the school grounds clean and free of litter, well lit, and well maintained?	
3. The school's entryway is inviting with a sign / banner /bulletin board welcoming parents and directions to the office. (In more than one language if appropriate.)	
4. Clear directions are available to help visitors to find common locations such as the lunchroom, library, or gym.	
5. The office staff immediately recognizes visitors with a smile, answers the phones politely and easily provides adequate information.	
6. All staff is friendly – they recognize visitors right away, provide information easily and promptly in a way that makes people feel welcomed.	
7. Pictures, photos, bulletin boards, showcases and other displays reflect the diversity of the school community (including cultural, racial, language differences).	
8. Information about upcoming school and/or neighborhood events are posted and visible.	
9. The school is clean and well-kept including classrooms, hallways, bathrooms, and all other areas.	
10. Did your child have a good transition into the school? (Either going into kindergarten, new student, going into 6 th grade.)	
11. Are there procedures in place and used for morning drop-off/afternoon pick up. If you child takes the bus are the routes/buses clearly marked or labeled.	
12. The school's mission statement is posted in places where families can see and read it.	
13. The schools goals are shared.	
14. How are different cultures acknowledged and recognized in the school.	
15. The principal is visible and accessible to families.	

Home-School Communication	Comments
1. School informs families of policies, events, school closures, or other opportunities using a variety of media – i.e., newsletters, flyers, Facebook, website, meetings, other.	
2. Print Material – clear and understandable, free of school jargon, reflects the school demographics, and received in a timely matter?	
3. Technology Communication – What types of technology is used by the school? i.e.: Facebook, Twitter, Snapchat, text messages, Class Dojo, and school or classroom websites.	
4. The technology utilized assists families with information on how to support their child’s learning at home?	
5. Are you familiar with the parent portal and how to utilize it to its fullest potential?	
6. What does your school do to promote the importance of attendance?	
7. The school has a system in place for ongoing assessment and feedback from parents regarding the school climate.	
8. Information about how to contact staff is available and current.	
9. Do you know your student’s teachers’ qualifications?	
10. Messages and phone calls are promptly returned.	
11. Principal & staff invite parents to ask questions & express concerns. They respond to communications in a two-way fashion.	
12. Parents are asked about their interests, talents, and availability to volunteer.	
13. The school establishes a tone of respect for all families, regardless of culture, ethnicity, language or disability.	
14. The school offers a variety of opportunities for teachers and parents/guardians to meet face-to-face, such as open house, parent conferences, class visits, etc.	
15. Information and materials are available to families of English Language Learners.	
16. Adequate resources and supports are available to families to assist with homework (especially math homework).	

Learning Connections	Comments
1. School has a school-parent compact tailored to your school & community.	
2. School has and shares a school-level parent involvement policy. Parents were involved in the development of the plan.	
3. Do you have resources for supporting learning at home? Do you know how to use them?	
4. Families receive information about grade level standards in order to be informed as to what their child should know/be able to do at each grade level.	
5. Resources and support are available to families to assist with homework and families are informed on how access this information.	
6. The school actively recruits and welcomes new parents/guardians from all backgrounds for school committees such as the PTA/PTO.	
7. The parent handbook with school policies, school calendar and other information are provided to the parents/guardians at the beginning of the school year in a format that is easily understood.	
8. Parents are informed of the process of scheduling meetings with teachers or school staff.	
9. All families are treated as partners in the education of their children.	
10. The principal recognizes the value of family engagement in student learning.	
11. Is the report card easy to read and understand?	
12. Open house or back to school nights are welcoming and provide information on what children should know and be able to do.	
13. What family nights or other school activities happen throughout the year?	
14. Every event at the school (i.e. open house, fun nights, and holiday programs) provides families with information related to student learning?	
15. Other Missed opportunities for shared learning (i.e. kits, media, dojo)?	

I. About You

Note: All of your responses will be anonymous.

1. What is your district? (dropdown)
2. What is your school? (dropdown)
3. What is your role?
 1 General Education Teacher 2 Special Education Teacher 3 Other

II. Ratings

A. Please indicate your level of agreement on the following.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Families are welcome at this school.	1	2	3	4	5
2. Families are encouraged to participate in their child's classroom learning.	1	2	3	4	5
3. Families' culture, ethnicity, and beliefs are respected and valued at this school.	1	2	3	4	5
4. The principal is available to families.	1	2	3	4	5
5. I contact every family at least monthly by text, email, and/or phone.	1	2	3	4	5
6. The school effectively uses technology (e.g., Facebook, texting, emails) to communicate with families.	1	2	3	4	5
7. I use the school's online resources such as the website(s), email, and student information system to communicate with families.	1	2	3	4	5
8. The school offers programs to families that will help promote learning in the home.	1	2	3	4	5
9. Students feel safe before and after school and during free time.	1	2	3	4	5
10. Students are challenged to do their best at this school.	1	2	3	4	5
11. Students are treated with respect by other students.	1	2	3	4	5
12. Students are treated with respect by teachers and staff.	1	2	3	4	5
13. Students with disabilities can learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.	1	2	3	4	5
14. Students who are English Learners can learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.	1	2	3	4	5

B. Please rate the usefulness of the following types of information the school provides to students' families:	The school doesn't provide this information	The school provides this information and it is:			
		Not useful	Somewhat useful	Useful	Very Useful
1. How families can assist their child with learning at home	0	1	2	3	4
2. How families can support academic grade level goals in reading	0	1	2	3	4
3. How families can support academic grade level goals in math	0	1	2	3	4

B. Please rate the usefulness of the following types of information the school provides to students' families:	The school doesn't provide this information	The school provides this information and it is:			
		Not useful	Somewhat useful	Useful	Very Useful
4. How families can help their child successfully complete reading schoolwork	0	1	2	3	4
5. How families can help their child successfully complete math schoolwork	0	1	2	3	4

C. Please rate the timeliness of the information the school provides to families about:	The school doesn't provide this information	The school provides this information and it is:			
		Not timely	Somewhat timely	Timely	Very Timely
1. Upcoming school events	0	1	2	3	4
2. Their child's attendance at school	0	1	2	3	4
3. Issues concerning their child	0	1	2	3	4

III. Activities

A. How would you rate the participation of families in the following activities:	More parents should participate	About right	Fewer parents should participate
1. Attendance at programs at the school when their child is participating	1	2	3
2. Attendance at back-to-school open house	1	2	3
3. Attendance at parent-teacher conferences	1	2	3

B. How often do you communicate to families about the importance of engaging in the following activities:	Rarely	Sometimes	Often	A lot
1. Reading a book to their child	0	1	3	5
2. Having their child read a book to the parent	0	1	3	5
3. Playing a literacy app on their phone/computer/ tablet with their child	0	1	3	5

IV. Additional Info

1. What does the school do to make families feel welcome?

2. What **could** the school do to make families feel welcome?

I. About You

Note: All of your responses will be anonymous.

1. What is your district? (dropdown)
2. What is your school? (dropdown)
- *3. What grade is your child in at this school? (If you have more than one child, indicate the grade of each child.)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8			

For the remaining questions, answer them based on the experiences of your oldest child at this school.

II. Ratings

A. Please indicate your level of agreement on the following.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel welcome at my child's school	1	2	3	4	5
2. I am encouraged to participate in my child's classroom learning	1	2	3	4	5
3. My family's culture, ethnicity, and beliefs are respected and valued at this school	1	2	3	4	5
4. The principal is available to families	1	2	3	4	5
5. My child's teacher contacts me at least monthly by text, email, and/or phone	1	2	3	4	5
6. The school effectively uses technology (e.g., Facebook, texting, emails) to communicate with families	1	2	3	4	5
7. I know how to use the school's online resources such as the website(s), email, and student information system.	1	2	3	4	5
8. The school offers programs to families that will help promote learning in the home.	1	2	3	4	5
9. My child feels safe before and after school and during free time	1	2	3	4	5
10. My child is challenged to do his/her best at this school	1	2	3	4	5
11. My child is treated with respect by other students	1	2	3	4	5
12. My child is treated with respect by teachers and staff	1	2	3	4	5

B. Please rate the usefulness of the following types of information you receive from the school/your child's teacher:	I don't recall receiving this information	I received this information and it was:			
		Not useful	Somewhat useful	Useful	Very Useful
1. How to assist my child with learning at home	0	1	2	3	4
2. Academic grade level goals in reading	0	1	2	3	4
3. Academic grade level goals in math	0	1	2	3	4
4. How to help my child successfully complete reading schoolwork	0	1	2	3	4
5. How to help my child successfully complete math schoolwork	0	1	2	3	4

C. Please rate the timeliness of the information you receive from the school/your child's teacher:	I don't recall receiving this information	I received this information and it was:			
		Not timely	Somewhat timely	Timely	Very Timely
1. Upcoming school events	0	1	2	3	4
2. My child's attendance at school	0	1	2	3	4
3. Issues concerning my child	0	1	2	3	4

III. Activities

A. During the 2016-17 school year, how many times did you:	Never	1 time	2 times	3 times	4 or more times
1. Assist in the classroom	1	2	3	4	5
2. Attend programs at the school when my child is participating	1	2	3	4	5
3. Attend back-to-school open house	1	2	3	4	5
4. Attend parent-teacher conferences	1	2	3	4	5

B. In a typical week, on how many days do you engage in the following activities?	0 days	1-2 days	3-4 days	5-7 days
1. Read a book to your child	0	1	3	5
2. Have your child read a book to you	0	1	3	5
3. Play a literacy app on your phone/computer/ tablet with your child	0	1	3	5

IV. Additional Info

1. Do you have a child who is in Special Education at this school?
1 Yes 2 No

1a. (If yes, to Q1) Do you have a child with a Specific Learning Disability?
1 Yes 2 No 3 Don't know
2. Do you have a child who is an English Language Learner?
1 Yes 2 No 3 Don't know
3. What has the school done to make you feel welcome?
4. What **could** the school do to make you feel welcome?



STATE OF SOUTH DAKOTA
DENNIS DAUGAARD, GOVERNOR

July 24, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, SD 57785-0605

Dear Mr. Rosenboom,

I am writing this letter to support your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

The West River Foundation and Black Hills Special Services Cooperative have a history of significant work in South Dakota. The organizations fill a need by providing services in a number of areas I have made a high priority throughout my administration, especially with education and workforce development. I appreciate the opportunity to support this grant application.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,

Dennis Daugaard

DD:rg

July 24, 2018

Ron Rosenboom
West River Foundation
P.O. Box 605
Sturgis, SD 57785

Dear Mr. Rosenboom,

The South Dakota Department of Labor and Regulation (DLR) supports your application, along with your partnerships with the South Dakota Department of Education, Black Hills Special Services Cooperative (BHSSC), and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center.

This effort responds to the grant opportunity from the Office of Innovation and Improvement, U.S. Department of Education, to create systemic and effective family engagement policies, programs, and activities leading to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

DLR has partnered with BHSSC for over 30 years. This partnership has included activities under the Job Training Partnership Act (JTPA), the Workforce Investment Act (WIA), and the Workforce Innovation and Opportunity Act (WIOA). BHSSC administers all Title II programs in western South Dakota which are funded by DLR through a competitive grant process. Additionally, BHSSC administers the National Farmworker Jobs Training Program for the state of South Dakota and DLR.

DLR commits to Objective 2.5, specifically the activity to collaborate on the Career Launch initiative. This is a pilot project implemented by DLR to provide high school students and their families with career exploration tools and resources. The Career Advisors will meet individually with students and in group settings; develop job shadows, internships, and work-based learning opportunities; and cultivate presentations by business and industry representatives for high school students and their families. DLR will commit to connecting students and their families to all the resources available through the local Job Service offices to assist them with their pursuits of education, training, and/or employment.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career) with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process,

supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,

A handwritten signature in blue ink that reads "M. Hultman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Marcia Hultman
Cabinet Secretary



Christopher G Bordeaux, Executive Director
PO Box 2019 Pine Ridge, S D, 57770

July 18, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

Dear Mr. Rosenboom:

The Oceti Sakowin Education Consortium (OSEC) supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

OSEC supports all the goals and will to their ability assist in making this project a success. We-OSEC-have worked with BHSSC in providing Special Education services and resources in staff and training to Tribal schools in South Dakota. We have worked with the SDDOE on NCLB and now ESSA as a connection between the state and Tribal Schools. We have had the SD Library provide training for our Tribal School. We continue to work with the SD Parent Connection in making services and resources available to and for Tribal Schools, SDPC has presented at LNEC in Rapid City in December during the LNI and also at the DOC Ed Conference in Huron. OSEC has a seat on the SDPC Board of Directors and are working to reach more Native Families.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,
Christopher G Bordeaux



July 23, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

Dear Mr. Rosenboom:

The South Dakota Parent Teacher Association supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

The project includes twelve measurable objectives; all which are equally important. The objective to effectively advocate for the student's growth and success specifically aligns with the Parent Teacher Association. The goal to provide training, resources and support to parents (with a special emphasis on parents of disadvantaged students) is a goal that would be supported by all PTA members throughout the state.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,

A solid black rectangular box redacting the signature of Stephanie Owens.

Stephanie Owens,
South Dakota PTA President

South Dakota PTA
411 East Capitol Avenue
Pierre, SD 57501
Website: <https://sdpta.us/>





♥ Ensuring a Place at the Table for Every Family

July 27, 2018

Lisa Sanderson
South Dakota Parent Connection
Via Email

Dear Ms. Sanderson:

I am writing on behalf of the National Center for Parent Leadership, Advocacy, and Community Empowerment (National PLACE) to indicate our support for your partnership application to participate in South Dakota's Statewide Family Engagement Center, and our interest in collaborating with you in implementation of that Center should that application be funded.

As an organizational member of National PLACE, you have demonstrated your commitment to strengthen the voice of families and family organizations at decision-making tables that affect South Dakota's – and our nation's – children, youth and families, especially those who face the greatest challenges. Through your participation in National PLACE, you have demonstrated the ability to build the capacity of families and the schools, districts, and State Education Agencies who serve their children, to partner to ensure the highest quality and most effective education services for all children.

As you know, National PLACE provides ongoing information and resources to our members regarding evidence-based/best practices to reach, serve, and engage diverse families in decision-making around their children's education and other services. We commit to continuing to make that information and those resources available to you as a National PLACE member, including hosting periodic webinars. We estimate the value of this in-kind contribution to be approximately \$2,500/year.

Please let me know if we can be of any further assistance to you!

Very truly yours,

[Redacted Signature]

al PLACE

[Redacted Address]



Career Learning Center

—of the Black Hills

730 E. Watertown Street • Rapid City, SD 57701 • Phone (605) 394-5120 • Fax (605) 394-6083 • www.clcbh.org

July 24, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

Dear Mr. Rosenboom:

The Career Learning Center of the Black Hills (CLCBH) supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

The CLCBH is under the Education and Workforce Division of Black Hills Special Services Cooperative and has successfully administered programs specific to education, training and employment for over 38 years. The CLCBH has partnered with the South Dakota Department of Education for over 25 years implementing a variety of programs such as Even Start, 21st Century Community Learning Centers and Title I Part D (programs for children and youth who are neglected, delinquent or at-risk). The CLCBH commits to development and implementation of the career objectives and activities identified in the South Dakota Statewide Family Engagement Center's proposal. Specifically, the CLCBH will commit to a half-time Career Coach, as identified in the activity listed under Objective 2.5, and will collaborate with the other statewide Career Learning Centers. Additionally, the CLCBH will participate in preparing to support children in the transition from K-12 to college or career choice as identified in the activities for Objective 3.2.



Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.



Career Learning Center of the Black Hills



CORNERSTONES

CAREER LEARNING CENTER, INC.
WWW.CORNERSTONESCAREER.COM

July 24, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

Dear Mr. Rosenboom:

The Cornerstones Career Learning Center supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

Cornerstones Career Learning Center (Cornerstones) is a regional education and employment training program for adults. Cornerstones provides free English classes to help English Language Learners speak, read, and write English. Cornerstones has worked in cooperation with Black Hills Special Services Cooperative for more than 20 years. Cornerstones supports the South Dakota Statewide Family Engagement Center proposal and specifically commits to Objective 1.2 to increase parent involvement and raise student achievement for English Language Learners. Additionally, Cornerstones will be involved with Objective 2.5 in supporting families and preparing students as they transition out of the K-12 environment into post-secondary education, training and/or employment.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,

Cornerstones Career Learning Center

HURON (MAIN OFFICE)
33 THIRD STREET SE STE 202
HURON, SD 57350
PHONE: (605) 353-7175

MITCHELL
1315 N. MAIN STE 102
MITCHELL, SD 57301
PHONE: (605) 995-8927
FAX: (605) 995-8927

ABERDEEN
420 S. ROOSEVELT ST. PO Box 4730
ABERDEEN, SD 57401
PHONE: (605) 626-2298
FAX: (605) 626-2228
PR/Award # U310A180043

YANKTON
3113 SPRUCE STREET STE 124
YANKTON, SD 57078
PHONE: (605) 668-2920

VERMILLION
904 E. CHERRY ST.
VERMILLION, SD 57069
PHONE: (605) 677-6912

THE BLACK HILLS
PLAYHOUSE



July 26, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

Dear Mr. Rosenboom:

The Black Hills Playhouse supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

The Black Hills Playhouse works to help children from low income families get access to performing arts education opportunities through a variety of statewide partnerships. We have a touring outreach company called Dakota Players which travels to communities large and small and engages families through excellent arts education opportunities. This program is one of very few arts programs that regularly serve rural and tribal communities across the state.

We also partner to bring arts education opportunities to children with disabilities through partnerships with LifeScape and Dakotabilities and in various schools and organizations which serve these populations. This grant could provide necessary resources to help engage more children with programs which encourage healthy expression, helps them gain self confidence as they express themselves, and helps them become creative problem solvers. We value the opportunity to engage our communities and programs in this grant application.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's

educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,



Linda Anderson, Executive Director
Black Hills Playhouse

PO Box 2513 * Rapid City, SD 57709 * www.blackhillspalyhouse.com *





OF THE BLACK HILLS

350 PINE ST. RAPID CITY, SD 57701 www.chcbh.com PH: (605) 721-8939 FAX: (605) 721-8853

*A
Community
that Cares*

July 18, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

Dear Mr. Rosenboom:

The Community Health Center of the Black Hills supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

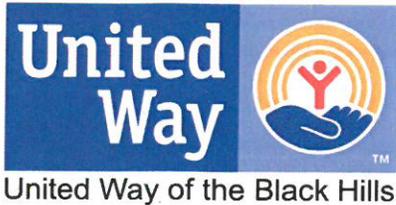
As the only federally qualified health center serving the Black Hills' region, we see firsthand the complex needs that our patients face. We are a health care center that focuses on the entire family including medical, pediatric, oral health, mental health, and we also have a school-based clinic. The opportunity to partner with nonprofits helps us reach out to more families to help build healthy learners. This grant will provide the necessary resources to help our community address a critical need that our medical providers see every day. We value the opportunity to engage our communities and programs in this grant application.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources

to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.



Chief Executive Officer
Community Health Center of the Black Hills



INSPIRE HOPE CHANGE LIVES

July 18, 2018

Ron Rosenboom
West River Foundation
PO Box 605
Sturgis, South Dakota 57785

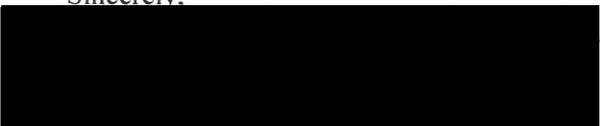
Dear Mr. Rosenboom:

The United Way of the Black Hills supports your application, along with your partnerships with South Dakota Department of Education, Black Hills Special Services Cooperative, and South Dakota Parent Connection for grant funds to implement a South Dakota Statewide Family Engagement Center. This effort responds to the grant opportunity from the Office of Innovation and Improvement, United States Department of Education, to create systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. This opportunity will help address a pressing need in our state to utilize evidence-based strategies for service providers and schools to increase parent, family, and community engagement. Furthermore, if funded, the South Dakota Family Engagement Center will provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

As the Executive Director of United Way of the Black Hills, we partner with nonprofit organizations focused on helping those in need, not only Rapid City, but throughout all the Black Hills in Western South Dakota. Faced with a sparse population, our communities must work together to benefit the entire person, family and region. One of our primary initiatives is Black Hills Reads, which is part of the National Campaign for Grade Level Reading. The goal of this initiative is to ensure all children are reading on grade level by third grade. The strategies to reach that goal include improving school attendance, ensuring children enter school ready to learn, increasing summer learning opportunities, strengthening parent engagement, and building healthy readers. Many communities throughout South Dakota are faced with challenges related to all of these issues. This grant will provide the necessary resources to help our community and address a critical need we see every day. We value the opportunity to engage our communities and programs in this grant application.

Thank you for your efforts in applying for this grant. Your proposal provides support to schools and organizations in our state (cradle-to-career), with the greatest challenges and to parents, families, and communities so they can effectively advocate for their children in today's educational system. Your focus on collaborating with all stakeholders involved in this process, supporting South Dakota's highest need schools, and providing resources to parents (with a special emphasis on parents of disadvantaged students) will make an important contribution to the participating parents, families, communities, and schools.

Sincerely,


Jamie Toemmes, Executive Director
United Way of the Black Hills

South Dakota Statewide Family Engagement Center Timeline

	Planning Period 1/1/19 – 6/30/19	Year 1 7/1/19 - 6/30/20	Year 2 7/1/20 - 6/30/21	Year 3 7/1/21 - 6/30/22	Year 4 7/1/22 - 6/30/23	Year 5/ Final Period 7/1/23 - 12/31/23
Goal 1: To facilitate collaboration efforts among all stakeholders to develop education policy and systemic initiatives that provide a continuum of services to remove barriers for family engagement in education and school reform efforts.						
• Work with SDDOE, parents, families, community-based agencies, and grant partners to develop and provide training to schools on ESSA requirement for district policy Section 1116 on parent and family engagement such plan must include objectives and meet the criteria established by ESSA	x	x	x	x	x	x
• Partner with PTA, SASD, and SDASBSD to advocate for education policy during the yearly legislative session	x	x	x	x	x	x
• Research the creation of a statewide policy and practices advisory committee representing stakeholders from parents, families, community-based organizations, legislatures, and grant management team members (SEA, LEA, Parents, School Counselors)	x	x				
• Work with SDDOE, parents, families, community-based agencies, and grant partners to develop long-term systemic initiatives developed through the SDDOE Divisions of Educational Services and Support (Title programs, 21 Century, Special Education, Early Learning); Division of Career and Technical Education; and Division of Learning and Instruction	x	x	x	x	x	x
Goal 2: To provide technical assistance, training, and support to South Dakota’s SEA, LEAs, Title 1 Schools, Schools in Improvement, and community-based organizations in the areas of parent, family, and community engagement.						
• Work with SDDOE Family Engagement Coordinator and Divisions Directors in areas specific to their initiatives (Special Education, ELL, Native American, Title I, Career and Tech Education, Birth to 5, Curriculum and Assessment)	x	x	x	x	x	x
• Continue updating the SDDOE Guide to Inspiring Partnerships Between Home and School (SD Guide/Toolkit); add Principal and Leadership components	x	x	x	x	x	x
• Develop transition supports for families as students move through the education system (with a special emphasis on families of disadvantaged students) (ex: Prek to K, elementary to MS; MS to HS; HS to career choice)		x	x			
• Coordinate with Birth to 5 division leaders to align literacy strategies to <i>The Bright Beginnings Project</i> and Implement Phase II of the project including training of all service providers	x	x	x	x	x	x
• Coordinate with state-wide literacy coaches to develop trainings incorporating evidence-based strategies that align to the K-5 RtI/MTSS reading initiative	x	x				
• Develop process for distribution of literacy supports to parents and families	x					
• Disseminate books, written material, and/or digital materials to parents and families		x	x	x	x	x
• Assist schools to prioritize needs and develop an implementation guide for parent, family, and community engagement	x	x	x	x	x	x
• Conduct Family Friendly Walk-Throughs, at least every three years, in CSI schools; offer the option of a Family Friendly Walk-Through to all TSI schools and/or Title 1 schools not listed in improvement		x	x	x	x	x
• Develop goals, objectives, and implementation plan (Based on SDDOE Comprehensive Needs Assessment System) around parent, family, school culture and climate and assist schools in implementing the plan		x	x	x	x	x
• Develop a planned program for partnerships with activities linked to school improvement goals and support schools as they implement	x	x				
• Develop and provide training and/or resources to school teams (including family members) on Title I school level policy and compacts		x	x	x	x	x

• Lead school leadership teams in identifying and integrating resources and services from the community that will increase student learning opportunities and meet the school improvement goals		X	X	X	X	X
• Provide district-level, regional, and/or online trainings to administrators, teachers, and/or support staff.		X	X	X	X	X
• Provide Financial Literacy training to young adults; provide Financial Literacy Train-the-Trainer trainings to community-based staff members to provide them with tools as they work with young adults transitioning into post-secondary education, training, and/or apprenticeships (with an emphasis on first-generation families)		X	X	X	X	X
• Provide training to CLC teachers on literacy strategies and supports aligned to the K-12 literacy approaches, which will then be incorporated into adult literacy curriculum		X	X			
• Collaborate with the Department of Labor on the Career Launch Initiative to ensure alignment of resources provided to young adults transitioning into their career pathway	X					
Goal 3: To provide training, resources, and support to parents (with a special emphasis on parents of disadvantaged students) so that they effectively advocate for and participate in their child's academic growth and success.						
• Develop, publish, and disseminate parent-friendly literature to help parents, family, and community members understand the state academic standards		X	X	X	X	X
• Develop, publish, and disseminate parent-friendly literature to help parents, family, and community members understand SDDOE ESSA requirements for parent, family, and community engagement, including graduation expectations		X	X	X	X	X
• Develop and provide training and/or resources to schools on Title I school level policies and compacts; Assist schools to connect their parent and family engagement efforts to student learning which should include Title I policies and compacts (Regional Trainings)		X	X	X	X	X
• Develop, publish, and disseminate resources to address key challenges in reaching all families	X	X	X	X	X	X
• Translate materials and/or utilize translator		X	X	X	X	X
• Provide regional and online trainings to parents, family, and community members						
• Implement and lead a Family Leadership Training Program using foundational materials from <i>Family Guide: Serving on Groups that Make Decisions</i>		X	X	X	X	X
• Develop and lead parent mentors and/or parent teams who can work together and support each other in order to improve academic success for all students		X	X	X	X	X
Goal 4: To inform the development of consistent communication and marketing tools among all stakeholders.						
• Include parents, representatives of education professionals with expertise in improving services for disadvantaged children, elementary and secondary schools, students, business community, SEAs in the development and participation in the statewide advisory committee	X	X	X	X	X	X
• Host at least bi-yearly statewide advisory committee convening's	X	X	X	X	X	X
• Continue participation in the National Family Engagement State and District Leaders Cohort	X	X	X	X	X	X
• Create and maintain website, Facebook page, and Twitter account	X	X	X	X	X	X
• Provide monthly Family Friendly Schools Campaign posts (August – May)		X	X	X	X	X
• Develop, publish, and disseminate materials to assist schools to implement ESSA requirements on parent and family engagement	X	X				
• Develop, publish, and disseminate resources to address key challenges in reaching all families, including presenting at state and national conferences		X	X	X	X	X

Career Launch Philosophy

Career Launch has been established under the leadership of Governor Dennis Daugaard to increase student awareness about career opportunities in their communities and help meet South Dakota's demand for a skilled workforce.

We are encouraging high schools to expand the availability of work-based education experiences, such as apprenticeships, internships, or job shadowing during school. The best way for young people to learn about careers and find fields they like – or don't like – is to experience them. In addition, these work experiences help our young people learn how to arrive on-time, how to dress appropriately for the job, how to interact with co-workers and customers.

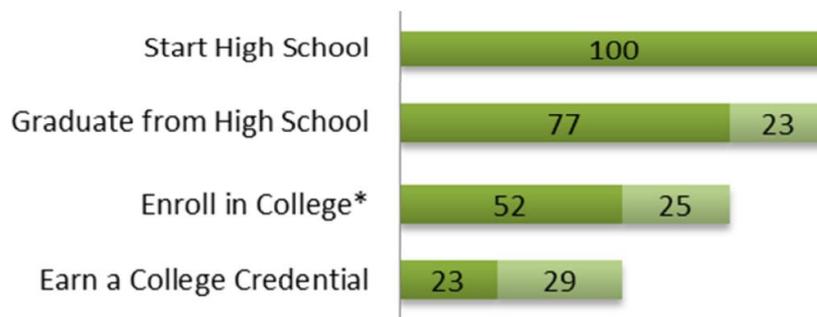
-Governor Dennis Daugaard

Career Launch Background

There are two inter-related workforce problems in South Dakota. From the perspective of businesses and employers, our state does not have enough workers in many skilled fields, and this is a barrier to economic growth. We have companies that do not expand, or that turn away business, because they cannot hire enough skilled workers to do the work. Almost any business owner will identify workforce as a significant concern.

But we must also see this from the perspective of our young people. We want them to receive an education that allows them to find well-paying, fulfilling jobs, here in South Dakota. We have an excellent education system in our state, but we must help all of our young people achieve this goal.

South Dakota's Education System: Many students don't have a straight path to careers



* Estimate based on historical data

The above chart depicts a sample of 100 South Dakota public school students who entered high school in 2006. As may be seen, 77 graduated, with only 52 graduates entering a post-secondary school. Only 23 completed.

Additionally, high school student engagement and youth participation in the workforce has declined dramatically over the past two decades. This reduced opportunities for students to gain exposure to a variety of occupations and develop foundational employment skills. This lack of work experience can lead students to make costly decisions about their futures lacking sufficient real-world context. Without this context, young adults may learn too late that their chosen pathway either is not a good fit or they still lack the skills employers need.

Career Launch Basics

We must ensure students are graduating high school with a clear understanding of opportunities available within our job market, the paths available to achieve their goals, and the pros and cons of the routes they may choose.

In addition, we must engage parents and educators in the conversation about the multiple pathways to success. All the while, we must stress the importance of businesses investing in our youth by offering a range of work-based learning opportunities – such as job shadowing, internships, and apprenticeships.

Career Launch will provide middle school students with career exploration and high school students with opportunities to gain a workplace experience that complements their studies. The Department of Labor (DLR) and the Department of Education (DOE) are partnering with four school districts: Brookings, Yankton, Rapid City, and Sioux Falls. The pilot project intends to develop a model to be expanded statewide. The needs of every community are unique. The pilot is tailored to meet community needs while still meeting overall program goals.

In the pilot communities, DLR staff will work directly with the school districts to provide career advising services and act as business liaisons. As business liaisons, they will simplify for both schools and businesses the process of establishing work-based learning opportunities. Engaging trained community volunteers, maximizing the potential impact of classroom teachers on students' decisions about their futures, and working with established programs like Junior Achievement will facilitate the expansion of Career Launch to communities large and small in the future.



Epstein's Six Types of Parent Involvement

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs.

Epstein's Framework of Six Types of Involvement

1. **Parenting:** Help all families establish home environments to support children as students.
 - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
 - Family support programs to assist families with health, nutrition, and other services.
 - Home visits at transition points to elementary, middle, and high school.
2. **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
 - Conferences with every parent at least once a year.
 - Language translators to assist families as needed.
 - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
3. **Volunteering:** Recruit and organize parent help and support.
 - School/classroom volunteer program to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Annual postcard survey to identify all available talents, times, and locations of volunteers.
4. **Learning at home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - Information for families on skills required for students in all subjects at each grade.
 - Information on homework policies and how to monitor and discuss schoolwork at home.
5. **Decision-making:** Include families as participants in school decisions and develop parent leaders and representatives.
 - Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation.
 - District-level advisory councils and committees.
6. **Collaborating with Community:** Coordinate resources and services from the community for families, students, and the school, and provide services to the community.
 - Provide information for students and families on community health, cultural, recreational, social support, and other programs or services.
 - Provide information on community activities that link to learning skills and talents, including summer programs for students.



WHAT IS GETTING READY?

Getting Ready is a *child- and parent-focused, strengths-based intervention* aimed at enhancing the school readiness of young children birth to age five who are growing up in adverse socioeconomic conditions. It focuses on *strengthening relationships in children's lives*, including relationships between parents and their young children, their children's caregivers and their educators. Getting Ready aims to support the “curriculum of the home” for young children and families through an individualized and culturally sensitive approach to service delivery in home- and center-based settings.

HOW IS THE INTERVENTION IMPLEMENTED?

The Getting Ready¹ intervention is a process of interacting with families that occurs during all exchanges with them (e.g., home visits, conferences, informal interactions). It builds on culturally relevant family and child strengths. It is not a curriculum or a packaged, stand-alone program, but rather an ecologically sound, intentional approach for infusing meaningful parent engagement into all aspects of the natural early childhood environment.

Early childhood professionals (e.g., teachers, home visitors, child care providers) participate in *formal training* that provides them information on how to blend important developmental objectives with effective parent-child interactions. Early childhood educators receive *ongoing coaching* from a master coach to support their use of research-based strategies that promote responsive and effective parent-child interactions. In addition, coaches help teachers learn to engage with families in *targeted, collaborative problem-solving* to set goals and support children's development.

WHAT IS THE EVIDENCE OF IMPACT?

A great deal of support from a randomized trial now points to the positive effects of the Getting Ready intervention on children's school readiness and family engagement.^{2,3,8} *Compared to their counterparts in the control condition, over time, preschool children in the Getting Ready treatment group demonstrated improved:*

- ★ *social-emotional competencies*, including enhanced levels of attachment behavior with adults; increases in self-initiative; reductions in anxiety / withdrawal behaviors; and reduction in activity levels.
- ★ *self-regulation*, including declines in overactive behaviors. Importantly, positive affect and verbalizations improved among children whose mothers reported elevated levels of depression.
- ★ *language and early literacy skills*, including children's use of language, early reading and writing skills. Expressive language improved among children identified as having a developmental concern.

Additionally, data indicate that the Getting Ready intervention is effective at improving parenting behaviors known to support positive child outcomes. *Compared to their counterparts in the control condition, parents in the Getting Ready treatment group⁴:*

- ★ interacted with their children using a *greater degree of warmth and sensitivity*.
- ★ demonstrated more skills to *support their children's autonomy*.
- ★ provided more appropriate *supports for their children's learning*.
- ★ offered their children more *appropriate guidance and directives*.

Finally, data also indicate that the Getting Ready intervention is being *implemented with fidelity* – as evidenced by the observed behaviors of home visitors and teachers in their interactions with families – and is *viewed favorably* by early childhood professionals.^{5,6,7}

Two additional federally-funded randomized trials of Getting Ready are currently underway. One is investigating the effects of the intervention for preschool children identified as most at risk at age 3, and the second is exploring intervention effects for infants/toddlers in Early Head Start center-based settings.



SELECT GETTING READY PUBLICATIONS

1. Sheridan, S. M., Marvin, C. A., Knoche, L. L., & Edwards, C. P. (2008). Getting ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services*, 2, 149-172.
2. Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21, 125-156.
3. Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology*, 49, 361-383.
4. Knoche, L. L., Edwards, C. P., Sheridan, S. M., Kupzyk, K. A., Marvin, C. A., Cline, K. D., & Clarke, B. L. (2012). Getting Ready: Results of a randomized trial of a relationship-focused intervention on parent engagement in rural Early Head Start. *Infant Mental Health Journal*, 33, 439-458.
5. Knoche, L. L., Sheridan, S. M., Edwards, C. P., & Osborn, A. Q. (2010). Implementation of a relationship-based school readiness intervention: A multidimensional approach to fidelity measurement for early childhood. *Early Childhood Research Quarterly*, 25, 299-313.
6. Edwards, C. P., Hart, T., Rasmussen, K., Haw, Y. M., & Sheridan, S. M. (2009). Promoting parent partnership in Head Start: A qualitative case study of teacher documents from a school readiness intervention project. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, 3, 301-322.
7. Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development: A case study of early childhood professionals in the Getting Ready Project. *Early Education and Development*, 20, 482-506.
8. Sheridan, S.M., Knoche, L.L., Edwards, C.P., Clarke, B.L., Kim, E.M, & Kupzyk, K.A. (2014). Efficacy of the Getting Ready Intervention and the Role of Parental Depression. *Early Education and Development*, 25, 1-24.

Bright Beginning Professional Development Plan

The Division of Exceptional Children (DEC) Recommended Practices and National Association for the Education of Young Children (NAEYC) Professional Preparation Standards will provide a foundation for training provided to direct service providers and service coordinators.

The overarching purpose of the SD Birth to Three Bright Beginnings PD Plan is based on DEC Leadership Practice 9:

Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

The intent of the 5-year PD Plan is to promote current and future direct service providers' ability to contribute to desired outcomes for children and families by utilizing evidence-based practices adopted by the SD Birth to Three Program. The training curriculum will be designed to enhance early intervention providers' competence and confidence in the following areas:

1. Enhancing family engagement during and between home visits;
2. Promoting parents' understanding of and ability to contribute to their children's development; and,
3. Supporting parents' ability to share early literacy experiences with their children during typical daily routines.

Proposed Implementation:

- October 2017 – August 2018 ... Pilot with 24 participants selected statewide.
- Statewide implementation by training approximately 450 direct service providers over a 5-year period (2017 – 2022).

Hybrid Training Delivery:

- Online Interactive Training
- Face-to-face Seminars
- Coaching provided by trained peer coaches.
- A post-training reliability review designed to examine each trainee's ability to implement the SD Birth to Three *Engaging Families* evidence-based practices as intended based on the University of Nebraska Lincoln's *Getting Ready* practice-based criteria.

Bright Beginning Professional Development Plan

Phase 1:

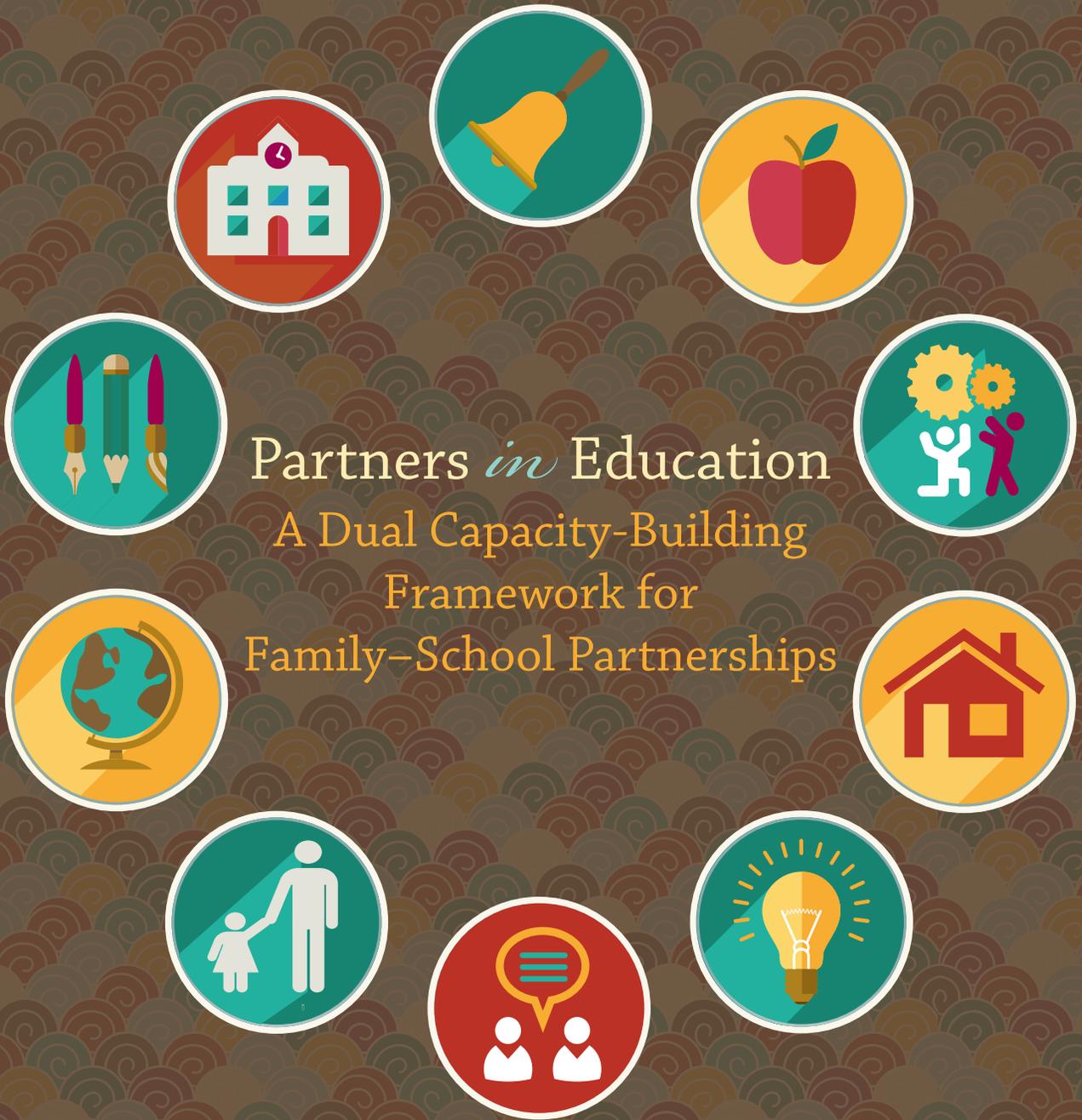
All direct service providers who serve SD Birth to Three families will complete the following training and reliability review procedures.

PD Training Components	Description	Content	Contact Hours
Pre-requisite training: Routines-Based Interview (RBI) Bootcamp	This training is intended to provide direct service providers with a foundational understanding of the Routines-Based Interview implemented by SD Birth to Three Service coordinators.	<ul style="list-style-type: none"> RBI purpose and process Eco Map Functional Goals 	3
Routines-Based Home Visiting	This objectives of the RBHV online training module is to promote direct service providers' awareness of the importance of early intervention, enhance their ability to adopt routines-based home visiting practices, and develop a foundational understanding of the University of Nebraska-Lincoln's Getting Ready evidence-based model adopted by the SD Birth to Three program.	<ul style="list-style-type: none"> Commitment to quality early intervention, SD Birth to Three priorities, and collaboration with NE. Adopting Routines-based Home Visiting practices. Dynamic parent-child interactions. Building parent-professional partnerships Strengthening parent competence and confidence Collaborating with early care providers. 	15
Engaging Families Seminar	This hybrid training begins with two consecutive 1/2-day face-to-face seminars designed to enhance direct services providers' ability to enhance family engagement during and between routines-based home visits with SD Birth to Three families with fidelity based on the criteria established by the University of Nebraska Lincoln's "Getting Ready evidence-based model.	<ul style="list-style-type: none"> Routines-Based Home Visiting Practices Engaging Families strategies to strengthen parent-professional partnerships Engaging Families Strategies to Build Parent Competence & Confidence Promoting parents understanding of early development SD Birth to Three professional learning communities Peer coaching support Bright beginnings Reliability Review procedures 	15
Reliability Review	This evaluation includes assessment of a post-training video, Home Visit Plan, and Engaging Families self-critique completed by each trainee complemented by coaching feedback and goal setting.	<ul style="list-style-type: none"> Implementing SD Birth to Three Bright Beginnings Family Engagement evidence-based practices as intended according to the NE's "Getting Ready" evidence-based model. 	

Phase 2:

After successfully completing the Phase 1 professional development training and reliability review processes, direct service providers will participate in a face-to-face seminar designed to enhance their ability to promote early literacy during and between routines-based home visits with SD Birth to Three families.

Enhancing Early Literacy	The purpose of this seminar is to promote direct service providers' awareness of evidence-based strategies they can utilize to help families provide developmentally appropriate language and literacy rich learning experiences for their children.	<ul style="list-style-type: none"> Early language development Early language & literacy modeling Embedding early literacy skills during routines-based home visits. Promoting parents' access to early literacy resources. 	Contact hours to be determined
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Partners *in* Education
A Dual Capacity-Building
Framework for
Family-School Partnerships

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“

My vision for family engagement is ambitious...

I want to have too many parents **demanding excellence** in their schools. I want all parents to be **real partners in education** with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported. When parents demand change and better options for their children, they become the **real accountability backstop for the educational system.**”

—ARNE DUNCAN, U.S. SECRETARY OF EDUCATION, MAY 3, 2010





Table of Contents

Introduction	5
The Dual Capacity-Building Framework for Family–School Partnerships	7
The Challenge	7
Opportunity Conditions	9
Policy and Program Goals	10
Staff and Family Partnership	
Outcomes	11
The Three Case Studies	13
Stanton Elementary School.....	13
Boston Public Schools	16
First 5 Santa Clara County	19
Conclusion and Recommendations	25
Endnotes	27
About the Authors	28







Introduction

For schools and districts across the U.S., family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts.

For schools and districts across the U.S., family engagement¹ is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts. Family engagement has long been enshrined in policy at the federal level through Title I of ESEA (Elementary and Secondary Education Act), which requires that Title I schools develop parental involvement policies and “school-family compacts” that outline how the two stakeholder groups will work together to boost student achievement.² State governments are increasingly adding their voices to the chorus. As of January 2010, 39 states and the District of Columbia had enacted laws calling for the implementation of family engagement policies.³ In 2012, Massachusetts was one of several states to integrate family engagement into its educator evaluation system, making “family and community engagement” one of the four pillars of its rubric for evaluating teachers and administrators.⁴

These policies are rooted in a wide body of research demonstrating the beneficial effects of parental involvement and family-school partnerships. Over 50 years of research links the various roles that families play in a child’s education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child—with indicators of student achievement including student grades, achievement test scores, lower drop-out rates, students’ sense of personal competence and efficacy for learning, and students’ beliefs about the importance of education.⁵ Recent work by the Chicago Consortium on School Research has also shown that “parent and community ties” can have a systemic and sustained effect on learning outcomes for children and on whole school improvement when combined with other essential supports such as strong

school leadership, a high-quality faculty, community engagement and partnerships, a student-centered learning climate, and effective instructional guidance for staff (See Figure 1 on page 6).⁶ In particular, research shows that initiatives that take on a partnership orientation—in which student achievement and school improvement are seen as a shared responsibility, relationships of trust and respect are established between home and school, and families and school staff see each other as equal partners—create the conditions for family engagement to flourish.⁷

Over 50 years of research links the various roles that families play in a child’s education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child.

Given this research base, the increase in policies promoting family engagement is a sign of progress toward improving educational opportunities for all children. Yet these mandates are often predicated on a fundamental assumption: that the educators and families charged with developing effective partnerships between home and school already possess the requisite skills, knowledge, confidence, and belief systems—in other words, the *collective capacity*—to successfully implement and sustain these important home-school relationships. Unfortunately, this assumption is deeply flawed. Principals and teachers receive little training for engaging families and report feeling under-prepared, despite valuing relationships with families.⁸



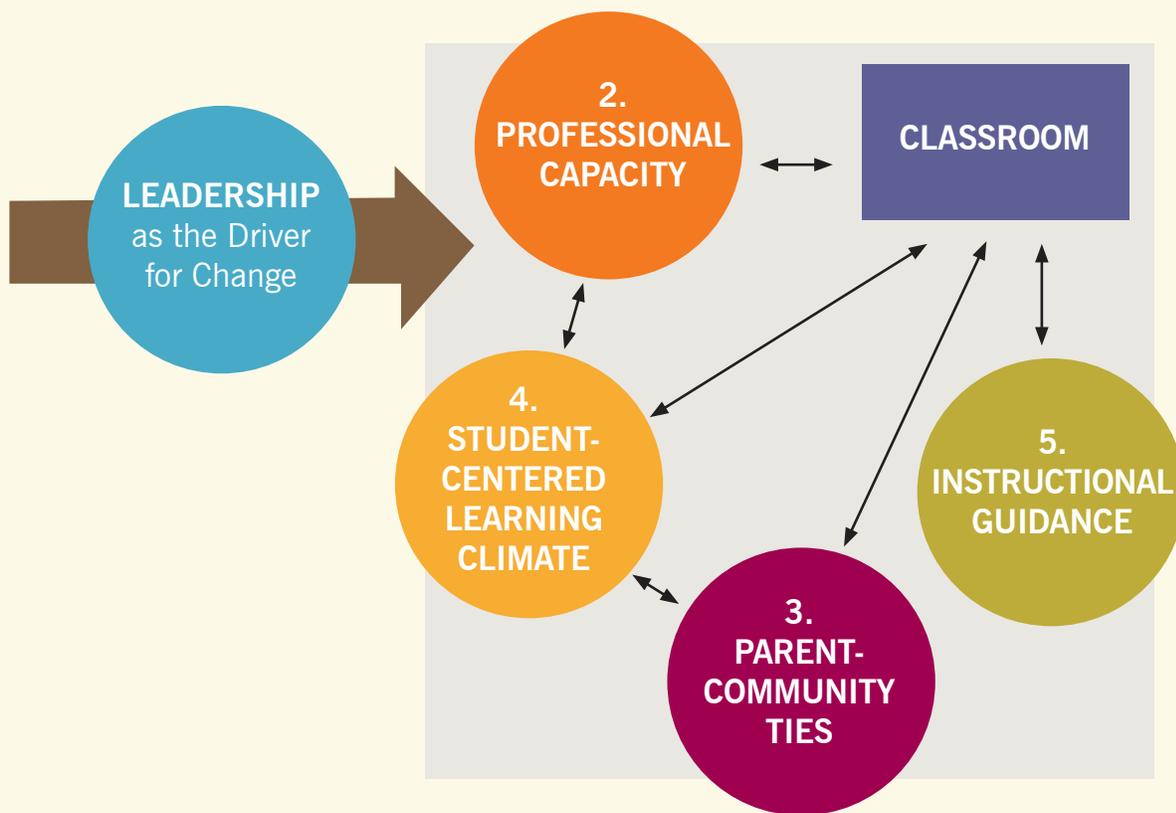
Parents, meanwhile—particularly low-income and limited-English-proficient parents—face multiple barriers to engagement, often lacking access to the social capital and understanding of the school system necessary to take effective action on behalf of their children.⁹ Without attention to training and capacity building, well-intentioned partnership efforts fall flat. Rather than promoting equal partnerships between parents and schools at a systemic level, these initiatives default to one-way communication and “random acts of engagement”¹⁰ such as poorly attended parent nights.

This paper presents a new framework for designing family engagement initiatives that build capacity

among educators and families to partner with one another around student success. Based in existing research and best practices, the “Dual Capacity-Building Framework for Family–School Partnerships” is designed to act as a scaffold for the development of family engagement strategies, policies, and programs. This is not a blueprint for engagement initiatives, which must be designed to fit the particular contexts in which they are carried out. Instead, the Dual Capacity-Building Framework should be seen as a *compass*, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.

Figure 1: Five Essential Supports

The University of Chicago Consortium on Chicago School Research¹¹



From *Community Social Capital and School Improvement*, (slide 4) by P. B. Sebring, 2012. Paper presented at the National Community and School Reform Conference at the Harvard Graduate School of Education, Cambridge, MA. Copyright ©University of Chicago Consortium on Chicago School Research (CCSR). Reprinted by SEDL with permission from the author, Penny Bender Sebring, CCSR.



The Dual Capacity-Building Framework for Family–School Partnerships

The following section provides a brief explanation of the Dual Capacity-Building Framework and its components.



The Dual Capacity-Building Framework (See Figure 2 on page 8) was formulated using the research on effective family engagement and home–school partnership strategies and practices, adult learning and motivation, and leadership development. The Dual Capacity-Building Framework components include:

1. a description of the capacity challenges that must be addressed to support the cultivation of effective home–school partnerships;
2. an articulation of the conditions integral to the success of family–school partnership initiatives and interventions;
3. an identification of the desired intermediate capacity goals that should be the focus of family engagement policies and programs at the federal, state, and local level; and
4. a description of the capacity-building outcomes for school and program staff as well as for families.

After outlining these four components, we present three case studies that illustrate and further develop the Framework. The case studies feature a school, a district, and a county whose efforts to develop capacity around effective family–school partnerships embody the Dual Capacity-Building Framework.

The Challenge

Many states, districts, and schools struggle with how to cultivate and sustain positive relationships with

families. A monitoring report issued in 2008 by the U.S. Department of Education’s Office of Elementary and Secondary Education found that family engagement was the weakest area of compliance by states.¹² According to the 2012 “MetLife Survey of the American Teacher,” both teachers and principals across the country consistently identify family engagement to be one of the most challenging aspects of their work.¹³ A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures and to develop stronger home–school partnerships of shared responsibility for children’s outcomes, but they do not know how to accomplish this. Families, in turn, can face many personal, cultural, and structural barriers to engaging in productive partnerships with teachers. They may not have access to the social and cultural capital needed to navigate the complexities of the U.S. educational system,¹⁴ or they may have had negative experiences with schools in the past, leading to distrust or to feeling unwelcomed.¹⁵ The limited capacity of the various stakeholders to partner with each other and to share the responsibility for improving student achievement and school performance is a major factor in the relatively poor execution of family engagement initiatives and programs over the years.¹⁶

Contributing to this problem is the lack of sustained, accessible, and effective opportunities to build capacity among local education agency (LEA) staff and families. If effective cradle-to-career educational partnerships between home and school are to be implemented and sustained with fidelity, engagement

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships



initiatives must include a concerted focus on developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace trainings for families; or as an integrated part of parent-teacher partnership activities. When effectively implemented, such opportunities build and enhance the skills, knowledge, and dispositions of stakeholders to engage in effective partnerships that support student achievement and development and school improvement.

Opportunity Conditions

There are many types of effective capacity-building opportunities for LEA staff and families, some of which are explored in the case studies described in the next section. Opportunities must be tailored to the particular contexts for which they are developed. At the same time, research suggests that certain *process conditions* must be met for adult participants to come away from a learning experience not only with new knowledge but with the ability and desire to apply what they have learned. Research also suggests important *organizational conditions* that have to be met in order to sustain and scale these opportunity efforts across districts and groups of schools.

Process Conditions

Research on promising practice in family engagement, as well as on adult learning and development, identifies a set of process conditions that are important to the success of capacity-building interventions. The term *process* here refers to the series of actions, operations, and procedures that are part of any activity or initiative. Process conditions are key to the design of effective initiatives for building the capacity of families and school staff to partner in ways that support student achievement and school improvement. Initiatives must be:

Linked to Learning

Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students. Far too often, events held at schools for parents have little to do with the school or district's academic and developmental goals for students. These events are missed opportunities to enhance the capacity of families and staff to collaborate with one another to support student learning. Families and school staff are more interested in and motivated to participate in events and programs that are focused on enhancing their abil-

ity to work as partners to support children's cognitive, emotional, physical, and social development as well as the overall improvement of the school.

Relational

A major focus of the initiative is on building respectful and trusting relationships between home and school. No meaningful family engagement can be established until relationships of trust and respect are established between home and school. A focus on relationship building is especially important in circumstances where there has been a history of mistrust between families and school or district staff, or where negative past experiences or feelings of intimidation hamper the building of partnerships between staff and parents. In these cases, mailings, automated phone calls, and even incentives like meals and prizes for attendance do little to ensure regular participation of families, and school staff are often less than enthusiastic about participating in these events. The *relationship* between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continued participation of families and staff. Participants in initiatives are more willing to learn from others whom they respect and trust.

Developmental

The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program. Providing support to communities is important, but initiatives that build capacity set out to provide opportunities for participants (both families and school staff) to think differently about themselves and their roles as stakeholders in their schools and communities.¹⁷ In addition to providing services to stakeholders, the developmental component of these initiatives focuses on empowering and enabling participants to be confident, active, knowledgeable, and informed stakeholders in the transformation of their schools and neighborhoods.

Collective/Collaborative

Learning is conducted in group rather than individual settings and is focused on building learning communities and networks. Initiatives that bring families and staff together for shared learning create collective learning environments that foster peer learning and communications networks among families and staff. The collective, collaborative nature of these initiatives builds social networks, connections, and, ultimately, the social capital of families and staff in the program.

Interactive

Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice. Existing family engagement strategies often involve providing lists of items and activities for teachers to use to reach out to families and for families to do with their children. This information dissemination strategy is an important but insufficient condition of learning and knowledge acquisition. During learning sessions, staff and families can receive information on skills and tools, but must also have the opportunity to practice what they have learned and receive feedback and coaching from each other, peers, and facilitators.

Organizational Conditions

As organizations, LEAs and schools struggle to create family-school partnership opportunities that are coherent and aligned with educational improvement goals, sustained over time, and spread across the district. Research on the conditions necessary for educational entities to successfully implement and sustain family engagement identifies the following organizational conditions that support fidelity and sustainability.¹⁸ Initiatives must be:

Systemic

Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround. Family-school partnerships are seen as essential supports¹⁹ to school and district improvement and are elevated to a high priority across state, district, and school improvement plans.

Integrated

Capacity-building efforts are embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration. A district or school's efforts to build the capacity of families and staff to form effective partnerships are integrated into all aspects of its improvement strategy, such as the recruitment and training of effective teachers and school leaders, professional development, and mechanisms of evaluation and assessment.

Sustained

Programs operate with adequate resources and infrastructure support. Multiple funding streams are resourced to fund initiatives, and senior-level district leadership is empowered to coordinate family-school

partnership strategies and initiatives as a component of the overall improvement strategy. School leaders are committed to and have a systemic vision of family engagement and family-school partnerships.

Policy and Program Goals

The Framework builds on existing research suggesting that partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership.²⁰ Many school and district family engagement initiatives focus solely on providing workshops and seminars for families on how to engage more effectively in their children's education. This focus on families alone often results in increased tension between families and school staff: families are trained to be more active in their children's schools, only to be met by an unreceptive and unwelcoming school climate and resistance from district and school staff to their efforts for more active engagement. Therefore, policies and programs directed at improving family engagement must focus on building the capacities of both staff and families to engage in partnerships.

Following the work of Higgins,²¹ we break down capacity into four components—the “4 Cs”:

Capabilities: Human Capital, Skills, and Knowledge

School and district staff need to be knowledgeable about the assets and funds of knowledge available in the communities where they work. They also need skills in the realms of cultural competency and of building trusting relationship with families. Families need access to knowledge about student learning and the workings of the school system. They also need skills in advocacy and educational support.

Connections: Important Relationships and Networks—Social Capital

Staff and families need access to social capital through strong, cross-cultural networks built on trust and respect. These networks should include family-teacher relationships, parent-parent relationships, and connections with community agencies and services.

Confidence: Individual Level of Self-Efficacy

Staff and families need a sense of comfort and

self-efficacy related to engaging in partnership activities and working across lines of cultural difference.

Cognition: Assumptions, Beliefs, and Worldview

Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning. Families need to view themselves as partners in their children’s education, and must construct their roles in their children’s learning to include the multiple roles described in the Framework.

The Framework suggests that before effective home-school partnerships can be achieved at scale and sustained, these four components of partnership capacity must be enhanced among district/school staff and families.

The 4 Cs can also be used to develop a set of criteria from which to identify metrics to measure and evaluate policy and program effectiveness.²² Examples of criteria aligned with the 4 Cs for both family and staff are included in the final section of this report.

Staff and Family Partnership Outcomes

Once staff and families have built the requisite capabilities, connections, confidence, and cognition, they will be able to engage in partnerships that will support student achievement and student learning.

Staff who are prepared to engage in partnerships with families can:

- honor and recognize families’ existing knowledge, skill, and forms of engagement;
- create and sustain school and district cultures that welcome, invite, and promote family engagement; and
- develop family engagement initiatives and connect them to student learning and development.

Families who, regardless of their racial or ethnic identity, educational background, gender, disability, or socioeconomic status, are prepared to engage in partnerships with school and districts can engage in diverse roles such as:

- *Supporters* of their children’s learning and development
- *Encouragers* of an achievement identity, a positive self image, and a “can do” spirit in their children
- *Monitors* of their children’s time, behavior, boundaries, and resources
- *Models* of lifelong learning and enthusiasm for education
- *Advocates/Activists* for improved learning opportunities for their children and at their schools
- *Decision-makers/choosers* of educational options for their children, the school, and their community
- *Collaborators* with school staff and other members of the community on issues of school improvement and reform

As a result of this enhanced capacity on the part of families, districts and schools are able to cultivate and sustain active, respectful, and effective partnerships with families that foster school improvement, link to educational objectives, and support children’s learning and development.

The Framework builds on existing research suggesting that partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership.





The Three Case Studies

In this section, we offer three cases of current efforts that bring the principles of the Dual Capacity-Building Framework to life.

In the following sections, we offer three cases of current efforts that bring the principles of the Dual Capacity-Building Framework to life. The first case looks at **Stanton Elementary School** in Washington, DC, which has successfully implemented two strategies identified as best practices in family-school partnerships: home visits and academic parent-teacher teams. The second case looks at **Boston Public Schools**, whose Office of Family and Student Engagement builds capacity for partnership among both parents and educators through their Parent Academy and school-based Family-Community Outreach

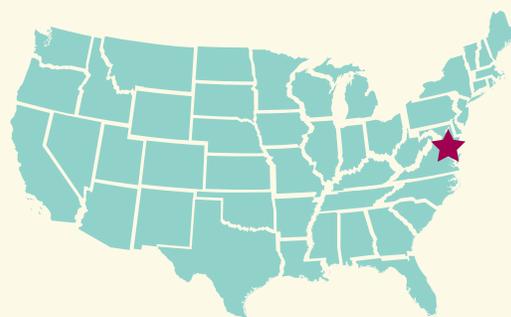
Coordinators. The third case describes California’s **First 5 Santa Clara**, a county-wide effort to support the healthy development of its residents aged 0–5 through community-based Family Resource Centers and pre-kindergarten family programming. Throughout the case descriptions, we use italics to highlight the ways that these diverse efforts embody aspects of the Dual Capacity-Building Framework. While each case looks at a different level of organization—school, district, or county—they all speak to one another, and together they offer a sense of the breadth of possibilities inherent in the Framework.

CASE 1

Stanton Elementary School

A School in Crisis

In June 2010, Carolyn John learned that she had been chosen as the new principal of Stanton Elementary School, a start-up charter school located in the Anacostia neighborhood in southeast Washington, DC. Stanton was rated the lowest-performing elementary school in the district (DCPS). At the end of the 2010 school year, only 15% of the students were proficient in math and a mere 9% were proficient in reading. One parent described the school this way: “These were elementary school kids, and they were running the school. Parents were disconnected, staff and families were battling one another, and many of the staff seemed not to care.” During the 2009–2010 school year, police were called to the elementary school on 24 occasions, and tensions and feelings of distrust were high between the school and parents. The school had been reconstituted two years earlier, and now had been identified for school turnaround by DCPS. Opting for the federal



school turnaround “restart” model, the DCPS selected Scholar Academies, a charter-school management organization, to partner with Principal John and her staff to transform the school.

Armed with a new, energetic teaching staff, Principal John began the 2010–2011 school year with a focus on improving instruction, implementing a new behavior management system, and improving the school culture. Principal John stated, “We started out with all the strategies that dominate the school reform conversation, and figured if we did all of those things, we would see drastic improvement in six to eight months.” She said that she and her staff also scheduled all of the “boilerplate” family engagement events such as



back-to-school nights, bake sales, parent-teacher conferences, cookouts, and school dances—none of which were well attended by parents.

Despite these efforts, academic performance did not improve; in fact, test scores declined, and the school culture remained extremely problematic. Over 250 short-term suspensions were recorded within the first 25 weeks of school, parent attendance at parent-teacher conferences was 12%, and there were frequent incidents of hostility and disrespect between family and community members and staff. Principal John stated that she spent over 90% of her time “putting out fires, literally and figuratively,” leaving little time to focus on teaching and learning. Staff were demoralized, with several stating that they went home each evening during the first year emotionally drained and distressed. Staff and parents refer to the 2010–2011 school year as “Year Zero” because of the lack of any real change at the school.

The Family Engagement Initiative at Stanton

In the spring of 2011, the Flamboyan Foundation partnered with DCPS’s Office of Family and Public Engagement to initiate a family engagement pilot program with a small number of schools. Schools were chosen for the initiative based on criteria that emphasized the school leader’s commitment to make family engagement part of the school’s core improvement strategy, their strength as an instructional leader, and their ability to make positive changes in the culture and climate of the school. Stanton was one of the schools chosen for the pilot. In the spring and summer of 2011, using SIG (School Improvement Grant) funding and a grant from the Flamboyan Foundation to support the initiative, the staff received training on two components of the pilot program: the Parent-Teacher Home Visit Project from Sacramento, California and the Academic Parent-Teacher Team model from Creighton, Arizona.

Under the Parent-Teacher Home Visit Project (PTHVP), teachers and other school staff visit families with the goal of building relationships of trust and respect between home and school. These visits provide opportunities for educators to spend time in the neighborhoods in which they work and to listen to the perspectives of community members. The visits are not designed to be assessments of families; rather, they are relational in nature and are specifically designed to be respectful of families’ assets and strengths and to build the capacity of both the educator and the family to support the academic and social success of every student.²³ Teachers begin the home visit conversations

by asking families to share their hopes and dreams for their child as well as information about their child’s strengths and possible challenges.

After their training by the Sacramento PTHVP team in the summer of 2011, Stanton teachers began conducting home visits to the families of their students. The staff set a goal of conducting 200 home visits by October 1; they exceeded their goal by completing 231 visits by their deadline. Stanton parents said that the home visits changed everything about the previous relationships between home and school. Parent Nadia Williams²⁴ stated, “the staff are so welcoming and inviting now, everyone greets parents when we come into the school. I’ve never had such positive relationships with school staff like I have here at Stanton.” Parents also stated that new positive energy at the school allowed them to shed any defensiveness they had previously felt when they interacted with staff. This then opened the parents up to listening to and learning from teachers and administrators.

Parent Katrina Grant described the immediate impact of the home visit on her relationship with staff and her interactions with them:

What made me more engaged was the home visit. When they first called about the home visit, first, I was skeptical. I thought it was a CPS (Child Protection Services) visit. For the teachers to take the initiative, to come to my area where I live and have no problem with it, to sit in my living room, and ask about me and my child, that really meant something to me. It meant that this person is going to be my partner, and we were going to work together, and she cares for my child. The whole time we discussed my child. For me, that was the first engagement that signaled a change for me.

Before, I used to always be on my guard and feeling defensive. I’m not defensive anymore. I really appreciate that—by my not being defensive, it allows me to take in information. At one time, I was so defensive I wouldn’t hear a thing. Now, I trust when my children are here that they are in good hands. The staff has welcomed me to the point that now that they can say anything and tell me things and I’ll feel okay about it.

Parent Ellen Little made the distinction between the PTHVP home visits and other home visits she had received in the past:

To make a long story short, that home visit was the best visit of my life. Now, the teacher and I are so connected. I really appreciate these home visits;

when I was coming up we received home visits, but they were for CPS or they were for attendance issues. Home visits were for a lot of negative issues and so there are a lot of negative connotations around the idea of home visits. I'm glad that is changing.

Teachers commented that the effect of the summer and early fall home visits was felt “instantly.” Teacher Melissa Bryant commented, “We really saw the impact of the home visits at our first back-to-school night in September. We had set up a small number of chairs because of our usual low attendance, but then parents kept coming and coming. We had to run and get more chairs, and the next thing we knew, staff had to give up their seats for parents.” Teachers also stated how the home visits profoundly changed their perceptions of Stanton parents. “I used to put parents in boxes based on their engagement levels,” stated Bryant. “I learned from the home visits that all parents care about their children’s education. . . . If parents don’t help with academics, it’s because they don’t know how, not that they don’t care.”

As staff began to develop relationships of trust and respect with families through the home visits, the second phase of the initiative was introduced: Academic Parent-Teacher Teams (APTT). The APTT model, developed by Dr. Maria Paredes, repurposes traditional parent-teacher conferences with a focus on group learning and collaboration. Family members of all the children in a single class meet together with the teacher three times a year for 75 minutes, along with a single 30-minute individual parent-teacher conference. The APTT initiative provides a structure for parents to meet with teachers and converse, build *networks* with other parents, and learn ways to support their child’s academic skill development. The objectives of the APTT model include increasing parents’ *efficacy* and *confidence* to support student learning, and building school faculty capacity to work effectively with families.

Team meetings usually begin with icebreakers and time to celebrate the progress that students have made. Parents share with teachers and with one another the areas their child is struggling with, and the successful strategies they have been using to support their child’s learning. Teachers, in turn, explain what knowledge and skills the students are expected to master at each grade level. They present academic performance data for the entire class and give parents individual information about their own child’s performance. Teachers then model activities that parents can do at home with their child, and assist parents in setting goals for their child’s progress.²⁵

Stanton staff ran APTT meetings in the fall, focusing on reading and math goals for the year. Parents were given materials and a chance to learn and practice activities they could do with their children at home to help them master specific math and reading skills. These meetings were both *interactive* and *collaborative*; parents worked together with one another and with teachers to share techniques, practice activities, and celebrate success. Teachers found that these meetings not only served as a way to support parents, but as a way to inform their own teaching. They commented that they learned new skills from parents that they could use in their classroom instruction.

By the end of the 2012 school year, Stanton increased their math scores by more than 18 percentage points and reading scores by more than 9 percentage points.

During the 2011–2012 school year, the Stanton staff conducted a total of 450 home visits and scheduled 30 APTT meetings for families. During the previous year, only 12% of the families had attended parent-teacher conferences. In 2011–2012, approximately 55% of the parents attended all three APTT meetings. By the end of the 2012 school year, Stanton increased their math scores by more than 18 percentage points and reading scores by more than 9 percentage points. These increases were brought about through strategic interventions such as improving school culture, focusing on rigorous instruction, and through their new model of family engagement.²⁶ School staff specifically point to the shift from a focus on behavior to a focus on academics as key in the building of new relationships of trust and respect between home and school. Teachers and families now describe Stanton as a “joyous place” where families, community members, and school staff work as a team to improve student achievement. Teacher Sheryl Garner discussed the shared responsibility and reciprocal relationships that have developed between her and the parents of the children in her classroom:

As a result of the home visits and the relationship building, parents meet up to the expectations that teachers have for parents, and then teachers meet up to the expectations that parents have for teachers. I know what the parent wants for their child, and they know what I want from their child and from them. I do my part, they do their part, and then the child does their part. We become the team.

Conclusion

The Stanton case provides a promising example of how building the capacity of both school staff and families to work in partnership, in combination with the other “essential supports”²⁷ required for school improvement—effective leadership, the professional capacity of staff, a student-centered learning climate, and instructional support and guidance—can lead to

dramatic shifts in the culture and climate of a school and in the academic outcomes for children. Principal John stated, “The work of family engagement is particularly important to me, my staff, and our community because experience has taught us that the adults in a school building alone cannot drive dramatic change by themselves.”

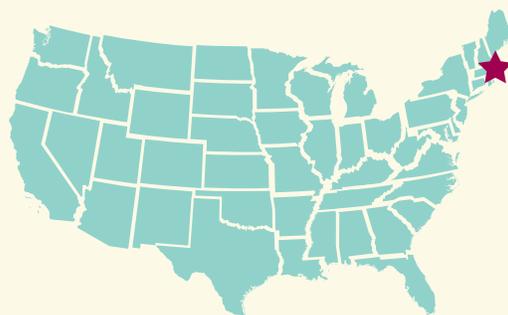
CASE 2

Boston Public Schools

Background

In the fall of 2008, Michele Brooks was hired on as the new Deputy Superintendent for Family and Student Engagement for the Boston Public Schools (BPS). A former parent organizer and member of the Boston School Committee, Brooks first assessed the “current state” of family and community engagement at BPS. What she found was a system in which “great things, wonderful things, were happening in pockets...but it was all random and not connected.” Her task—and that of her staff over the coming years—would be to build a system that was cohesive, coordinated, and integrated across the district. A key piece of this effort would involve building the capacity of teachers, administrators, district personnel, and families to engage in authentic school-home partnerships.

Brooks had inherited a district with a long history of efforts to engage families, dating back to Judge Arthur Garrity’s 1974 desegregation order and the creation of the Citywide Parents Council. These efforts became more institutionalized in 1995 with the establishment of the Parent Support Services Office, and then in 2002 with the creation of the Office of Family and Community Engagement (OFCE) and the position of Deputy Superintendent for Family and Community Engagement. By the time Brooks took over, the OFCE—now restructured as the Office of Family and Student Engagement (OFSE)—had made progress in a number of areas. Most notably, they had established the position of Family and Community Outreach Coordinator (FCOC)—school-based personnel dedicated to increasing family engagement at the school level. But even though decades of work



around family engagement had led to broad consensus about the value and meaning of family engagement, the OFSE, and the system as a whole, struggled to translate robust policies into effective implementation.

One of the major issues Brooks faced was that many people, both inside and outside the OFSE, assumed it was the job of OFSE staff to directly engage families. But with 22 staff and around 38,000 families in the district, there was no way the OFSE could do this alone. So Brooks led a strategic planning process that reframed the work of engaging families as the responsibility of everyone in the district. The role of the OFSE, then, would be to *build the capacity of the district* to engage families. In fact, the OFSE incorporated a four-pronged approach to capacity building:

- build the capacity of families to become engaged as partners in their children’s education;
- build the capacity of school staff to understand the benefits of family engagement and build school-wide and individual practice;
- build the capacity of students to be actively engaged in their own learning; and
- build the capacity of the district to promote core values of engagement and to develop an infrastructure that includes accountability.

Brooks stated, “Once we identified our new direction of building capacity for family engagement, our office did an assessment of where we were at in terms of our own current capacity. We wanted to assess where we already had systems, structures, and programming, and where we needed to improve.” They found that building family capacity was by far their most developed strength. The OFSE had been working to make Family Resource Centers more family friendly, offering School-Site Council trainings, and improving communication with parents. In 2009, they launched Parent University, a capacity-building initiative that now serves as a national model. But when it came to building school and district capacity, Brooks and her staff saw the need for new and innovative efforts.

Building Teacher Capacity

Efforts to build the capacity of school personnel to engage families had so far been promising but sporadic. So the OFSE went to its teacher and principal advisory groups to inquire into exactly where school staff needed the most support and training. Teachers explained that they needed a way to better leverage conversations that they were already having with families. As Brooks explained,

They wanted to move beyond the “your child is a good child, your child is doing well in school” kind of conversations that were perfunctory. They wanted to know, “How do we talk to parents about student progress? How do we engage families in ways that will link them to learning and what is happening in our classrooms?” Teachers wanted to know about how to talk to parents about student outcomes. So that was an area that we knew as the OFSE that we needed to build our own internal capacity.

As a result, the OFSE—in collaboration with teachers, the Office of Curriculum and Instruction, the Office of Communications, and the initiative “Count-down to Kindergarten”—developed the *Family Guides to Learning*. These guides, which cover the skills and knowledge students should be learning at each grade level, serve not only as a resource for families, but as a tool to help teachers build their capacity to have effective conversations with families. Only given to schools that agree to use them as a teacher tool, the *Guides* are often used during parent-teacher conferences to facilitate discussions of outcomes and student trajectories. The OFSE offers trainings and a “tip sheet” to teachers for using the *Guides* with families.

Next, the OFSE developed a 12-hour professional development series on family engagement that teachers could opt into. Teachers in the course had the opportunity to examine their current practice, understand the research on family engagement, and learn how they could apply that research in building up their personal engagement practices. A large component of the training, Brooks explains,

...focused on cultural proficiency. Who are your families? How do you know who your families are? We gave them tools around home visits, “listening” conferences instead of traditional parent-teacher conferences, and student-led parent-teacher conferences. We tried to give them all these different strategies that would help them understand their students and their families more deeply and to build effective engagement practice.

The Boston Public Schools story highlights the possibilities for creating engagement initiatives that are systemic across a district, integrated into the work of teaching and learning, and that build school and district capacity at multiple levels.

Since the professional development sessions were developed in 2011, they have been continually assessed and revised. Most recently, they were aligned with the new Massachusetts Educator Evaluation Standards, which include family and community engagement as one of the four “pillars” of effective teaching. Soon they will be offering a 60-hour credit-bearing class in conjunction with the BPS Office of Educator Effectiveness. Teachers will “test into” the course based on their level of proficiency. Some of the teachers who took the 12-hour course have been selected to serve as faculty and teacher leaders for the district on family engagement. Veteran teacher Ilene Carver, who was identified as a teacher leader in the initiative, has long been an advocate for building the capacity of school staff to partner with families. Carver stated:

I would not have survived my first year of teaching if I hadn’t built relationships with the families that I taught. I feel that my success as a teacher is dependent on my relationships with families. I tell teachers that “your survival is dependent on these partnerships with families as well as a factor in affecting student outcomes.” I am thrilled that this is finally happening, that the district is looking at the training of teachers as a part of a systemic plan to cultivate partnerships.

Building Whole-School Capacity

Though individual teacher practice is a key piece of family engagement, Brooks and her staff saw that for engagement to be *integrated* and *sustainable*, it would need to be addressed on the school level. While the *Family Guides to Learning* were in development in the spring of 2009, the OFSE started to work with teachers and principals on their whole-school improvement plans. The OFSE wanted to ensure that schools had a viable family engagement strategy that was *linked to its instructional strategy*. Based on promising practice in Boston and around the country, they created a set of criteria for, and examples of, “high-impact strategies” aligned with district academic targets. These criteria included strategies that:

- target a specific grade level or group of students;
- focus on the mastery of a specific task;
- provide a specific role for families to play in the mastery of that task; and
- involve two-way communication between home and school around task mastery.

The OFSE created binders with support materials to help teachers and principals build their whole-school improvement plans—links to outside resources, suggestions for how to raise funds, etc. Although the OFSE offered specific examples of initiatives, they also encouraged schools to be creative. As Brooks says, the examples were presented as “ideas, we wanted the schools to take them and use them as their own—to be tweaked to fit their school’s context.”

Implementation varied by school. Some schools were very successful at implementing the strategies. In others, however, the information was used to write family engagement into the whole-school improvement plan, after which the document languished on the shelf. The OFSE heard from principals that the strategies were a challenge to implement because family engagement was still seen as an add-on and as not aligned with curriculum requirements such as scope and sequencing. So the OFSE went back to the drawing board and worked with the Office of Curriculum and Instruction to align their high-impact strategies with BPS curriculum materials so that the engagement strategies would not be seen as an add on. These new strategies came out in 2012.

Moreover, Brooks has been working hard to improve the Family Community Outreach Coordinator (FCOC) Initiative. When the OFSE took stock of the current state

of the initiative, they found a very uneven terrain. So they looked into what divided schools where FCOCs were able to be effective from those where they were not. They found that “[s]uccessful schools have created specific conditions for engagement and have utilized their FCOC as a catalyst for building effective practice. FCOC schools with moderate-to-low impact generally have not utilized the FCOC in a way that would build internal capacity among school staff to effectively engage families.”²⁸ In other words, the FCOCs were facing a similar dilemma. It was assumed by many that the FCOCs’ job was to *do* family engagement on their own—so any issue related to a family was simply dropped in their lap. The OFSE got to work shifting the role of the FCOCs toward being family engagement coaches and providing technical assistance. To this end, they developed a set of effective practices for the FCOCs.

Building District Capacity

When it came to building capacity at the district level, there were strong policies and protocols in place that could serve as a foundation for building a system-wide infrastructure. For example, the BPS framework “The Seven Essentials for Whole School Improvement” named family engagement as “essential.” Family engagement also appears in the district’s “Dimensions of Effective Teaching and School Leadership.” What was not articulated, however, was how such standards would be implemented.

Brooks and her staff took these various policies and standards to the Deputy Superintendents in charge of those areas and said, “This is a part of your work. It overlaps with the work of the OFSE. Let us help you meet the requirements for family engagement. . . . OFSE will be able to give you what you need so that you won’t have to figure out this family engagement piece on your own.” In this way, OFSE acted not as a monitor but as a partner. They recognized that others were going to be held accountable for family engagement, and offered to help build their capacity. This served as a strategy for building *relationships* across departments and embedding family engagement as a shared, district-wide responsibility.

In one example of such cross-district collaboration, when the *Family Guides* first came out they were distributed not by OFSE but by the district’s Curriculum and Instruction coaches. In another example, the OFSE brought in the Office of Curriculum and Instruction in to work on the parent workshops at Parent University. Brooks is proud of these collaborations,

which offer chances to share knowledge and expertise in both directions.

We're integrated across the district. We have staff on the literacy panel, we have certified teachers coaching the OFSE staff on instructional rounds so that when OFSE staff do a walkthrough, they are not just making the connections to family engagement but to other curriculum and instruction areas as well.

One of the biggest challenges for OFSE at the district level has been assessment; the office is currently working on improving data collection and evaluation. Brooks regrets not focusing on this earlier in her tenure. The OFSE enlisted the leadership development group Ed Pioneers to help them collect the right data, and then added staff with program evaluation experience. Moreover, the team created processes to help everyone shift to an evaluation mindset, so when they start to talk about a new strategy they also have a conversation about how to evaluate it, asking: "What's the problem of practice we are trying to solve and then how will we evaluate impact?" Today they are getting a handle on their current "baseline" and are much more clear about the questions they are trying to answer. With this new focus on assessment, the OFSE has worked with the Office of Assessment to develop the

BPS School Climate Survey, which addresses effective family engagement practice in schools. Every year, before the surveys go out, OFSE runs promotions to reach families. The Office of Assessment oversees the survey and then passes the results to OFSE, so that OFSE can work with the schools on areas that need improvement.

Conclusion

The BPS story highlights the possibilities for creating engagement initiatives that are *systemic* across a district, *integrated* into the work of teaching and learning, and that build school and district capacity at multiple levels. But perhaps its most important lesson is about the need for a shift in mindset: family engagement cannot be seen as the job of a single person or office, but as a shared responsibility. As Brooks puts it:

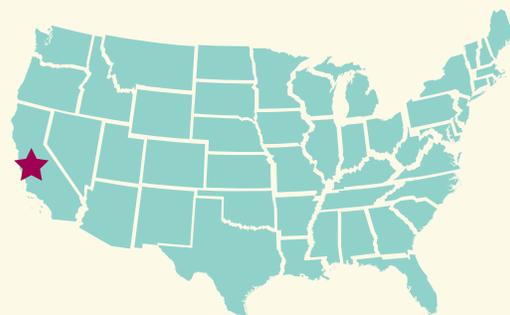
Capacity building was really about changing the way we worked together, and changing the way we looked at our work. Family engagement wasn't just the OFSE's work; it was everybody's work. Some OFSE staff wanted to hold the work and claim it as their own—everybody was to go through them to get the work done. Now, others have the capacity to talk about and act on the family engagement work in a way that is aligned with effective practice—OFSE let it go so it could grow.

CASE 3

First 5 Santa Clara County

Background

Jolene Smith was working for the Santa Clara County Social Service Agency when she was asked by County Supervisor Blanca Alvarado to lead a community planning process addressing how the county could best support the education and healthy development of its youngest residents, prenatal to age five. Santa Clara County, CA, at the southern end of the Bay Area, covers a sprawling array of cities and suburbs. The county is best known as the home of Silicon Valley. However, the tech wealth concentrated in the county is far from equally distributed across its population of 1.75 million; more than 9% of the population lives below the poverty line. Over 50% of residents speak a language



other than English at home. The county is home to 120,000 children under the age of five.²⁹ Under Smith's direction, the newly created Early Childhood Development Collaborative (ECDC) ran a two-year community-based planning process, speaking with thousands of residents across the county. As Smith recounts, "Over 5,000 people in Santa Clara County—families, children, professionals, folks in the early childhood community, business, law enforcement—really those 5,000 voices developed our strategic plan."

Participants were asked, “What needs to be in place for your child to grow healthy and strong and reach their full potential?” These conversations resulted in a call for a “family-centered approach” to child development, focused on supporting parents as children’s “first teachers.” Parents identified a great need for “access to information about how to really nurture and grow their healthy, happy child.” The process resulted in a bold vision for change. But, says Smith, at the time there was no money for implementation. “That was going to be our next big challenge: how were we going to raise the money to implement these strategies the community had come up with?”

In 1998, Californians voted to pass Proposition 10, which added a 50-cent tax to each pack of cigarettes sold in the state and funded the establishment of the California Children and Families Commission, or First 5 California. In order to carry out its vision that “all children in California enter school ready to achieve their greatest potential,” First 5 California dispersed funds to local commissions in each of the state’s 58 counties, charging them with establishing a system of services for children and families. Because Santa Clara County had already developed a plan, it was among the very first counties to apply for Prop. 10 funding. The County received \$27 million dollars, and First 5 Santa Clara County was born.

Today, First 5 Santa Clara County works with over 40 nonprofit, school district, and government partners to offer a broad array of services. All services are based in “natural support systems” and draw on the existing organizations and resources in a community. As Smith, who is now the organization’s CEO, explains, the goal is *systemic* integration: “Our vision here in Santa Clara County is to act as a catalyst for ensuring that the developmental needs of children ages 0–5 are a priority in all sectors of the community.” When it comes to education, First 5 Santa Clara’s parent-centered approach offers the training, resources, and opportunities parents need to support their children’s learning from infancy, and to partner with schools as their children transition into kindergarten.

Supporting Families in the Franklin-McKinley School District

When Dr. John Porter took over as Superintendent of the Franklin-McKinley School District in San Jose, California in 2006, he was returning to California after working 12 years with school districts in New Jersey

and around the nation. He came to Franklin-McKinley with a firm belief in the importance of early childhood development to later school success, but he was frustrated by the Balkanized approach to early childhood funding and services in California. The shining light, however, was First 5 Santa Clara, which early on had chosen Franklin-McKinley as one of its targeted school districts. Porter—whom Smith calls a “visionary man” who “truly believes in early learning”—would work closely with First 5 Santa Clara over the next seven years to expand its existing initiatives and develop new ones.

At the time, First 5 Santa Clara was running a Family Support Center (FRC) out of a portable school building at McKinley Elementary. Together, Porter and First 5 Santa Clara expanded the FRC’s capacity and moved it into a more permanent space at Santee Elementary. A centerpiece of First 5 Santa Clara’s work with school districts, the FRCs are multi-service centers, run by local partners, which offer a menu of resources, workshops, and learning opportunities for families. Parents who come to an FRC find child enrichment activities, assistance with health insurance, and courses on topics such as early literacy, positive parenting, parent advocacy, and nutrition. As Porter explains, FRCs have pre-planned programming, but also adapt to the needs of attending parents.

They are like a broker for information for families, but they offer specific training as well. ...And every once and a while if they find a need they do something fun with parents. I watched a dance class the other day that they spun off and sponsored for the parents after they did their training. They can go anywhere the parents that they work with want them to go, but their focus is on making sure every parent has the skills necessary for their child to be successful at school.

The FRCs house “community workers,” paraprofessionals whose job it is to reach out to families in the community, share information related to health, development and education, and link them with the services at the FRC. Alongside the community workers are “associate community workers,” volunteers from the community, many of whom had formerly used the resource centers as parents. Rather than treating each parent as an individual learner, the FRCs are built on a *collaborative* model in which families build connections with one another through mutual teaching and support, and in which the knowledge and skills of families are valued. As Laura Buzo, Program Director for the Family Resource Centers, explains:

Oftentimes you find parents—especially the immigrant, monolingual, Spanish-speaking parents who may not have any other family here—who feel they are the only ones struggling with these issues, whether it be learning their child may have a learning disability, or their husband just got laid off. By building a sense of community, parents look to each other for support and information sharing. So a lot of activities are about helping the parents learn from each other. What we really want community workers to communicate to the parents is that the community worker doesn't know everything. The parents have a lot of information, have a lot of knowledge, have a lot of resources that they can share with one another....So we do find that the parents do end up connecting, and becoming a community in the FRC, which really spills out into other areas of the neighborhood and community, because then those parents start taking a leadership role and then they bring other parents in, or they go out and talk to other families about what they're learning.

Locating the FRCs on or near school campuses is an explicit strategy aimed at helping parents get to know their local schools and *building trust* between schools and families. For Porter, this is an important opportunity for teachers and principals to meet both current and future parents, and to experience the kind of support the centers offer. He says that this opportunity has changed how schools relate to incoming kindergarten parents; the schools now focus more on preparing parents before their child starts classes. In addition, he says, principals sometimes learn techniques and information from the FRCs and use them to support parents of children in the higher grades.

Building School-Child-Family Relationships in the Transition to Kindergarten

Not long after taking over as Superintendent, Dr. Porter asked First 5 Santa Clara CEO Jolene Smith and Lisa Kaufman, from the county Office of Education, to sit down and discuss a pressing need he saw in the district: how to support incoming kindergarten students who have not had prior school experience, either in preschool or through Head Start. This discussion resulted in Kinder Academy, which was piloted at Santee Elementary in 2010. Kinder Academy is a summer bridge program that runs for three weeks before the start of kindergarten. During this time, incoming kindergartners attend classes with their assigned kindergarten teacher. As teacher Jan White describes,

It's more social than the regular classroom. It's all about learning routines, how we look at books, turn the pages, sit on the circle, teaching the procedures. And it's teaching many of them to get along with other kids. It's all about getting them excited to come to school.

First 5 Santa Clara County offers a bright example of how to build capacity for home-school partnerships in a systemic, sustained way at the county level.

Meanwhile, parents are taking part in First 5 Santa Clara's popular parent program, Abriendo Puertas (Opening Doors). Developed by the L.A.-based nonprofit Families in Schools, Abriendo Puertas (AP) is described by Smith as an "evidence-based parent empowerment program, where they learn to be really strong advocates and partners with their child's teacher." The ten-week course, taught by local parents, is framed around the idea of the parent as the child's first teacher, and the curriculum³⁰ covers the many roles that parents play in supporting their children's education and development—*supporting* learning at home, *making decisions* about learning opportunities, *advocating* for their child's needs, and *collaborating* with educators. The *interactive* nature of the workshops, with plenty of roleplaying, allows parents to practice skills such as having a one-on-one conversation with a teacher or voicing concerns to district staff. But perhaps more profoundly, the course seeks to shift the way parents see themselves, building parents' *beliefs* in their own abilities to support learning and advocate in the school system. Parents who graduate from AP report feeling significantly more capable across an array of areas including helping their children learn, being involved in school, and feeling connected to their community. According to Kinder Academy teacher Jan White, the course has a visible effect.

It is evident with the number of parents I'll have on the first day of school. They'll all be there, ready to go, "What can I do to help?" Even the ones that don't speak the same language, we communicate and they are right in there helping. I've had an amazing amount of parent support.

The overarching mission of Kinder Academy is relational. The program is designed to facilitate ongoing interactions among the parents, the child, and the

future kindergarten teacher. Because of these interactions, according to Smith, “when the teacher goes into their classroom in September, the children know them, they know what to expect...and parents have a relationship with the teacher. So the triangle engagement has already begun.” In fact, this commitment to relationships undergirds all of First 5 Santa Clara’s programming. As Smith explains:

The premise of everything we do is based on engagement and relationship from an ecological perspective aimed at the healthy development of the child. That is the number one charge, all the way from the top of the system down to what happens at the street level. That’s why the operators of our FRCs are community organizations from the neighborhoods, so the relationship is already there. Parents trust the place, they trust what they learn. We have associate volunteers [from the community] engaged in the design, the recruitment, because neighbors trust neighbors. Then as we move up into the school-system level, it’s all about relationships and engagement: the parent-child-teacher relationship, the school administrator-parent-child relationship, the superintendent’s relationship to what is happening in the classroom.

For Jan White, relationships with parents have been vital to her work as a classroom teacher. White uses the Kinder Academy time to begin her home visits with parents, where she works to develop *partnership-oriented* relationships: “Just building that relationship with the parents and letting them know that we’re on the same team, that we’re working on this together.” Over time, these relationships have helped to shape her views of parents, and her job satisfaction.

I have gained an amazing amount of respect for what our parents go through, and I have to say I’m not sure I could overcome many of the obstacles that they overcame. I highly respect what they do, and even though it may not always be the way I do it, or the way I would do it, or how I think they should do it, I don’t think I’ve met a parent yet who wouldn’t do whatever they could to help their child do better in school. They just don’t always know how. I have grown to love and respect these parents very much. That’s why I don’t leave.

Leadership Pipeline: A Parent’s Experience

Christina Hernandez learned about First 5 Santa Clara when her second child was heading into kindergarten at Santee Elementary School. A stay-at-home mother with two children, Hernandez was concerned about her son’s transition into school, particularly because he had no previous experience with preschool or daycare. When she received a letter inviting her to Kinder Academy, Hernandez enrolled. Three weeks before the start of the school year, her son began attending sessions with his soon-to-be kindergarten teacher.

While her son was learning how to get along with other kids, Hernandez was in AP, where she remembers learning useful information about healthy eating and healthy living. She also says that she developed the knowledge and the confidence she needed to navigate the public school system. When she found out that her son had a hearing impairment, she was able to take steps to support him at home and in school.

I was able to talk to the teacher and see if she’d seen any changes, or anything catching her attention. She did see that he wouldn’t respond when he would sit in the back. So I was actually able to talk to her and see if she would let him participate more, get him involved more in activities, sit him up in the front. Through her I was able to talk to the principal, have a one-on-one about how we were going to take Isaac and give him the speech support he needed.

Through Kinder Academy, Hernandez learned about the Family Resource Centers, eventually serving as a parent volunteer and assisting facilitators with their classes and workshops. Today she works in the FRC as part of the Quality Early Learning Opportunities program, which offers childcare and enrichment for children whose parents are taking part in FRC activities. As program director Buzo explains, “Hernandez is an excellent example of how parents can begin by taking a single program and then develop into community leaders.” Hernandez reports being at school every day, speaking with her children’s teachers about how her children are doing in school and how she can help them at home. She also helps other parents, connecting them to services through the FRC.

For Hernandez, the biggest benefits of involvement are the new connections she's built to her community and the example she sets for her children.

I feel more connected to my community now. I was a stay-at-home mom for seven years. I would just stay at home, and go drop them off [at school]. Now I don't just walk straight home. I participate at the FRC, and I have something to look forward to. I see other parents, and they see what I've done, and they see that if I could do it anyone could do it....My kids, seeing what I've done, that I've got confidence.

Conclusion

First 5 Santa Clara County offers a bright example of how to build capacity for home-school partnerships in

a systemic, sustained way at the county level. Through its partnership with districts like Franklin-McKinley, First 5 Santa Clara has helped to empower a population of confident, knowledgeable parents who can support and advocate for their children. The program has also fostered a school system that values parental involvement and builds strong relationships with families and communities. Recently, First 5 Santa Clara has been increasing its efforts to support teachers in reaching out to parents; a pilot program is placing "family support specialists" in classrooms to facilitate teacher-parent interactions and to help parents connect with available resources. As Superintendent Porter explains, "What First 5 has done is help districts keep their eye on the ball with what parents need to be better advocates for their child when they start right away at school, and not wait for the shoe to drop later on."





Conclusion and Recommendations

Schools, districts, and government agencies across the country are becoming more aware of the importance of building family-school partnerships that are focused on student learning and development.

Schools, districts, and government agencies across the country are becoming more aware of the importance of building family-school partnerships that are focused on student learning and development. This paradigm shift can clearly be seen in the increasing number of federal and state policies that include family engagement as an integral part of school and district reform. As educators and policymakers become clearer on the *why* of engagement, they are still struggling with the *how*. We argue that these struggles emerge in part from a lack of attention to building capacity among families, teachers, administrators, and other stakeholders.

In this paper, we have shared a framework for designing partnership initiatives that build capacity among families and schools while supporting student learning. We do not offer a one-size-fits-all prescription because any effort must begin by assessing local conditions, assets, and needs. The cases we describe above should give some sense of the diverse models being developed around the nation, and these are far from exhaustive. Instead of a *roadmap*, we offer those developing family engagement programs and policies a *compass*, a reorientation toward adult learning and development that can lay the foundation for the family and community ties that the Chicago Consortium has shown are so integral to whole-school reform (See Figure 1 on page 4).

As the cases above make clear, programs for building capacity for family-school partnerships need not always be carried out prior to, or in addition to, other engagement activities. Capacity-building can be built into the very fabric of an initiative by designing it according to the process and organizational conditions outlined in the Framework. An initiative that is relational, collaborative, and developmental can build ca-

capacity at the same time that it directly addresses student success. So, while building capacity does require resources, it need not divert attention from the shared concerns of parents and educators: the students. For those designing new family engagement programs or policies, we hope the Dual Capacity-Building Framework can serve as a scaffold for planning. Educators and policy makers can lay a strong foundation for ambitious engagement efforts by including capacity goals for families and staff and by embedding the necessary process and organizational conditions from the very start. For those who are already running family-school partnership initiatives, the Framework can serve as a tool for facilitating multi-stakeholder dialogue. Having stakeholders work through the Framework components together can clarify where an initiative is strong and where more work is needed.

The Framework reveals that, in order for family-school partnerships to succeed, the adults responsible for children's education must learn and grow, just as they support learning and growth among students.

Moreover, the Framework's goals and outcomes can be used as the basis for developing metrics that measure capacity growth among family and staff. The following are examples of possible criteria based around the 4 Cs of capacity development and aligned with the outcomes for family and staff.

Capabilities:

- Families have increased their knowledge and understanding of what their children should



know and be able to do from birth through secondary school and have increased their portfolio of tools and activities that they can use to enhance their children’s learning.

- Families have enhanced knowledge and understanding of educational policies and programs, such as those associated with special needs and Title I.
- Families have enhanced their own skills associated with literacy and language acquisition, degree completion, and job skills.
- District and school staff have increased their knowledge of the assets and funds of knowledge of the families and communities they work in.
- District and school staff have increased their knowledge and understanding of culturally responsive practices and pedagogy.
- District and school staff have increased their portfolio of ways to reach out and build respectful and trusting relationships with families.

Connections:

- Levels of relational trust have increased between families and school staff.
- The number and scope of parent-to-parent networks and connections has increased.
- The number of cross-cultural networks (across race, socioeconomic status, education level, etc.) have increased between school staff and families.
- Families and staff have increased their connections to community agencies and services.

Confidence:

- Families and school staff indicate an increase in their comfort level and sense of self-efficacy when engaging in home–school partnership events and activities.
- An increased number of families and staff from diverse backgrounds take on positions of leadership at the school or in the community.

Cognition:

- Families’ beliefs about the role they play in their children’s education have broadened to include multiple roles.
- District and school staff members’ core beliefs about family engagement have been discussed and documented.
- Staff and families’ belief systems about the value of home–school partnerships are linked to learning and school improvement.
- Staff have a commitment to family engagement as a core strategy to improve teaching and learning.

In addition to long-term assessment of student learning and development, these criteria offer proximal outcomes that can serve as early and ongoing evidence of successes and challenges, offering invaluable information for assessing and improving initiatives. In Boston, for example, the Office of Family and Student Engagement has begun measuring proximal³¹ outcomes such as proficient practice among educators, what families know and are able to do, and how welcoming schools are to families and community members. Assessment tools aligned with the Framework are already available, including the Harvard Graduate School of Education PreK–12 Parent Survey.³² Designed in collaboration with SurveyMonkey, the Parent Survey measures capacity-related outcomes such as school climate and parents’ feelings of self-efficacy.

The knowledge distilled in the Dual Capacity-Building Framework is the result of decades of work by teachers, parents, researchers, administrators, policy makers, and community members. The Framework reveals that, in order for family–school partnerships to succeed, the adults responsible for children’s education must learn and grow, just as they support learning and growth among students.

Endnotes

1. The terms *family/ies* and *parent/s* are used in this paper to represent any adult caretakers who have responsibility for the well-being of a child or children. This includes, for example, biological parents, foster care providers, grandparents, aunts and uncles, siblings, or fictive kin.
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31. *Proximal* outcomes are outcomes that are directly produced by an intervention or initiative (in this case family and staff capacity). These are usually easier to assess and attribute to the initiative. *Distal* outcomes are those that in the long term are most important or desirable, but are shaped by many other factors as well (in this case student learning and development).
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About the Authors

Karen L. Mapp

Karen L. Mapp, EdD, is a Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE) and the Faculty Director of the Education Policy and Management Master's Program. Over the past twenty years, her research and practice focus has been on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement. She has served as the co-coordinator with Professor Mark Warren of the Community Organizing and School Reform Research Project and as a core faculty member in the Doctorate in Educational Leadership (EDLD) program at HGSE. She is a founding member of the District Leaders Network on Family and Community Engagement, is a trustee of the Hyams Foundation in Boston, MA, and is on the board of the Institute for Educational Leadership (IEL) in Washington, DC. Dr. Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement.

Dr. Mapp joined HGSE in January of 2005 after serving for eighteen months as the Deputy Superintendent for Family and Community Engagement for the Boston Public Schools (BPS). While working with the BPS, she continued to fulfill her duties as president of the Institute for Responsive Education (IRE). She joined IRE in 1997 as Project Director, was appointed vice-president of IRE in May of 1998 and served as president from September 1998 to December 2004. Dr. Mapp holds an EdD and MA in Education from the Harvard Graduate School of Education, an MA in Education from Southern Connecticut State University, and a BA degree in Psychology from Trinity College in Hartford, CT.

Dr. Mapp is the author and co-author of several articles and books about the role of families and community members in the work of student achievement and school improvement including: *A New Wave Of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (2002); "Having Their Say: Parents Describe How and Why They are Engaged in Their Children's Learning" (2003); *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (2010); "Debunking the Myth of the Hard to Reach Parent" (2010); "Title I and Parent Involvement: Lessons from the Past, Recommendations for the Future" (2011); and *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* (2011).

Paul J. Kuttner

Paul Kuttner is a researcher and educator whose work focuses on community-based approaches to school reform, youth civic engagement, and social change. He is a co-author of *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* (2011, Oxford University Press), and a co-editor of *Disrupting the School-to-Prison Pipeline* (2012, Harvard Educational Review). His current research focuses on the emerging field of youth cultural organizing, a youth development and social change strategy that engages young people as artists and change agents in their communities.

Mr. Kuttner is currently finishing his doctoral studies at the Harvard Graduate School of Education and is a former co-chair of the Harvard Educational Review editorial board. Prior graduate school, He worked as a theater educator in Chicago, and co-founded the community-based organization Communities Creating Change. He holds an MA from the Harvard Graduate School of Education, and a BA from the University of Michigan, Ann Arbor.

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South Dakota Statewide Family Engagement Center Budget Narrative

South Dakota Statewide Family Engagement Center Budget Narrative

Budget and Budget Narrative	Year 1: 1/1/2019 to 12/31/2019 (Planning and Implement ation)	Year 2: 1/1/20 - 12/31/20	Year 3: 1/1/21 - 12/31/21	Year 4: 1/1/22 - 12/31/22	Year 5: 1/1/23 - 12/31/23	Matching Funds Description	Matching funds
West River Foundation Executive Director (Ron Rosenboom) @ \$40,000	InKind	Inkind	Inkind	Inkind	Inkind	2	
Contractual: BHSSC							
Personnel							
Dr. Pam Lange (Principal Investigator) 15% @ \$100,000 (More days allocated in planning period)						5	
Project Director @ \$60,000 (Cradle-to-Career Implementation; Website management, social media)							
Family and Community Engagement Learning Specialist (1 FTE K-12: high-need districts) @ \$52,000							
Family and Community Engagement Learning Specialist (1 FTE K-12: high-need districts - special focus on ELL and Nine Native American Reservations) @ \$52,000							
Family and Community Engagement Learning Specialist (.5 FTE Focus on Birth to 5 and Young Adult and K-12: BIE Schools) @ \$52,000							
Community-Based Organization Career Coach (9-12 Transition, Adult Literacy, Financial Literacy) @ \$45,000 .5 FTE							

South Dakota Statewide Family Engagement Center Budget Narrative

Online course instructor (3 courses per year * \$5,000 per course) - (First six month - development) (2 courses in year five)	\$						
Jennifer Biggers @ \$51,000							
Data Collection Specialist to work with Outside Evaluator (1 day per month @ \$1,000 per day)	\$						
Support staff \$34,000	\$						
Career Learning Center Directors	Ink						
Total personnel	\$2						
Benefits							
Based on organization benefit fees at 29%	\$85,144	\$87,237	\$89,619	\$92,073	\$93,150		
Total benefits	\$85,144	\$87,237	\$89,619	\$92,073	\$93,150		
Travel							
Yearly DC Trip: 3 staff members: airfare \$700; per diem \$100 per day/3 days; hotel \$250/3 days; miscellaneous \$100	\$4,050.00	\$4,050.00	\$4,050.00	\$4,050.00	\$4,050.00		
Monthly trip to Pierre to meet with SDDOE. 12 trips for 2 people. 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days	\$7,368.00	\$7,368.00	\$7,368.00	\$7,368.00	\$7,368.00		
8 Regional Trainings per year K-12 (2 trainers): 4 West River/4 East River. 2 trainers 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (4 in year five)	\$4,912.00	\$4,912.00	\$4,912.00	\$4,912.00	\$2,456.00	School covers travel, per diem, and teacher daily rate (150 teachers; 50 admin per year) 200 @ \$400 average	\$80,000.00
3 Regional Trainings per year (2 trainers) - Central SD: Birth-5 Service Providers: 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (1 training in year one)	\$614.00	\$1,842.00	\$1,842.00	\$1,842.00	\$1,842.00	30 Regional Coordinators time, travel, per diem (30* \$400 average)	\$12,000.00

South Dakota Statewide Family Engagement Center Budget Narrative

6 Regional Trainings per year Parent as Leaders (2 trainers): 3 West River/3 East River. 2 trainers 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (1 training in year one)	\$1,842.00	\$3,684.00	\$3,684.00	\$3,684.00	\$3,684.00		
6 Regional Trainings per year for parents, families, and/or community members (2 trainers): 3 West River/3 East River. 2 trainers 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days	\$1,228.00	\$3,684.00	\$3,684.00	\$3,684.00	\$3,684.00		
4 Regional Trainings per year (2 trainers): Career Learning Center 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (2 in year 1)	\$1,228.00	\$2,456.00	\$2,456.00	\$2,456.00	\$2,456.00	20 Career Learning Staff to attend trainings (20 @ 250)	\$5,000.00
Three advisory committee meetings 18 members: 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (Four in year one and two in year five)	\$22,104.00	\$16,578.00	\$16,578.00	\$16,578.00	\$11,052.00		
20 Family Friendly Walk Throughs 20 members (2 trainers): 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (10 in final year of project)	\$12,280.00	\$12,280.00	\$12,280.00	\$12,280.00	\$6,140.00		
25 onsite school visits for individual school support (1 trainer): 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days	\$7,675	\$7,675	\$7,675	\$7,675	\$7,675	Training room, technology, lunch (30 @ \$400 value)	\$12,000.00

South Dakota Statewide Family Engagement Center Budget Narrative

4 Regional Financial Literacy Trainings per year (2 trainers): 2 West River/2 East River. 2 trainers 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days	\$2,456	\$2,456	\$2,456	\$2,456	\$2,456	Training room, technology, lunch (4@ \$400 value) and volunteers hours for 75 community based individuals attending trainings (8 hours @ \$22.50 per hours * 100)	\$15,100.00
3 collaboration meetings among statewide Career Learning Centers (10 staff): 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days (2 in planning period)	\$9,210	\$9,210	\$9,210	\$9,210	\$9,210		
Total Travel	\$74,967	\$76,195	\$76,195	\$76,195	\$62,073		
Supplies and Materials							
General Supplies, copying, printing (\$250 per month)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000		
Cell Phone Stipends for FACE Staff (9 staff @ \$60 per month)	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480		
Website/Social Media (\$10,000 development; \$5000 upkeep, videos, maintenance)	\$9,000	\$5,000	\$5,000	\$5,000	\$5,000		
Occupancy (6 staff *500 per month)	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000		
Desktop publishing, printing of materials/resources for parents, families, community members (Planning year 1)	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000		
30 books/materials for Parents as Leaders (30 * \$125)	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750		
Online meeting subscription: Zoom (\$300 per year)	\$300	\$300	\$300	\$300	\$300		

South Dakota Statewide Family Engagement Center Budget Narrative

Laptops, printers, docking station, mouse, dongle, software (8 staff members @ \$2,990 per person - planning year; Year 2-5 software, etc \$1000 per person)	\$23,920	\$8,000	\$8,000	\$8,000	\$8,000		
Total Supplies	\$97,450	\$82,530	\$82,530	\$82,530	\$82,530		
Miscellaneous							
Teacher Substitute Fees (150 teachers per year @ 125 per day)							
Total Miscellaneous							
Contractual							
Parent Connection (See budget narrative below)							
Senior Consultant Lori Laughlin (Form Director of SD Parent Information Resource Grant) \$500 per day up to 20 days per year							
Outside Evaluator: Sigma (See budget narrative below) (10 to 13 percent of yearly budget)							
Total Contractual	\$190,000	\$197,000	\$197,000	\$197,000	\$227,000		
Direct Expenses							
Total Direct Expenses	\$759,911	\$762,530	\$773,127	\$784,042	\$804,712		
Indirect Expenses/Admin Fee							
Based on BHSSC negotiated rate with USDOE at 8.8%	\$66,872	\$67,103	\$68,035	\$68,996	\$70,815		

South Dakota Statewide Family Engagement Center Budget Narrative

Training Stipends							
10 family and community-based stipends for individuals to attend management planning meetings for grant planning period (\$1,500 per person - approximately 8 meetings)	\$15,000	\$0	\$0	\$0	\$0		
30 family leaders @ \$750 (\$250 per training - 3 per trainings per year)	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500		
12 Non-staff/SDDOE Advisory committee Members @ \$200 per meeting (3 meetings per year; 2 in planning and end) (total 5 first year) (2 year five)	\$12,000	\$7,200	\$7,200	\$7,200	\$4,800		
100 parents to attend parent trainings * \$100 per training (50 in year 1)	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000		
75 Birth to 5 Service Providers (\$125 per training - 3 trainings per year) (50 in year 1 and 5; 75 year 204)	\$18,750	\$28,125	\$28,125	\$28,125	\$18,750		
Total Training Stipends	\$58,250	\$67,825	\$67,825	\$67,825	\$56,050		
Total Grant Cost	\$885,033	\$897,458	\$908,987	\$920,862	\$931,576		\$180,600.00
Total Matching Monies Needed		\$134,619	\$136,348	\$138,129	\$139,736		

South Dakota Parent Connection Contractual Budget Narrative

Planning Period: \$48,500 Daily rate of \$1,500 for 32 days, 5 days per month for 1.5 FTEs

Remaining Years: \$97,000 Daily rate of \$1,500 for 64 days, 5 days/month for 1.5 FTEs

Out of pocket expenses will be billed separately:

Travel and per diem at state rates,

Training materials such as the *Family Guide: Serving on Groups* at cost,

Printing and postage at cost.

Parent Connection agrees to provide In-kind support and/or help track in-kind support from outside agencies, and

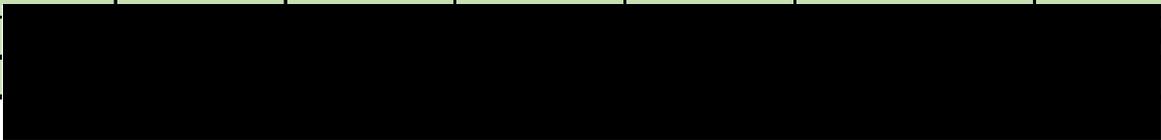
Budget Narrative: SDPC staff (1.5 FTEs) will carry out project planning, implementation and evaluation/reporting

South Dakota Statewide Family Engagement Center Budget Narrative

Outside Evaluator: Sigma Budget Narrative							
Budget and Budget Narrative	6 Month Planning 1/1/19 - 6/30/19	Full Implementi on	7/1/19 - 6/30/20	7/1/20 - 6/30/21	7/1/21 - 6/30/22	7/1/22 - 6/30/23	7/1/23 - 12/31/23
	75,000		90,000	90,000	90,000	90,000	75,000
Note: Sigma Daily Rate=\$1,300							
Personnel	[REDACTED]						
Dr. Maureen Hawes, Project Director							6,000
Dr. Michael Sharpe, Senior Researcher							6,000
Arlene Russell, Senior Evaluator							3,000
Evaluation Staff							
Subtotal personnel							5,000
Travel							
2 Initial Evaluation Planning Onsite Meetings: 2 evaluators \$1,000 airfare per person; airport parking/ground transportation \$120; \$75 hotel; \$32 per diem for 3 nights x 2 people; \$200 car rental	0						
4 Onsite Evaluation Meetings/Data Collection Per Year(2 evaluators): 2 West River/2 East River. 2 evaluators \$1,000 airfare per person; airport parking \$120; \$75 hotel; \$32 per diem for 3 nights x 2 people; \$200 car rental	0		0	0	0	0	0
10 Local Data Collection per Year (1 evaluator): 5 West River/5 East River: 400 miles @ .42 (\$168); \$75 hotel; \$32 per diem for 2 days per trip	0		0	0	0	0	0

South Dakota Statewide Family Engagement Center Budget Narrative

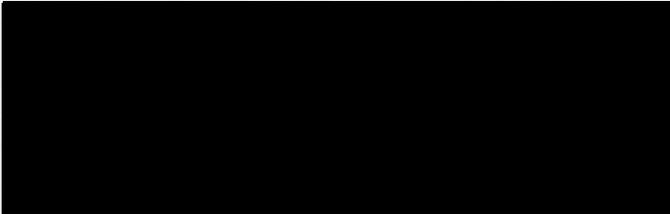
Yearly DC Trip: 1 staff member: airfare \$700; perdiem \$100 per day/3 days; hotel \$250/3 days; ground transportation \$100; airport parking \$120	0		1,970	1,970	1,970	1,970	0
Subtotal Evaluation Travel	0		1,970	1,970	1,970	1,970	0
Direct Expenses							00
Sigma agrees to provide \$20,000 In-kind							



INDIRECT COST RATE AGREEMENT
STATE AGENCY

Organization:

Black Hills Special Services Cooperative
2885 Dickson Drive
P.O. Box 218
Sturgis, SD 57785-0218



The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2017	6/30/2018	8.1%	MTDC	Unrestricted
Fixed	7/1/2017	6/30/2018	6.7%	MTDC	Restricted
Fixed	7/1/2018	6/30/2019	8.8%	MTDC	Unrestricted
Fixed	7/1/2018	6/30/2019	7.1%	MTDC	Restricted

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

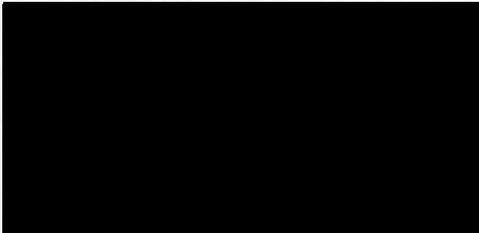
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the Organization:

Black Hills Special Services Cooperative
2885 Dickson Drive
P.O. Box 218
Sturgis, SD 57785-0218



Joseph Hauge

Name

Executive Director

Title

May 1, 2018

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

Frances Outland Digitally signed by
Frances Outland
Date: 2018.05.01
11:38:44 -04'00'

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

May 1, 2018

Date

Negotiator: Mae Ewell

Telephone Number: (202) 245-8238