

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 # U310A180056

Grants.gov Tracking#: GRANT12686290

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

Closing Date: Jul 30, 2018

PR/Award # U310A180056

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

| Application for Federal Assistance SF-424 | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
| * 3. Date Received: <input type="text" value="07/30/2018"/> | 4. Applicant Identifier: <input type="text"/> | |
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> | |
| State Use Only: | | |
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> | |
| 8. APPLICANT INFORMATION: | | |
| * a. Legal Name: <input type="text" value="University of Hawaii"/> | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/> | * c. Organizational DUNS: <input type="text"/> | |
| d. Address: | | |
| * Street1: <input type="text" value="Office of Research Services"/> | | |
| Street2: <input type="text" value="2440 Campus Road, Box 368"/> | | |
| * City: <input type="text" value="Honolulu"/> | | |
| County/Parish: <input type="text"/> | | |
| * State: <input type="text" value="HI: Hawaii"/> | | |
| Province: <input type="text"/> | | |
| * Country: <input type="text" value="USA: UNITED STATES"/> | | |
| * Zip / Postal Code: <input type="text" value="96822-2234"/> | | |
| e. Organizational Unit: | | |
| Department Name: <input type="text" value="College of Education"/> | Division Name: <input type="text" value="Center on Disability Studies"/> | |
| f. Name and contact information of person to be contacted on matters involving this application: | | |
| Prefix: <input type="text" value="Dr."/> | * First Name: <input type="text" value="Chuan"/> | |
| Middle Name: <input type="text"/> | | |
| * Last Name: <input type="text" value="Chinn"/> | | |
| Suffix: <input type="text"/> | | |
| Title: <input type="text" value="Assistant Specialist"/> | | |
| Organizational Affiliation: <input type="text" value="Center on Disability Studies"/> | | |
| * Telephone Number: <input type="text"/> | Fax Number: <input type="text"/> | |
| * Email: <input type="text"/> | | |

Application for Federal Assistance SF-424

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

H: Public/State Controlled 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:**

Hawaii Family Engagement Center (HFEC)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

University of Hawaii

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 | 18,210.00 | 11,190.00 | 15,410.00 | 11,190.00 | 15,410.00 | 71,410.00 |
| 4. Equipment | | | | | | |
| 5. Supplies | 14,000.00 | 3,500.00 | 7,000.00 | 2,800.00 | 2,000.00 | 29,300.00 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 219,800.00 | 239,800.00 | 235,300.00 | 223,600.00 | 220,100.00 | 1,138,600.00 |
| 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 # U310A180056

| | | |
|--|---|--|
| Name of Institution/Organization University of Hawaii | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 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>Naomi Chow</p> | <p>TITLE</p> <p>Grants Specialist</p> |
| <p>APPLICANT ORGANIZATION</p> <p>University of Hawaii</p> | <p>DATE SUBMITTED</p> <p>07/30/2018</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.

1236-HFEC_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA Provision
Hawaii Family Engagement Center**

The University of Hawai‘i at Mānoa (UHM) Center on Disability Studies (CDS) has a long history of training, advancing and hiring persons with disabilities from under-represented populations, including persons with disabilities and their family members. The CDS maintains a longstanding “family and consumer” focus initiative in which university faculty and staff work closely with consumers and family members as partnering researchers and instructors. These initiatives have resulted in broad involvement of consumers and family members in all CDS activities. Currently, more than 20 consumer and family members of consumers are employed and have been advanced over the past ten years within the Center. All facilities at UHM are physically accessible and all training and conferencing activities sponsored through the CDS are fully accessible, 508 Compliant, and accommodated for all persons with disabilities.

The UHM has a long-standing policy and does not discriminate in hiring or admission practices against individuals because of their race, color, religion, age, sex, gender, national origin, disability, or status as a veteran with disabilities. Any discriminatory action can be a cause for disciplinary action. This policy applies to all university programs and facilities including, but not limited to, admissions, educational programs, and employment. A number of strategies will be used to employ and advance persons with disability and/or minority status for the Hawaii Family Engagement Center Project. The following specific points will be followed:

- (a) proactive recruitment will be undertaken locally and nationally to encourage participation from persons from underrepresented groups;
- (b) any open project positions will be advertised in media and publications that are specifically distributed to underrepresented groups (e.g., women's business and education groups, ethnic clubs);
- (c) steps will be taken to ensure that all

activity sites are physically and programmatically accessible to underrepresented groups; and (d) information and professional development sessions will be offered virtually in order to service those living in low-income (mostly rural) areas.

The proposed project will actively seek and involve educators of students with disabilities. CDS and its partners have the expertise necessary for ensuring all persons are included in Hawaii Family Engagement Center activities, and the emphasis will be placed on improving the education of students with disabilities. CDS has sufficient strategies for ensuring equal access and treatment for all Hawaii Family Engagement Center participants and will provide all necessary accommodations required by law according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

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 University of Hawaii | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: Ms. | * First Name: Naomi Middle Name: |
| * Last Name: Chow | Suffix: |
| * Title: Grants Specialist | |
| * SIGNATURE: Naomi Chow | * DATE: 07/30/2018 |

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

1. Project Director:

| | | | | |
|----------------|----------------------|--------------|---------------------|-------------------|
| Prefix: Dr. | First Name: Chuan | Middle Name: | Last Name: Chinn | Suffix: Ph. D. |
|----------------|----------------------|--------------|---------------------|-------------------|

Address:

| | |
|-----------|------------------------------|
| Street1: | Center on Disability Studies |
| Street2: | 1410 Lower Campus Road, 171F |
| City: | Honolulu |
| County: | |
| State: | HI: Hawaii |
| Zip Code: | 96822-2313 |
| Country: | USA: UNITED STATES |

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

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

| | | | |
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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

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* Attachment:

Hawaii Family Engagement Center (HFEC)
Abstract

The Center on Disability Studies, College of Education, University of Hawaii, Manoa is pleased to submit this proposal for a Hawaii Family Engagement Center in partnership with the Hawaii Department of Education and LDAH, Hawaii's Parent and Information and Training Center authorized under the Individuals with Disabilities Education Act. Also joining us will be the Special Populations Information Network (SPIN), *We are Oceania*, InPeace, Hawaii Business Leadership Network, and Pacific Basin Research Education Laboratory (PBREL). Each partner brings a unique set of resources and expertise, as well as networks, to our disposal, so that the HFEC will hit the ground running.

The overarching goal of the HFEC will be to build the capacity in every community in Hawaii to develop and sustain strong, productive relationships among schools, parents, and community organizations so that children thrive developmentally and academically.

Its principal partner, the Community Engagement Office of the Hawaii Department of Education, through its infrastructure – Children's Community Councils, School Councils, Military Liaison Officers and other units within HIDEOE, and other partners will assist us to promote and secure cooperation from schools and parents where there is a high concentration of students who are poor, in special education, and/or English language learners.

HFEC will begin by forming an Advisory Council on family engagement. It will conduct roadshows on Hawaii's five main islands to alert the public about the launching of the center, its mission, and obtain feedback on a survey about what types of TA on family engagement is most needed. It will invite schools to participate in cohorts that will receive technical assistance on how to build, implement, evaluate and sustain effective forms of family engagement through goals that address: a welcoming school climate, effective communication, support for instruction in homes, parents' proficiency in technology literacy, parents serving as advocates for children, parents mentoring other parents, and parents participating in decision making and policy development at all levels.

TA cohorts will begin in year 2 of the project and continue through year five. Additional, new cohorts will be added each year. People who participate in TA will be invited to an annual symposium on family engagement where they will hear from national experts on the topic and share their own experiences. Schools that participate in TA cohorts will be invited to submit proposals for partial funding for family engagement projects. The Advisory Council will select projects to receive funding in years 2 through 5.

In year 5 the HFEC will develop a legislative proposal, supported by feedback from stakeholders, for the Hawaii legislature that, if considered and enacted, would make the HFEC permanent and provide money for its staff and operations.

In response to NIA priorities, the HFEC will incorporate activities related to literacy – basic literacy, financial literacy, and technology literacy as well as choice options at transition points in a child's education as examples in TA sessions for attracting parents to engagement.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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INTRODUCTION

The Center on Disability Studies (CDS), College of Education, University of Hawaii at Manoa, in partnership with the Hawaii State Department of Education (HIDOE, the Hawaii SEA) and the non-profit Leadership in Disabilities and Achievement of Hawaii (LDAH, Hawaii's Parent Information and Training Center), offers this proposal for funding of a Hawaii Family Engagement Center (HFEC) under the US Department of Education FY 2018 Statewide Family Engagement Centers Program competition (ED-GRANTS-062818-001).

Our partnership brings decades of experience in promoting family engagement (FE) with Hawaii's schools. The strong commitment and readiness of the State of Hawaii is reflected in its 2016 establishment of a State-funded Community Engagement Office in HIDOE. Funding for HFEC will enable us to expedite our efforts and leverage our existing programs and resources to build capacity in FE. Many Hawaii organizations have committed to providing support. Our project design maximizes family involvement in determining HFEC's direction, through a parent-majority Advisory Committee and numerous feedback mechanisms.

Need for Systemic Approach to Family-School Engagement in Hawaii

A systemic approach to innovation in education involves understanding how the various components in an education system function and interact as the basis for promoting their coordination and enhancement to achieve improvements that cross and strengthen the system (OECD, 2010). Promoting FE is a topic that requires such a systemic approach, since levels of FE impact virtually every measurable educational practice and outcome.

In Hawaii's statewide public education system, numerous school improvement initiatives are underway, each addressing particular pressing needs but often in isolation from each other. Most of these initiatives focus on students classified as "high need" on the basis of being English

language learners (ELL), minorities, students with disabilities, homeless youth, foster youth, and migrant students. Over half of Hawaii's students (54%) fall into one or more of the target population categories identified in the funding announcement, with about 10% in special education, 7% ELL, and 51% economically disadvantaged (HIDOE, 2018). In addition, students of Native Hawaiian and other Pacific Islander ancestry, including migrant Micronesians, are over represented in the special education and economically disadvantaged categories. As summarized in Table 1, high need students as a group lag academically behind those classified not high need.

The need for a systemic approach that considers multiple influences on the education system is also evidenced by Hawaii's diverse economic and familial situations. Because of Hawaii's high cost of living and low salary levels, parents may have to work two or more jobs and may also have care-taking responsibilities in multigenerational households, resulting in lack of time and energy to be engaged at school. Hawaii also has the country's most ethnically diverse population, which can complicate efforts to promote FE given the wide variety of cultural orientations that affect perceptions of and interactions with the education system. At least 130 languages are spoken in Hawaii (Hawaii State Data Center, 2016), and the American Community Survey for 2012-2016 found 26% of Hawaii's population speaks a language other than English at home.

Micronesians are Hawaii's fastest growing immigrant population. They can enter the US without visas under the Compacts of Free Association treaties between the US and the Federated States of Micronesia and the Republics of Palau and the Marshall Islands. These treaties help compensate for damages caused by nuclear weapons tests in the region from 1946 to 1958. Arriving Micronesians are often challenged by cultural differences, language barriers, and unfamiliarity with Hawaii's systems and services. In turn, schools with growing numbers of

Micronesian students are challenged to provide culturally and linguistically responsive services and to effectively engage with families, making this population a priority one for HFEC.

Table 1. Academic Performance, Graduation, and College Going Rates by Student Group

| | % Meet ELA Standard | % Meet Math Standard | % Science Proficient | Graduation Rate | College Going Rate |
|-------------------|---------------------|----------------------|----------------------|-----------------|--------------------|
| Disadvantaged | 38% | 31% | 34.5% | 78% | 51% |
| Special Education | 14.5% | 12% | 16% | 59% | 35% |
| Limited English | 11% | 14% | 9% | 69% | 37% |
| Migrant | 28% | 21% | 25% | not avail. | not avail. |
| Pacific Islander | 29% | 22% | 23% | 68% | 47% |
| Native Hawaiian | 35% | 27% | 31% | 79% | not avail. |
| High Needs | 36% | 30% | 33% | not avail. | not avail. |
| Not High Needs | 69% | 58% | 61% | not avail. | not avail. |

Note: State target to meet standard for ELA (English-Language Arts) = 53%, Math = 46%, Science = 54%; data above most recent available from HIDOE Accountability Data Center

A. PROJECT DESIGN

HFEC is designed to achieve the following overarching goal: *To build the capacity in every community in Hawaii to develop and sustain strong, productive relationships among schools, parents, and community organizations so that children thrive developmentally and academically.*

(1) Extent and Quality of the Underlying Conceptual Framework

The conceptual framework that shapes our approach to achieving our goal is derived from a combination of the *Dual Capacity-Building Framework for Family-School Partnerships* (Mapp & Kuttner, 2013) and *PTA National Standards for Family-School Partnerships: An Implementation Guide* (National PTA, 2009). The six National PTA standards are Welcoming All Families; Communicating Effectively; Supporting Student Success; Speaking Up for Every Child; Sharing Power; and Collaborating with Community. These six standards reflect Hawaiian values and reinforce our belief in the critical role the family and community play in shaping a child’s character and building a child’s skills. These six standards shape our objectives and how we measure them, and guide the design and implementation of our activities.

A survey based on the National PTA parent engagement standards was conducted in the 2017-2018 school year by HIDOE’s Community Engagement Office, which engaged various school and community stakeholders throughout the state. The top priority for improvement from the teacher perspective was communicating effectively, and from the parent perspective was the need for a more welcoming school atmosphere. This finding echoes that of other research in which families report feeling “unwelcome” at school and that educators doubt parents’ capacity to support their children’s learning (e.g., Sheldon & Jung, 2015). HFEC’s initial programmatic efforts are focused on these two areas, improving home-school communication and making schools more welcoming.

Guiding Principles of the Hawaii Family Engagement Center

HFEC will provide evidenced-based programs, activities, and TA that are designed to align with the following six guiding principles that reflect the six National PTA standards.

Principle 1: Families Will Experience the School Environment as Welcoming. As a

result of feeling welcomed and valued, families will become active participants in the life of the school and make connections with each other and school staff, strengthening what students are learning and doing in class.

Principle 2: Effective School-Family Communication. Families and school staff will engage in regular, two-way, meaningful communication about student learning and development.

Principle 3: Families and Schools Will Collaborate to Support Students. Families and school staff will continuously collaborate to support student learning and healthy development, both at home and at school, and will have regular opportunities to strengthen their knowledge and skills.

Principle 4: Every Child Will Have Adults on Their Side. Families will be empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their child's success.

Principle 5: Families and Schools Will Share Power. Family and school staff will be equal partners in decisions that affect children and families, and together they will inform, influence and create policies, practices, and programs.

Principle 6: Schools Will Collaborate with Their Communities. Families and school staff will collaborate with community members to connect students, families, and staff as the basis for expanding learning opportunities, providing access to community services, and increasing civic participation.

(2) Extent Proposed Services Reflect Up-to-Date Knowledge

Our approach will be guided by the Dual Capacity-Building Framework for Family-School Partnerships, developed at the Harvard Graduate School of Education under the direction of Karen Mapp (Mapp & Kuttner, 2013). This framework recognizes the challenges that hinder

effective family-school partnerships; identifies the process and organizational conditions that contribute to effective family-school partnerships; and recommends building the capacity of school staff and families in four areas: capabilities (skills and knowledge), connections (networks), cognition (beliefs, values) and confidence (self-efficacy).

The Dual Capacity-Building Framework provides guidance on the different kinds of activities and supports needed to build the capacity of each of the “dual” target audiences of families and educators. Some of the primary evidence-based research findings that will guide the HFEC are summarized below with supporting citations.

- ❖ Positive levels of student development and achievement have been tied directly to various forms of parent engagement in their children’s education including parental expectations, aspirations, parental guidance, parenting style, home learning activities, supervision/monitoring, and school-based participation and communication (Hill & Tyson, 2009; Jeynes, 2016a; Jeynes 2016b; Raikes, *et al.*, 2006; Senechal & Young, 2008; Wang, Hill, & Hofkens, 2014).
- ❖ Success requires building capacity for all key stakeholder groups (Bolivar & Chrispeels, 2011; Mapp & Kuttner, 2013).
- ❖ Creating FE at the local level takes time, awareness training, and a local commitment to engagement in order for it to be successful (Hong, 2011).
- ❖ Community-based relational approaches can effectively promote parent engagement in low-income urban communities because they are based on gaining deep understanding of the culture and assets of families, as well as resources (Warren, Hong, Rubin, & Uy, 2009; Ishimura, 2014).
- ❖ Central to the success of a family engagement initiative is its sustainability (Geller, 2016).
- ❖ Education policies and programs are most effective if their development incorporates meaningful family and community input, which may best be facilitated by family leaders

(Warren, Mapp & Kuttner, 2015).

❖ Evaluation of FE efforts should consider multi-layered evaluations, which examine the degree to which projects have strengthened individuals, communities, and institutions, not just student outcomes (Geller, 2016).

Infrastructure, Technical Assistance, Training, and Policy Development Services

Advisory Committee (AC). We will establish a parent-majority AC to guide the HFEC. Term limits will be set to rotate in some new members each year. The Committee's composition will be as directed by statute, with representation of all major stakeholder groups, including: University of Hawaii College of Education, HIDOE elementary and secondary schools, charter schools, public school students, HIDOE state and school complex level administrators, and business and community organizations. We will pursue the formalization and continuation of the AC with State funds after the grant cycle.

Promotional Materials. These materials will describe the purpose of the HFEC; research highlights on the benefits of FE; coming events; available services; resources available through the HFEC website; availability of funds for schools to promote FE; and professional development opportunities. Multiple platforms will be used to disseminate information through the communication channels of relevant HIDOE units, including the Community Engagement Office, School Community Councils (at all schools), Community Children's Councils Office, Positive Behavioral Interventions and Supports (PBIS) program, and School Complex Area Superintendents. Information will also be disseminated to charter and private school networks; professional organizations of educators; and private agencies that serve socio-economically and ethnically diverse populations, including families with children with disabilities. Finally, as described below we will conduct "roadshows" on each major island.

Five Island Roadshows. As part of our aggressive public relations campaign to get people thinking about and acting on FE issues, by the middle of Year 1 we will hold roadshows on the islands of Kauai, Maui, Molokai, Oahu, and Big Island to inform the public about the HFEC and gather essential needs assessment information from each community. We will introduce the HFEC through written materials, videos, presentations, and conversations, as part of our initial needs assessment process. We will gather community insights into local needs and strengths through the 48-question Harvard Graduate School of Education PreK–12 Parent Survey, which is aligned with the Dual Capacity-Building Framework (Schueler, 2014). Participation will be promoted through incentives to be developed in consultation with the AC.

HFEC Website. Our website will contain information about center activities and plans; open source and HFEC materials that facilitate FE with schools; results of our needs assessments; information about the range of TA available from HFEC; and a webpage for local projects that receive financial support from HFEC.

Needs Assessment Surveys. During Year 1, we will use surveys that have already been developed and widely used to examine issues related to family-school partnerships around the state. As noted above, the Harvard Graduate School of Education PreK–12 Parent Survey will be distributed during roadshows, and dissemination efforts will also promote completion in its online form by parents throughout the state. To obtain the educator’s perspective, schools will be supported to use the Measure of School, Family, and Community Partnerships (Epstein, *et al.*, 2008), which has three open-ended items and 52 Likert items. Additional needs assessment instruments will be sought and used based on recommendations from consultants and HIDEOE partners. The surveys will be repeated at later stages of the project to help assess the HFEC’s long-term impacts. We will work with schools, educators, community-based organizations

(CBO), and parents to determine parental needs and the best means for delivery of targeted capacity building efforts to address such needs. These needs and how to address them will be built into TA we offer.

Access to Cutting Edge Researchers. Karen Mapp, EdD, a nationally recognized expert on parent-school partnerships from Harvard, has consulted for HIDOE in the past and is scheduled to return to Hawaii and we will ask her to provide further TA and professional development (PD). Other national trainers will serve as consultants and work with HIDOE's Community Engagement Office and HFEC to develop an FE curriculum with local case studies and effective strategies tailored to different high need populations. This curriculum will be adapted to a HIDOE approved course for in-service teachers and/or an introductory course for pre-service teachers at the University of Hawaii College of Education.

Local experts include those of the College of Education's Center for Research on Education, Diversity, and Excellence (CREDE), and of McREL International's Regional Educational Laboratory for the Pacific Region. We will request their support in identifying evidence-based resources and practices that have been found to be effective in Hawaii. CREDE standards for cultural competence in the education of high need students have been recognized by What Works Clearinghouse (WWC). McREL has committed in its letter of support to provide TA to ensure our research meets WWC's "promising evidence" threshold. Relevant McREL resources include an FE toolkit that is culturally responsive for Native Hawaiians and other Pacific Islanders.

Support for Developing Grassroots Family-School Partnerships. Hawaii's latest Blueprint for Public Education (Version 1.0, January 23, 2017), developed by the Governor's ESSA Team, proposes to reduce top-down mandates and strongly promote local decision-making at the school level with principals playing leadership roles in consultation with their School

Community Councils. The rationale is that school and community stakeholders have in-depth knowledge of local needs and strengths relevant to creating quality learning environments. Regarding FE, the Blueprint states on page 28: *“Supporting parent and family engagement will be a priority for school leaders, teachers, and support staff. Principals will be encouraged to develop engagement strategies that consider the culture and recognize the individual and collective needs within the community.....Schools will build partnerships with families, honor their contributions, and provide share decision-making opportunities to sustain connections that are aimed at improving student learning.”*

According to our HIDEOE partners, virtually all principals are well aware of the importance of FE and many have already sought to promote it through various practices and strategies. These efforts may be considered experiments that have the potential to develop and demonstrate effective ways to promote FE for various locales and target populations. We will support this important opportunity by providing funds that schools can use to test their ideas. First, however, we will require them to create a team to receive TA and PD through participation in a Community of Practice cohort for at least one school year.

Once in Years 1 and 5 and twice during Years 2-4 we will conduct outreach and use HIDEOE school-level data to identify specific school communities that are prepared to receive targeted, evidence-based TA and PD related to family-school partnerships, as part of a Community of Practice cohort. Eligible schools comprise Hawaii’s 255 public schools, 34 charter schools, and the Hawaii School for Deaf and Blind. We will encourage school teams that complete a year of TA and PD to submit proposals for boosting FE, with extra points for addressing literacy (Competitive Priority 1(b)) or supporting parents in making choices at transition points (Competitive Priority 2). As a reference, we will provide a list of evidence-based FE programs

and strategies, such as Parent-Teacher Home Visit model and Academic Parent Teacher Team model (Sheldon & Jung, 2015; Paredes, 2010)). Years 2 and 3 proposals will be required to incorporate welcoming and communication strategies. Our proposed budget allows the provision of quality TA and PD to school communities ready to engage with the Center. We have reserved \$100,000 a year (\$50,000 to partially support projects and \$50,000 for convening Communities of Practice cohorts).

We will ask each school in a cohort to spend a year learning with us and to then consider putting what was learned into practice through a proposal that includes the following components: a description of the challenges in FE; a strategic action plan for improving FE; an evaluation plan; and a description of how funds would be used. We will have one request period in Year 3, two request periods in Year 4, and one request period in Year 5. Our goal is to attract 25 requests in Year 3, 50 in Year 4, and 75 in Year 5. The timeline for educator cohorts receiving TA and PD, family-school partnership proposals, and requests for funding is summarized in Table 2. The AC will select schools to receive funding.

This approach is designed to promote school-based capacity building, which is needed for initiatives to be sustainable. School level personnel will be able to implement evidence-based strategies and practices in school level programming and curriculum design. The Community of Practice design also incorporates opportunities for structured support from HFEC and from each other. It also allows for piloting of specific ideas prior to considering them for statewide adoption and the dissemination of illustrative success stories geared towards different parent and professional audiences. Finally, the capacity building allows for the potential to identify mentors early and across the state. We intend for HFEC to build capacity statewide for FE in education, rather than centralizing capacity building on the island of Oahu. The approach of targeted TA

and PD for grassroots community building is intended to ensure HFEC efforts reach the most vulnerable populations and areas of the state.

Table 2. Timeline of Community of Practice Cohort Activities: TA/PD Provision, Family-School Partnership Proposal, and Request for Funding.

| | Year 1 | Year 2 | | Year 3 | | Year 4 | | Year 5 |
|---|------------------|----------|----------|----------|----------|----------|----------|----------|
| | Cohort 1 (pilot) | Cohort 2 | Cohort 3 | Cohort 4 | Cohort 5 | Cohort 6 | Cohort 7 | Cohort 8 |
| Year 1 | TA, PD | | | | | | | |
| Year 2 | PP | TA, PD | TA, PD | | | | | |
| Year 3 | RQ | PP, RQ | PP, RQ | TA, PD | TA, PD | | | |
| Year 4 | | | | PP, RQ | PP, RQ | TA, PD | TA, PD | |
| Year 5 | | | | | | PP, RQ | PP, RQ | TA, PD |
| Legend: PP = Family-school partnership proposal, RQ = Request for funding | | | | | | | | |

Cultural and Linguistic Competency. Adopting a community-based relational approach to fostering parent engagement (Warren, Hong, Rubin, & Uy, 2009), HFEC will tap into strong community-based organizations (CBOs, which include faith-based organizations) with deep roots in the lives of families to engage parents in low income communities, immigrant communities, and Native Hawaiian and other Pacific Islander (especially Micronesian) communities. Some of the CBOs are already actively involved as part of the 21st Century Community Learning Centers. A critical learning from past FE initiatives is to utilize cultural brokers, the individuals or groups who build bridges between families and educators on a daily basis (Geller, 2016). Building cultural bridges is one of the four strategies recommended in the

Toolkit of Resources for Engaging Families and the Community as Partners in Education (Garcia, et al., 2016).

As cultural brokers, CBOs can build relational bridges between schools and parents. We will use school demographics and key stakeholder discussions (with parents and bridge facilitators) to decide how to reach and involve the families and teachers of students in the high need groups of low income, students with disabilities, and English language learners. These groups are well known to often experience a cultural disconnect between the school and home environments that can negatively impact family-school relationships and student achievement (Levenson, *et al.*, 2016). HFEC will provide TA to CBOs to build their capacity to promote FE. Collaboration between CBOs and schools will bring a better understanding of culture and resources that schools may lack. Through community-school collaboration, we will build educators' cultural and linguistic competence and make schools more welcoming of culturally and linguistically diverse students and families. It is expected that many of the family-school partnership applications described above will focus on welcoming diverse populations.

Technical Assistance (TA) and Professional Development (PD). Providing responsive TA and PD, which takes schools from where they are to where they need to be with regard to FE, is one of the primary motivations for this HFEC proposal. TA and PD will be driven by the Community of Practice model of support, which has a strong evidence base (Wenger, McDermott, & Snyder, 2002). The focus is three-fold in which we teach knowledge and skills, provide opportunities for deeper understanding and practice, and finally create a forum for learning with and from each other. Initially we will use effective FE strategies in use in other CDS projects.

In Year 1 we will identify and develop TA and PD materials for Years 2 - 5. In Years 1 - 3

we will focus on providing TA and PD to schools focused on the first two National PTA FE principles, welcoming school environments and use of effective communication strategies. In Years 4 - 5 we will expand our emphasis to the remaining four principles. Our intent is to build educator capacity to assist parents implement home supports; communicate effectively with people at all levels of the educational system; participate in school planning and policy development, at both local and state levels; train and mentor other parents; and learn and use technology to support their children's educational progress (SFEC NIA, June 28, 2018; pp. 30431-30432).

Promoting Literacy to Meet Competitive Preference Priority 1(b). We have searched the WWC website and located a WWC practice guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (2016), that includes four evidence-based recommendations for developing foundational reading skills. Among the four recommendations, two were assigned strong level of evidence, one moderate level of evidence, and one minimum level of evidence. The practice guide has two accompanying publications: *Tips for Supporting Reading Skills at Home* and *Evidence on Tips for Supporting Reading Skills at Home*. The practices described in the tips correspond to the recommendations. We will package the evidence-based practices and provide families access to such content. Based on the assessment of parental needs and the best means for delivery of training, we may work with schools and CBOs to provide training to parents on how to use these evidence-based practices to support literacy development.

Our initial processes, events, and products will be built around welcoming and communicating in the context of literacy. E.g., in collaboration with other agencies promoting literacy, we will help schools design and offer evidence-based training to parents on forms of

literacy – basic literacy, financial literacy, or technology literacy. Initial icebreaking events such as these could change the perception of parents about schools, build trust, and lay the foundation for tackling systematically how to communicate effectively with each other.

Supporting Educational Choice to Meet Competitive Preference Priority 2. Educational choice is defined as the opportunity for a student or a family member on their behalf to create a high-quality personalized path for learning that is consistent with applicable laws; is in an educational setting that best meets the student’s needs; and, where possible, incorporates evidence-based activities, strategies, or interventions. This topic is a major focus of LDAH and another CBO managed and staffed by parents, Hawaii Families As Allies, which has also provided a letter of support. Both organizations have decades of experience in conducting workshops and providing supports designed to give parents of children with disabilities the attitudes, skills, and knowledge they need to understand the education system, effectively collaborate with educators, and participate in their child’s Individual Education Plan (IEP) meetings, including planning for the transition to adulthood. Their curricula and approaches will also be adapted for use with parents of children who have high needs besides those associated with disabilities. We will work with these and other relevant organizations to expand their use and further improvement of their well-established workshops and individual supports for families. Other efforts to support educational choice include encouraging educators participating in Community of Practice cohorts to propose home-school partnership projects in support of parents in making choices at transition points. We will also work with McREL to identify evidence-based practices or strategies to help families make important decisions regarding educational choice.

Annual Symposium on Family Engagement in Years 2 through 5. These symposia will

bring educators, families, and other stakeholders together to share learnings from the field in Hawaii as well as nationally. Presentations will include those of schools that have launched and invested in activities to strengthen FE. These gatherings will attract others interested in FE and should result in an increase in the number of schools that join a cohort to receive TA and PD each year.

Development of a Proposal for the Hawaii State Legislature. In Year 5, using the outcomes achieved related to our goals, we will develop a legislative proposal in collaboration with the AC to make the HFEC permanent. The proposal would outline where the HFEC would be housed, its mission, and an authorization for funding of staff and activities.

(3) Extent Project Design Will Build Capacity and Yield Results beyond Funding Period

Three components of our design illustrate the strength of its sustainability: (1) focus on building a statewide infrastructure and policy for systemic family engagement, (2) the level of commitment and involvement of HIDOE, and (3) our intent to make the AC permanent and to create a long term State commitment to FE through legislation.

B. QUALITY OF THE MANAGEMENT PLAN AND PROJECT PERSONNEL

Table 3 summarizes our Management Plan, which will be basis for evaluation of the HFEC.

Table 3. HFEC Management Plan

| Activity | Responsible | Timeframe |
|---|-------------|-----------|
| Objective 1 - Build a comprehensive and collaborative model for statewide infrastructure for family engagement guided by National PTA principles | | |
| Activity 1.1 Establish and sustain HFEC Advisory Committee | PI, CO, EV | Quarterly |

| Activity | Responsible | Timeframe |
|--|--|----------------|
| <p><u>Milestones:</u> AC meets at least monthly; Parents constitute majority; Includes representatives of all stakeholder groups and major child-serving agencies; Members report their perspectives are taken into account</p> | | |
| <p>Activity 1.2 Develop and sustain HFEC infrastructure for project management and implementation</p> | <p>PI, CO, FA, GA, EV</p> | <p>Ongoing</p> |
| <p><u>Milestones:</u> HFEC Management Team established, to include leaders of all funded partners • Team meets at least monthly with regular check-ins with Federal project officer • All HFEC positions filled by end of Month 4 by staff with requisite qualifications • HFEC website developed and meets Section 504 accessibility requirements by end of Month • Website updated monthly with general information and FE resources • Website has capacity for online COPs • Demonstrated compliance with Federal guidelines that (1) at least 30% of funds be used to establish or expand TA for evidence-based parent education programs, and (2) at least 65% of funds be used to target high concentrations of disadvantaged students • Required Federal reports submitted on time • Partners report they communicate effectively with each other</p> | | |
| <p>Activity 1.4 Develop sustainable systemic services for FE in education</p> | <p>PI, CO, DE, EV, LD, T, W, I, M,</p> | <p>Ongoing</p> |
| <p><u>Milestones:</u> Culturally responsive pre / in-service educator curricula and parent training components developed and piloted • Online components developed and piloted, when appropriate, for better access by rural, remote or otherwise difficult to reach populations of educators and parents • Findings from pilots incorporated into final, sustainable educator curricula and parent training resources • Educators report enhanced capacity to support student</p> | | |

| Activity | Responsible | Timeframe |
|--|-----------------------------|-----------|
| development and academic success by using culturally responsive FE strategies • Parents report enhanced ability to make informed decisions about the educational options available for their children | | |
| Objective 2 - Develop a culturally responsive statewide policy model for FE in education that aligns with Federal ESEA guidelines and HFEC guiding principles and framework | | |
| Activity 2.1 Review existing FE policies at all governance levels | PI, CO, GA | Year 1 |
| <u>Milestones:</u> Crosswalk of Hawaii policies mapped to Federal FE guidelines • Listing of strengths and gaps in Hawaii policy, based on Federal guidelines and HFEC guiding principles and framework • Listing of policy revisions to consider and reason each revision is needed | | |
| Activity 2.2 Draft and pilot revisions to existing FE policies | PI, CO, DE, LD, W, I, EV | Years 1-3 |
| <u>Milestones:</u> Draft policy language reviewed by State attorney general’s office • Agreeable language revisions piloted in school complex areas statewide • Language refined, reviewed by State attorney general’s office, and finalized | | |
| Activity 2.3 Adopt revised FE policy language | PI, DE, LD, W | Years 3-4 |
| <u>Milestones:</u> Revisions to existing State legislation, Board of Education, and HIDEOE policy introduced • Crosswalk between Federal guidelines, current evidence, and introduced policy developed • Status of revisions being adopted tracked • Legislation and policy changes are passed by governing bodies | | |
| Activity 2.4 Support the implementation of the updated policies statewide | CO, DE, LD, W, I, EV | Years 4-5 |

| Activity | Responsible | Timeframe |
|---|--|---------------|
| <p><u>Milestones:</u> National PTA and Dual Capacity Framework checklists developed for easy use by practitioners • ADA-compliant promotional materials developed • Key partnerships formalized • Comprehensive supports for policy implementation identified and secured • Policy communicated statewide to educators, parents, and CBOs • Educators report enhanced understanding of Federal and State policies • Parents report enhanced understanding of educational options available for their children</p> | | |
| <p>Objective 3 - Provide culturally responsive “FE in education” training and TA that builds capacity and collaborations among educators and family members</p> | | |
| <p>Activity 3.1 Work with SEA, school complex areas, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs</p> | <p>CO, GA, DE, LD, W, I, M, EV</p> | <p>Year 1</p> |
| <p><u>Milestones:</u> Prior needs assessments obtained and reviewed • Needs assessment strategies and data collection instruments collaboratively finalized • Outreach successfully involves under-represented parent populations, including rural areas, parents with children with disabilities, parents who may have a difficult time engaging with a school or school system, low-income students and parents, and parents who are not proficient in English • Data collected and include adequate representation from schools and communities considered educationally underserved • Results summarized and used for needs assessments • Needs mapped to evidence-based strategies and interventions to consider • Description of strategies in place, partnerships needed, and steps to be taken to provide services to target groups</p> | | |
| <p>Activity 3.2 Review available evidence-based FE strategies and programs</p> | <p>PI, CO, DE, LD W, I, M,</p> | <p>Year 1</p> |

| Activity | Responsible | Timeframe |
|--|-----------------------------|-----------|
| | EV | |
| <p><u>Milestones:</u> Rubric developed to systematically review evidence-based FE strategies and programs • Listing and scoring of reviewed strategies / programs • Listing of evidence-based FE strategies or programs to pilot and test using impact measures specific to each • Recommendations on specific strategies to pilot and tentative Year 2-3 timelines for implementation • Identification of core strategies and programs to implement, such as adult literacy, financial literacy, and other HFEC priority topics • Identification of strategies appropriate to study using WWC research standards in anticipation of contributing to the promising practice evidence-base</p> | | |
| Activity 3.3 Provide comprehensive training and TA | T, CO, GA, W, DE, LD, I, EV | Years 1-5 |
| <p><u>Milestones:</u> Training and TA piloted and refined based on continuous quality improvement models • Grassroots partnerships provided TA and PD unique to their proposed work • Communities of Practice cohorts identified, along with TA and PD plans • Cultural and linguistic competency promoted through written translations and alternate formats for learning and participating • Kirkpatrick Evaluation Framework used to systematically monitor TA and PD and adjust • Initiatives piloted or fully evaluated, using WWC research standards, when possible • TA and FE toolkits developed for inclusion in sustainable TA and PD infrastructure • Community training on intervention known to improve adult literacy and financial literacy, especially for adults who tend to prefer having no involvement with schools • Training recipients report enhanced ability to support student development and academic achievement • Performance measures tracked and used for continuous quality improvement</p> | | |

| Activity | Responsible | Timeframe |
|--|-----------------------|-----------|
| Objective 4 - Collaborate with other funded SFECs, parent training and information centers, and community parent resource centers receiving targeted Federal funds | | |
| Activity 4.1 Develop initial framework for how HFEC could contribute to the Federal SFEC collaborative | PI, CO, EV | Year 1 |
| <u>Milestones:</u> Written description and framework to facilitate effective and efficient dialogue and collaboration with other SFECs • Clarity on what and how HFEC can contribute to the collective discussion • Description sent to Federal project officer for feedback | | |
| Activity 4.2 Discuss proposed framework with Federal project officer and other SFECs | PI, CO, EV | Year 1 |
| <u>Milestones:</u> Initial and follow-up discussion with project officer • HFEC outreach to each of the other funded SFECs with follow-up dialogue • Revised framework for how SFEC collaborative will work together and for what purposes • Framework submitted to Federal project officer for review • Set dates and times for future SFEC collaborative discussions | | |
| Activity 4.3 Facilitate discussions on how success and impact of the collaborative will be measured | PI, CO, EV | Years 1-5 |
| <u>Milestones:</u> Initial measurement draft and annual adjustments to meet the needs of the SFEC collaborative • Periodic or annual assessment and examination of impact of collaborative and adjustments made, as needed • Kirkpatrick Evaluation Framework developed and updated annually, with needed supports, critical behaviors, and potential barriers / challenges described • Sustainability plan drafted in Year 3 and finalized by end of Year 4 | | |
| Activity 4.4 Host collaborative national discussions (using an online meeting service such as Zoom) | PI, CO, EV, DE, LD | Years 2-5 |

| Activity | Responsible | Timeframe |
|--|-------------|-----------|
| <u>Milestones:</u> Regular meetings held and future meetings scheduled annually • Summary notes and next steps documented and distributed • Participating SFECs report value in the meetings | | |
| Activity 4.5 Ensure inclusion and representation of other parent training and info centers and resource centers | PI, CO | Ongoing |
| <u>Milestones:</u> Comprehensive listing of potential participants from different parent groups developed and updated annually • At least quarterly outreach and discussion with each interested parent group to discuss needs and opportunities | | |
| <u>Legend:</u> PI =Principal Investigators CO =Coordinators) FA =Fiscal Admin= GA Grad Assts EV = Evaluator DE =Department of Education LD =Leadership and Development in Disabilities and Achievement in Hawaii W =We Are Oceania I =INPEACE M =McREL–REL Pacific) T =Trainers | | |

(1) How Diversity of Perspectives Will Be Addressed in Project Operation

A wide range of perspectives will influence the HFEC because of our multi-level approach to conducting outreach, getting feedback, and providing TA and PD. HFEC activities will be developed and conducted based on advice from a range of local and national experts; the results of surveys and focus groups of parents, educators, administrators, and others; feedback from HIDOE personnel at the local and State levels; and input from our partners working at the community level. Information from these diverse sources will be used to shape the direction and nature of management decisions and to adapt information and materials from local and national experts to meet Hawaii’s TA and PD needs.

(2) Extent Project Will Maximize Services through the Collaboration of Appropriate Partners

Our two principal partners, HIDOE and LDAH, have joined us in a signed preliminary MOU that will be finalized in Year 1. Other partners have provided letters of support with

commitments to assist with key components of the HFEC. Through collaboration, the various partner programs will be leveraged and coordinated to maximize use of existing resources.

(3) Adequacy of Management Plan to Achieve Project Objectives on Time and within Budget

As further explained in the *Quality of the Project Evaluation* section below, the Management Plan provided above will be used to guide and monitor each activity toward completion, and it will also serve as the basis for evaluating HFEC's progress and using the results to conduct a continuous quality improvement process. Our management procedures also ensure that all tasks will be accurately reported and that information is disseminated in a timely manner to all with a need to know.

A variety of internal procedures are designed to facilitate optimum project management. These procedures center on the concept of interdisciplinary teaming, focusing on problem-solving, budget management, and monitoring and evaluation progress. Basic operating procedures include: (1) weekly staff meetings to ensure coordination of efforts and adherence to guiding principles and plans; (2) documenting all partnership activity and summarizing progress in quarterly reports; and (3) monthly meetings with fiscal personnel to review HFEC's budget status, ensure the paper flow is being efficiently processed, and identify and resolve potential budget-related problems.

4) Qualifications, including Relevant Training and Experience, of Key Project Personnel

Principal Investigator, Chuan Chinn, PhD. Dr. Chinn is PI for the Jobs Now Partnership, a statewide project that engages State agencies including HIDOE, individuals with intellectual/developmental disabilities and their families to promote competitive employment in the community. She has a wealth of experience in program implementation, evaluation, and quality assurance, as well as strong working relationships with a range of community-based

programs, as a result of 15 years as evaluator or co-PI for over 10 CDS projects.

Co-Principal Investigator, Hye-Jin Park, PhD. Dr. Park is the current PI on a Jacob K. Javits Gifted and Talented Program funded project conducting a randomized controlled study in five regions across the country. In addition, she designed, monitored the implementation, ensured the fidelity of implementation, and evaluated the effects of 16 US Department of Education, National Science Foundation, and Substance Abuse and Mental Health Services Administration funded projects using culturally responsive strategies to support under-represented student groups in secondary to postsecondary education and their families and teachers.

Consultant, Patricia Morrissey, PhD. Dr. Morrissey is director of CDS and is recognized for her leadership, over the period 1986-2000, in helping to draft and pass close to a dozen major Federal disability-related laws such as the Americans with Disabilities Act of 1990. From 2001-2009 she was Commissioner of the US Administration on Developmental Disabilities. She is currently chairperson of the United States International Council on Disabilities and a Governor-appointed member of the Hawaii Council on Developmental Disabilities.

CBO Consultant, JoAnn W.L. Yuen, EdD. Dr. Yuen is Associate Director and Community Outreach Coordinator for CDS. She has considerable experience working with high need populations through providing TA to struggling school complexes, serving as co-chair of a Community Children's Council, serving as PI on several community-based early literacy projects, and using evidence-based elementary school reading improvement. She currently provides TA to Children with Special Health Needs Branch and Maternal Child Health to increase health care professional recruitment and retention, and is conducting needs assessments statewide to determine services and resources available to families of young children.

Oahu Coordinator, Leslie Okoji, PhD. Dr. Okoji has an ideal background for HFEC, with her 2008 dissertation in Educational Psychology on the topic of *Bridging the Gap Between Home and School Cultures for At-Risk Secondary Students*. She brings in-depth knowledge of the public school system as a result of 16 years as a HIDOE school outreach counselor, resource teacher, Section 504 coordinator, and alternative learning center coordinator. She has been with CDS for the past 6 years, first as a specialist supporting high school students with intellectual disabilities to transition to community college, and more recently as evaluator for several projects, including *No Wrong Door* and a HIDOE mental health promotion initiative.

Neighbor Island Coordinator, Lisa Uyehara, JD, MA. Ms. Uyehara has 20 years' experience teaching at the secondary and postsecondary levels and has worked on a range of culturally responsive CDS projects promoting the education success of diverse students with or at-risk for disabilities. She has considerable expertise facilitating COPs with several of these projects. Most recently she was project coordinator for *Project Ho'oku'i*, funded by the Native Hawaiian Education Act Program to use problem- and place-based strategies to support at-risk students at 28 high schools to obtain community college credits through dual enrollment programs. She led the creation of *ohana* (family) night sessions to involve parents in the students' academic journey.

Evaluator, Tammy Tom, MA, MS. Ms. Tom has 20 years of experience collecting, managing, analyzing, and reporting data. She has experience developing data-related policies and procedures, training field staff on data collection protocols, conducting primary and secondary data analysis, meeting Federal reporting requirements, and integrating continuous quality improvement into activities. She also has experience managing large databases as well as using

SAS, SPSS, Excel, and other analytic software to plan and conduct research and evaluations.

HIDOE Community Engagement Office Lead, Marlene Zeug, PhD. Dr. Zeug is Director of the Community Engagement Office. As a former HIDOE Wraparound Services Coordinator for students with severe disabilities, Dr. Zeug learned the value of holistically addressing student needs using the community schools strategy. In HIDOE's successful implementation of its \$75M Race to the Top grant from the US DOE, she was involved in developing Zones of Innovation in several low-income communities and in identifying and implementing school improvement models that could be replicated and scaled throughout the state. She also brings strong working relationships with leading CBOs based on her extensive work in the non-profit sector before her move to HIDOE in 2012.

HIDOE School Community Councils Lead, Polly Quigley, PhD. Dr. Quigley is an Educational Specialist in the School Community Councils/Parent Family and Community Engagement Office. She administers Title 1 funds, and promotes, implements and supports family and community engagement initiatives and strategies. She also provides TA and training to School Community Councils statewide. With a doctorate in Educational Technology she will provide TA and training that integrates technology, learning, mentoring, and family/parent engagement.

LDAH Lead, Rosie Rowe. Following a period working with adults with disabilities, Ms. Rowe joined LDAH where she has worked for the past 14 years. She is well versed in evidence-based FE strategies as a result of serving as LDAH training coordinator. She wrote training curriculum, managed research and data collection, trained staff, and managed a program that trains and supports volunteer parents to support peers in need.

C. ADEQUACY OF RESOURCES

(1) Relevance and Demonstrated Commitment of Each Partner Organization

Descriptions of each of the three primary partners are provided below, followed by a listing of the organizations that have provided letters of support and will serve as resources for HFEC. These organizations are expected to be represented on the AC and in many cases to be subcontracted to provide evidence-based services and supports.

Center on Disability Studies (CDS). CDS was founded over 30 years ago as part of a national network of 67 University Centers of Excellence in Developmental Disabilities, which have the mission of conducting research, professional development, and demonstration activities that bring the latest evidence-based practices and policies from the “ivory tower” to the community. CDS target populations include people of all ages with all kinds of disabilities, as well as those who are at-risk for developing disabilities and students who are gifted. CDS employs about 80 personnel and implements and manages grant awards and contracts totaling about \$10 million annually. CDS is well known as the host of the annual Pacific Rim International Conference on Disability and Diversity, typically attended by close to 1,000 people from around the world, and also publishes the quarterly *Review of Disability Studies* for an international audience.

The HFEC will have access to the full range of resources at the University of Hawaii at Manoa (UHM), a Research 1 university with world class facilities. For 2018, UHM was ranked among the top 2% of 18,000 universities around the world (<http://cwur.org/2018-19.php>), and the UHM College of Education (where CDS is located) was ranked 86th in the education field (www.timeshighereducation.com/world-university-rankings/2018/subject-ranking/education#!/). In addition, CDS’s own infrastructure, considerable experience, large library of products, and

extensive collaborative networks will support success of the HFEC, as described below.

CDS Media Center. The HFEC website will be created and maintained by the CDS Media Center, which has a reputation for expertise in compliance with Section 508 of the Rehabilitation Act for accessibility by people with disabilities, and for easy-to-use technology to create audio descriptions for visitors to sites of the US National Park Services. The Media Center has facilitated the conduct of numerous online PD activities for CDS initiatives, including communities of practice.

Communities of Practice (COP). CDS has considerable experience in PD through COPs. CDS currently uses the COP approach in two 5-year projects (*BEAM*, S206A170014, and *Project TEAMS*, S206A140012) funded by the US DOE Jacob K. Javits Gifted and Talented Students Education Program to foster the success in STEM fields of students from diverse ethnic backgrounds. These projects are building on the COP experience and products of the recently concluded *Pacific Alliance for Supporting Individuals with Disabilities in STEM Fields Partnership* (HRD09-29079), which was funded for 8 years by the National Science Foundation to develop and demonstrate effective strategies to support postsecondary students with disabilities to succeed in STEM fields. Notable products included a Communities of Practice Toolkit (available for at <https://www.cds.hawaii.edu/pacificalliance/communitiesofpractice/>) along with instruments that facilitate COP implementation. These will be used as appropriate for HFEC COP activities and include pre-surveys of demographics, experiences, and knowledge; a feedback survey filled out by COP members; a team performance rating scale completed by members and facilitators; and a focus group protocol. They are available for free download at <https://www.cds.hawaii.edu/pacificalliance/communitiesofpractice/surveys/>.

Family Engagement. Promoting FE is a feature of many CDS initiatives, including most

described below. E.g., the *Hawaii Jobs Now Partnership* (90DNEM0003) to increase competitive integrated employment for youth with intellectual disabilities is conducting a FE pilot featuring parent training workshops and family support tools based on the Charting the LifeCourse for Success framework.

Cultural and Linguistic Competence. CDS has long been known as a leader in cultural and linguistic competence for serving people with disabilities of diverse ethnic backgrounds. E.g., the recently concluded *New Beginnings for English Language Learners* (T365Z110027-15) promoted the use of evidence-based strategies by teachers of ELL. Over the years CDS has been awarded numerous grants by the US DOE's Native Hawaiian Education Act Program. Projects typically use place-based and project-based approaches with curricula and activities reflecting the locales and lives of students themselves. These include *Ne'epapa Ka Hana* (S362A140018) which is promoting the success of 8th grade students in math; *Literacy Through Digital Media* (S362A170021) which is using computer technology and storytelling to improve reading skills for 3rd graders; and the recently concluded Project Ho'oku'i (S362A140067) which used culturally responsive mentoring and tutoring to support high school juniors and seniors students to earn credits at local community colleges. The *Hawaii Positive Engagement Project (H-PEP)* (S362A150002) aims to improve early learning outcomes for at-risk preschool students through PD for Native Hawaiian early educators and facilitating positive parent engagement and early literacy skills.

Hawaii State Department of Education (HIDOE). Hawaii is unique among the states in having a single board of education managing a statewide public education system, implemented by HIDOE with an enrollment of about 180,000. The primary administrative subunit is the school complex area, of which there are 15, each headed by a superintendent. School complex

areas include two or three neighboring school complexes, each of which consists of one of the state's 42 public high schools and its feeder elementary and middle schools.

In 2016, HIDOE established the *Community Engagement Office* within the Office of the Superintendent to coordinate and manage its many programs and initiatives that together provide the foundation for *community schools*, defined as both a place and a set of partnerships between the school and other community resources that deliver an integration of academics, services, supports and opportunities. Community Engagement Office programs that are already promoting FE will collaborate in implementing HFEC activities, as described below.

School Community Councils (SCC). SSCs are part of the leadership structure at each school and enable shared-decision making among principals, teachers, school staff, parents, students and community members to improve student achievement. Members are elected by their peers to advise the principal on matters that affect student achievement and school improvement and that should be addressed in the school's Academic Plan. HFEC activities are expected to help strengthen SSCs at schools with low parent and community representation.

Community Children's Councils (CCC). A total of 17 CCCs were established throughout Hawaii over 20 years ago to promote collaboration between parents and professional service providers in assessing and meeting local needs for children with disabilities. CCC's are co-chaired by a parent and a professional with representatives from local branches of public and private child-serving agencies. For HFEC, CCCs will serve as avenues for outreach and dissemination and important sources of information about local needs and resources.

21st Century Community Learning Centers. Funding from the US DOE under this program is used to establish or expand community learning centers that provide students with academic enrichment opportunities and their families with literacy and related educational development.

There are about 20 Centers operated by sub-grantees (school complex areas or non-profits) serving about 80 schools statewide. It is expected that many of these Centers will collaborate with HFEC to meet *Competitive Priority 1(b)* on promoting literacy.

Parent-Community Networking Centers (PCNC). These school-based centers are staffed by part-time paraprofessionals who work to create supportive partnerships for the purposes of supporting student success and building a sense of family and community. It is expected that PCNCs will be important partners in conducting HFEC activities.

School Liaison Officers. More than 300,000 military personnel and their families reside in Hawaii, with about 14,000 military dependents attending public schools, about 8% of total enrollment. Each of 5 different military branches has one or more liaison officers to smooth the experience for military families who enroll their children. It is expected that these officers will collaborate with HFEC to disseminate information and enhance parent-school relationships.

Leadership in Disabilities and Achievement of Hawaii (LDAH). Founded in 1968 by parents of children with disabilities, LDAH is Hawaii's only Parent Training and Information Center, with its services extending to other Pacific Islands through partnerships with local family organizations. It is a 501(c)3 nonprofit working to support and educate parents, families and professionals to meet the needs of children and youth (ages birth through 26) with any disability, with free advocacy assistance among its services valued by families. With additional funding from HFEC, LDAH will expand its training activities providing parents with the attitudes, skills, and knowledge needed to effectively participate in IEP and other service planning meetings and to collaborate with educators to coordinate supports across the school and home settings.

Community-based Organizations. Due to the short time frame to prepare this proposal, letters of participation could only be obtained from a few of the many non-profits with whom the

HFEC partners have working relationships. These agencies are described below.

Hawaii Business Leadership Network (HIBLN). HIBLN will be represented on the AC and assist in involving local businesses in HFEC initiatives.

Hawaii Families As Allies (HFAA). HFAA is the Hawaii state chapter of the National Federation of Families for Children’s Mental Health and is managed and staffed by parents of children with disabilities, including several who are Certified Parent Support Providers.

INPEACE. Since 1994, INPEACE has been working to educate and empower Native Hawaiian communities, particularly in the areas of early childhood education and workforce, with approximately 2,500 individuals served annually.

McREL International. McREL operates the Regional Educational Laboratory for the Pacific Region, which will provide TA on meeting WWC “promising evidence” standards.

Parents And Children Together (PACT). Founded in 1968, PACT conducts 17 family-focused programs across the state, including 21st Century Learning and Head Start sites.

We Are Oceania (WAO). WAO works to empower the Micronesian community and will provide outreach, TA and PD on effective FE for this population.

(2) Extent Costs Are Reasonable in Relation to Project Objectives, Design, and Significance

As described in the Budget Justification, Federal funding plus the contribution of staff time by HIDOE and CDS will provide for sufficient highly qualified personnel to conduct HFEC activities. The Evaluation Team will have sufficient resources for a continuous quality improvement process that maintains task progress towards measurable outcomes according to timelines. In addition, existing CDS, HIDOE, LDAH, and various non-profit partner programs will be leveraged and coordinated to maximize use of existing resources.

(3) Extent Costs Are Reasonable in Relation to Number Served and Anticipated Outcomes

HFEC activities and the leveraging of existing resources are expected to touch nearly every family, whether directly through provision of information and/or training or indirectly through PD of educators and improvements in and/or expansion of various programs. Resulting enhancements of FE have the potential to significantly strengthen school-home connections that promote the healthy development and academic progress of students.

D. QUALITY OF THE PROJECT EVALUATION

(1) Extent Evaluation Methods Use Objective Performance Measures Related to Outcomes

The two key components of any program evaluation will be addressed by the CDS Evaluation Team: (1) process (or formative) evaluation, the extent to which responsible individuals are implementing project activities fully and on time, and (2) outcome (or summative) evaluation, the extent to which the program achieves its proposed outcomes (US General Accounting Office, 1998). As much as possible, both process and outcome evaluation activities will use data routinely collected in order to impose the least possible burden on participants. The Team will be responsible for obtaining approval for evaluation activities from the Institutional Review Boards (IRB) of both the University of Hawaii and HODOE.

The process evaluation will be guided by the Management Plan summarized in Table 3, which shows each proposed task along with persons responsible, timeline, and process indicators (milestones). These process indicators have face validity because they directly reflect whether the proposed activities have been implemented according to the timeline. The outcome measures specified in the Management Plan and Logic Model also have face validity because they are based on and directly reflect project objectives.

Objective performance measures that will be assessed annually are described below.

Performance Measure 1: Number of parents who participate in HFEC activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under Section 1116 and other related ESEA provisions.

This number will be tracked by counting all relevant contacts, including how many people participate in TA and PD activities, HFEC products, complete surveys, and so on.

Performance Measure 2: Number of high-impact activities or services provided to build a statewide infrastructure for systemic FE that includes support for SEA- and LEA-level leadership and capacity-building.

Proposed activities and services to strengthen public education system leadership and capacity are described in the text and noted in the Management Plan. Their implementation will be tracked and counted according to the target audience and topic.

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

The approach for obtaining data for Performance Measure 3 will be the same as for Performance Measure 2.

Performance Measure 4: Percentage of parents and families receiving HFEC services who report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.

All parents and families receiving HFEC services will be asked to provide feedback on service quality and impact. Data will be collected via forms to rate various aspects of an activity

or product service, including ratings of how much participation increased self-efficacy or self-confidence to effectively work with schools and service providers. In addition, follow-up surveys will be conducted with individuals who have provided contact information to assess actual long-term usefulness and impact. The immediate and follow-up ratings will be analyzed to determine percentages of participants who report gaining capacity.

In addition to participant quality ratings, which will be summarized in quantitative terms, the Evaluation Team will also periodically gather qualitative data through focus groups. Focus groups are a proven way to obtain the experiences and insights of individuals regarding their use of products or services (Reeves & Hedberg, 2003). Starting at the end of Year 2, focus groups will be convened of six to eight parent participants who have been involved HFEC activities. At least one focus group will be convened annually on each of the three major “outer islands” (Big Island, Kauai, and Maui) and at least three groups will be convened on Oahu, where over three-quarters of Hawaii’s population resides. We will seek to keep initial focus group members together over the succeeding years to better track change over time. A standard set of probe questions will be uniformly used across focus groups to enable comparisons, with probe questions updated each year to reflect changing conditions and emerging evaluation findings.

The focus group sessions will be recorded and transcripts will be analyzed using the constant comparison method (Dye, et al., 2000) with the latest version of NVivo, a qualitative data analysis software package. Analysis involves: (1) identifying key and recurrent issues of significance; (2) sorting identified components into nested categories that emerge (e.g., under “FE Barriers” might be subcategories “Lack Training” and “Lack Resources”); (3) comparing reported experiences in each category to identify common patterns; and (4) creating “models” of relationships found between HFEC programming and impacts reported by participants.

(2) Extent Evaluation Will Provide Feedback and Permit Periodic Assessment of Progress

The quality of our evaluation will be enhanced through adherence to the Kirkpatrick Model for evaluating TA and PD initiatives (Kirkpatrick & Kirkpatrick, 2016). Key CDS personnel on HFEC staff who are certified in the use of this model include PI Chuan Chinn, Oahu Coordinator Leslie Okoji, and Evaluator Tammy Tom. The model guides evaluation across the following levels:

- ❖ Level 1: Reaction - The degree to which participants find the training favorable, engaging and relevant to their jobs.
- ❖ Level 2: Learning - The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.
- ❖ Level 3: Behavior - The degree to which participants apply what they learned during training when they are back on the job.
- ❖ Level 4: Results - The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

Continuous quality improvement will help ensure that HFEC TA, PD, and products address the real needs of all target audiences. The process evaluation will include a quarterly review of progress implementing the Management Plan with a focus on identifying deviations from the plan. The Evaluation Team will use a data driven discussion approach with leadership of the three primary partners, identifying the expected outcomes (critical behaviors) for parents and educators, and supports in place or needed to achieve the changes. Relevant personnel will be involved in determining reasons for identified difficulties and strategic planning to address them. Corrective actions may involve training, revised staffing, additional resources, resolving issues with outside entities, or other steps. Results of corrective actions will be assessed in each

succeeding quarter and adjustments made as needed to address. Findings and recommendations that emerge will be incorporated into annual Work Plans.

The Evaluation Team will also continuously collect quality data. As noted for Performance Measure 4, all participants will be asked to rate the quality of an event or service and its impact on their capacity to work with schools and service providers. Visitors to the HFEC website will also be asked to rate features such as ease of use, accessibility, and relevance to their needs. All HSEC products, whether downloaded or distributed in physical formats, will be accompanied by rating forms. Low ratings will then be addressed in corrective strategic planning.

To address evaluation challenges in working with at-risk groups, such as parents with limited English proficiency and/or low literacy levels, we will adopt culturally and linguistically responsive evaluation methods known to work in Hawaii. This is expected to increase response rates and full participation in evaluation activities particularly in educationally underserved areas. These strategies may include collaborating with immigrant community groups on final versions of surveys to obtain buy-in and better survey participation; providing written surveys in different languages; collaborating with CBOs that serve immigrant groups (e.g., We Are Oceania, INPEACE, PACT) in coordinating and conducting focus groups; selecting a location in the community that is familiar and comfortable to the target groups, such as a church or community center; and emphasizing face to face or phone check-ins with oral translation where possible so that low reading levels are not a barrier to participating.

(3) Extent Evaluation Methods Will, if Well-Implemented, Produce Promising Evidence

HFEC will strive to meet the standards for quasi-experimental and correlational designs specified in 34 CFR 77.1(c). There will be numerous opportunities to conduct quasi-experimental studies employing comparison groups that will occur naturally because activities

and programs will be introduced at different times at different intensities across Hawaii. Comparison groups might consist of different school complex areas, different schools, different student groups within a school, different family groups within a community, and so on.

During Year 1, the Evaluation Team will lay the foundation for generating promising evidence by: (1) identifying and prioritizing quasi-experimental opportunities in which comparison groups can be closely matched, (2) identifying and prioritizing correlational studies for which sufficient high quality data will be available, (3) identifying or developing measures and instruments for assessing and comparing outcomes, (4) identifying and establishing working relationships with research partners (e.g., school complex administrators interested in assessing FE progress), (5) establishing a comprehensive strategic research plan with timelines over Years 2-5, and (6) obtaining initial IRB approvals. We will ensure HFEC research studies are well designed and implemented to meet WWC review standards by obtaining TA and consultation from McREL in designing and implementing the studies.

An example of a quasi-experimental study would be the comparison of sets of demographically similar schools that participate in certain HFEC activities and programs versus those that do not. Change over several years in these schools could be tracked using the Measure of School, Family, and Community Partnerships (Epstein, et al., 2008). Additional data to incorporate into comparisons would include those elements routinely collected by all schools, such as HODOE school quality survey (student, teacher, and parent versions), attendance, disciplinary actions, Title I indicators, graduation or grade promotion rates, and standardized test results.

An example of a correlational study would be an analysis of results of the Tripod Student Survey conducted at the end of each school year for students in grades 3-12. Student respondents

rate their teachers regarding teaching effectiveness, student engagement, and student satisfaction, with additional items for rating the whole-school climate. Student ratings would be expected to shift as their teachers participate in HFEC activities and gain new attitudes, skills, and knowledge for engaging students and parents. This large corpus of annual data could be analyzed down to the classroom level to examine whether teachers who participate in HFEC PD opportunities come to be rated more highly by their students over time. Regression procedures would be used to control for the influence of numerous demographic characteristics and factors such as student attendance and academic achievement levels.

Each HFEC annual project report to the Department of Education will summarize that year's progress in conducting studies, including preliminary or key findings; what changes were made and why to goals, objectives, and/or methodology; and what products or publications were generated or are planned for the future.

Other Attachment File(s)

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

Add Optional Other Attachment

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View Optional Other Attachment

**Hawaii Family Engagement Center (HFEC)
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Signed Preliminary Memorandum of Understanding

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Hye-Jin Park, Co-PI

Patricia Morrissey

JoAnn Yuen

Leslie Okoji

Lisa Uyehara

Tammy Tom

Marlene Zeug

Polly Quigley

Letters of Support

State of Hawaii, Department of Education

We Are Oceania

INPEACE

Leadership in Disabilities & Achievement of Hawaii

Parents and Children Together

McREL International

Hawaii Families as Allies

Hawaii Business Leadership Network (HIBLN)

University of Hawaii Indirect Cost Rate Agreement

**PRELIMINARY
MEMORANDUM OF UNDERSTANDING
FOR THE PURPOSE OF
IMPLEMENTING THE HAWAII FAMILY ENGAGEMENT CENTER**

**A Partnership Between:
University of Hawaii, Center on Disability Studies
State of Hawaii, Department of Education
Leadership in Disabilities and Achievement of Hawaii**

This Preliminary Memorandum of Understanding (herein referred to as “Preliminary MOU”) is entered into by and between:

- University of Hawaii at Manoa, College of Education, Center on Disability Studies (“UH-CDS”), whose address is 1410 Lower Campus Road, 171F, Honolulu, Hawaii 96822;
- State of Hawaii, Department of Education (“HIDOE”), whose address is 1390 Miller Street, Honolulu, Hawaii 96813; and
- Leadership in Disabilities and Achievement of Hawaii (Hawaii and Pacific Islands Parent Training and Information Center) (“LDAH”), whose address is 245 N Kukui Street, Suite 205, Honolulu, Hawaii 96817 

PURPOSE

The Hawaii Family Engagement Center Partnership is a working group comprised of those organizations that sign this Preliminary MOU, collectively referred to as the “Partners.” With UH-CDS as lead applicant, the Partners are submitting an application, due on or before July 30, 2018, to the US Department of Education’s Office of Innovation and Improvement for Fiscal Year 2018 funding under the Statewide Family Engagement Centers (SFEC) program, Catalog of Federal Domestic Assistance (CFDA) number 84.310A. This signed Preliminary MOU will fulfill one of the application submission requirements by specifying the respective responsibilities and commitments of the Partners. If the application is successful, the Partners will proceed to collaborate in the implementation of what will be known as the Hawaii Family Engagement Center (“HFEC”). During HFEC’s Year 1, the Partners will: (1) establish the foundation for implementing the full operation of HFEC beginning by the start of Year 2, and (2) develop and sign a final MOU that specifies each Partner’s financial, programmatic, and long-term commitments over the life of the grant (additional partners beyond those signing this Preliminary MOU may be added as appropriate based on needs assessments).

SCOPE AND RESPONSIBILITIES OF PARTNERS (YEAR 1)

UH-CDS commits to:

- ❖ Budget management and disbursement, under the guidance of the Office of Research Services, University of Hawaii;
- ❖ Hiring and management of personnel for the HFEC and an Evaluation Team;
- ❖ Establishing and supporting an Advisory Committee with representation of all key stakeholder groups and parents in the majority of members;

- ❖ Maintaining relevant expertise regarding HFEC training, technical assistance, policy development, and research / evaluation activities;
- ❖ Obtaining necessary Institutional Review Board approvals for data collection;
- ❖ Meeting reporting requirements of the US Department of Education; and
- ❖ Maintaining a continuous quality improvement process through comprehensive evaluation activities.

HIDOE commits to:

- ❖ Recruiting appropriate representatives from HIDOE for the Advisory Committee;
- ❖ Providing, in compliance with the Family Educational Rights and Privacy Act, access to relevant data collected by HIDOE for evaluation purposes;
- ❖ Facilitating statewide communication with the families of students and with administrators for school complex areas and individual schools;
- ❖ Helping to promote and connect the HFEC statewide through established professional-community venues including but not limited to School Community Councils, Children's Community Councils, Parent-Community Networking Centers, 21st Century Community Learning Centers, and School Liaison Officers (for military families);
- ❖ Identifying evidence-based practices and interventions suitable for enhancing family engagement in Hawaii;
- ❖ Facilitating HIDOE approval from the Data Governance and Analysis Branch for HFEC research and evaluation activities;
- ❖ Organizing meetings of personnel from various statewide HIDOE offices concerned with family engagement to promote information sharing and collaboration; and
- ❖ Contributing to development of HFEC's continuation application for Year 2, to include incorporation into the annual budget of specific line items to be implemented by HIDOE.
- ❖ Supporting the collaboration and HFEC with six staff professionals comprising the parent, family, and community engagement team in the Community Engagement Office/HIDOE. The HIDOE team of six will commit 15% of their time for the duration of this grant.
- ❖ Pursuing the formalization/continuation of the Advisory Council of the Hawaii Family Engagement Center, supported with state funds, after the grant cycle.

LDAH commits to:

- ❖ Recruiting appropriate family representatives for the Advisory Committee;
- ❖ Developing a statewide strategic plan to expand existing family support programs and materials to meet service and support requests received by the HFEC;
- ❖ Compiling data on numbers of participants in LDAH statewide programs and quality ratings of services and products, and providing these data to HI-CDS for evaluation purposes;
- ❖ Organizing focus groups or talk story sessions with parents across the state for the purpose of maximizing parent involvement in shaping HFEC development; and
- ❖ Contributing to development of HFEC's continuation application for Year 2, to include incorporation into the annual budget of specific line items to be implemented by LDAH.

The partners understand and agree that the requirements in this preliminary MOU will have no legal force until a final MOU is developed and approved through attorney general review.

Director, Center on Disability Studies

Date



Superintendent, Department of Education

July 28, 2018

Date

Executive Director, Leadership in Disabilities and
Achievement of Hawaii

Date



Director, Center on Disability Studies

7-27-18
Date

Superintendent, Department of Education

Date

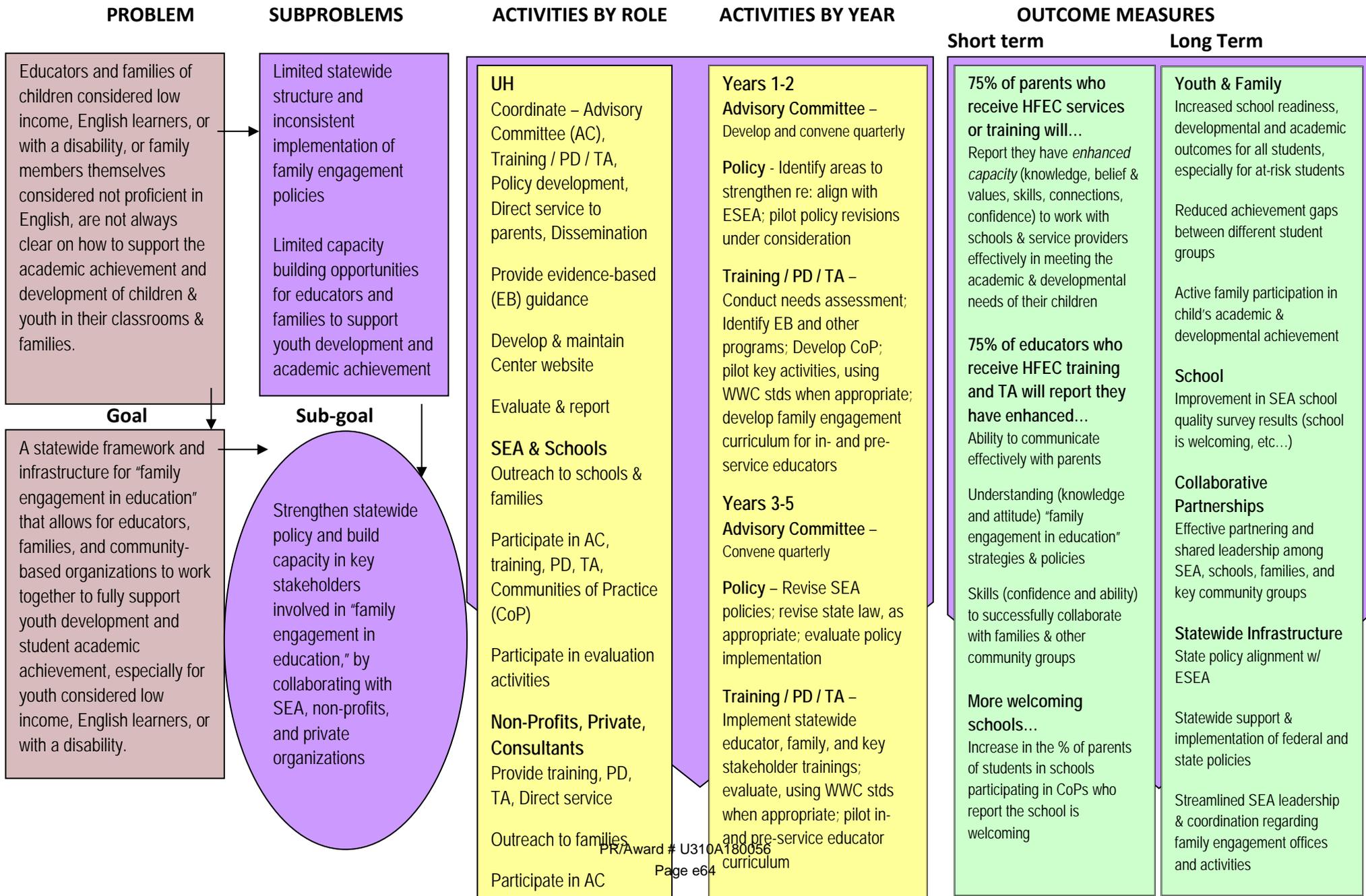


Executive Director, Leadership in Disabilities and Achievement of Hawaii

7-27-18
Date

Hawai'i Family Engagement Center (HFEC) Logic Model

Building Statewide Capacity for Family Engagement Training and Policy in Hawai'i



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STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 28, 2018

Ms. Jane Hodgdon
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: Fiscal Year (FY) 2018 Statewide Family Engagement Centers Program Grant
ED-GRANTS-062818-001

Dear Ms. Hodgdon:

The Hawaii Department of Education (HIDOE), through its Community Engagement Office, is pleased to provide a letter of support for the Family Engagement Centers Program FY 2018 application submitted by the Center on Disability Studies, College of Education, University of Hawai'i at Mānoa. As a full, collaborative partner in designing and implementing the grant, HIDOE is committed to both a direct and substantial role in the realization of the goals in the proposal for a Hawaii Family Engagement Center (HFEC), and the sustainability of a robust, evidenced-based approach to family engagement, derived from the project, after the grant ends:

- A comprehensive statewide effort to build awareness and engagement of students and families with the HFEC. As both the single State Educational Agency and Local Educational Agency for Hawaii, this commitment signifies an opportunity to reach nearly more than 180,000 students (and their parents and families) attending Hawaii's nearly 300 public schools, including public charter and Hawaiian language medium schools;
- Supporting this initiative through the Parent, Family, and Community Engagement team within the Community Engagement Office. The team of six (6) staff oversee a variety of parent, family and community engagement programs, including Parent Community Networking Centers, School Community Councils, Community Children's Councils, and

Ms. Jane Hodgdon
July 28, 2018
Page 2

Military Liaison work. The HIDEOE team of six will commit 15% of their time for the duration of this grant. Through this collaboration, the HFEC will reach key target populations—low income families, families of children with disabilities, families of English language learners, military families, and Native Hawaiian families;

- Assisting with developing outreach strategies, tools (e.g., community and school surveys, training materials), evaluation protocols, and targeted technical assistance that address local school and community needs in parent and family engagement.

Sincerely,



Dr. Christina M. Kishimoto
Superintendent

CMK:mz
c: Community Engagement Office



July 23, 2018

Jane Hodgdon
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: FY 2018 Statewide Family Engagement Centers Program Grant
ED-GRANTS-062818-001

Dear Ms. Hodgdon:

The mission of We are Oceania is to empower the Micronesian community to navigate success while honoring the integrity of their diverse heritage. We are pleased and welcome the opportunity to be a partner of the Hawaii Family Engagement Center proposal being submitted by the Center on Disability Studies (CDS), University of Hawaii, Manoa. As you can see in the proposal CDS has brought together a strong cadre of partners and has committed to expanding the partnerships if funded.

Currently, We Are Oceania is a program of Partners in Development Foundation (PIDF). PIDF is an IRS Section 501(c)(3) non-profit public foundation, was incorporated in 1997 with the goal of helping families and communities overcome difficult challenges in ways that would make them, in turn, teachers and helpers of others in need. Its mission is to inspire and equip families and communities for success and service, using timeless Native Hawaiian values and traditions. The Foundation's strategic approach focuses on rural development, special needs education, and the health of minority groups.

As a Micronesian organization in the State of Hawaii, we are especially interested in and committed to assisting CDS, if funded, in reaching out to Micronesian youth in Hawaii and their families, building capacity of Micronesian family, and strengthening the partnership between Micronesian families and schools. We will provide outreach to schools and parents, technical assistance including training to families in the implementation of family engagement strategies and coordinating events.

We will receive \$200,000 from CDS over the five-year project period. This is broken out as \$60,000 in year 1, \$40,000 in year 2, \$35,000 in years 3 and 4, and \$30,000 in year 5.

The Micronesian families want their children to succeed and have a better life and future. We are pleased to see this funding opportunity and shall use this partnership to empower Micronesian youth to navigate success through college, career, and community readiness. If schools and parents develop stronger relationships, that will have a positive impact on student achievement, especially among vulnerable populations. The fact that CDS



recognizes and proposes to use local community-based organizations in bringing about stronger school-parent relationships is supported by evidence-based research.

We sincerely hope you will fund our Hawaii proposal. Your dollars will make a substantial difference in how quickly and well we can secure the level of family engagement to which we and other organizations in Hawaii are committed.

Sincerely



Program Director
We Are Oceania (WAO)



Jane Hodgdon
Office of Innovation and Improvement, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: FY 2018 Statewide Family Engagement Centers Program Grant (ED-GRANTS-062818-001)

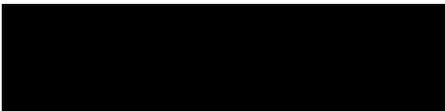
Dear Ms. Hodgdon:

I am writing in support of the University of Hawai'i's grant application proposing a statewide Hawai'i Family Engagement Center. The intent of the proposed Center aligns with the INPEACE commitment to empower Native Hawaiian communities with training that promotes intergenerational early childhood education, supports parents as teachers, enhances cultural development and growth, and prepares individuals for the workforce. The establishment of such a Center is much needed in Hawai'i and will provide a strong and collaborative framework for evidence-based programming and technical assistance, trainings, and policy development related to statewide parent engagement in education. INPEACE supports the University of Hawai'i in their capacity building and sustainable approach to the work intended to build parent engagement in education capacity across the state.

Specifically, INPEACE agrees to receive \$25,000 from the Center (\$5,000 annually over the 5-year award period) and will commit these funds to supporting the Center in their statewide outreach and communications with Native Hawaiian parents, service providers, educators, and other child-serving organizations in our communities. We believe in culturally responsive community-based trainings and consider the collaborative comprised of the University of Hawai'i, the Hawai'i Department of Education, and Leadership in Disabilities & Achievement of Hawai'i a strong foundation for the proposed Center.

Since 1994, INPEACE has been working to educate and empower Native Hawaiian communities. INPEACE has emerged as a local and international leader in early childhood education, workforce development. We are a long standing USDOE NHEP grant recipient and work in a number of DOE schools across the state where work needs to be done to improve student development and academic achievement. We believe parent engagement in education is an important component of student success and look forward to continuing to support parent and family engagement in education through the proposed Center.

Sincerely,



Maile Keliipio-Acoba
Chief Executive Officer
The Institute for Native Pacific Education and Culture



Leadership
in Disabilities &
Achievement of
Hawai'i

245 N. Kukui Street, Suite 205, Honolulu, Hawai'i 96817

Telephone: (808)536-9684 Neighbor Islands: 1-800-533-9684

TDD: (808)536-2280 Fax: (808) 537-6780 Website: www.LDAHawaii.org

July 20, 2018

Jane Hodgdon
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: FY 2018 Statewide Family Engagement Centers Program Grant
ED-GRANTS-062818-001

Dear Ms. Hodgdon:

We are pleased and welcome the opportunity to be a partner of the Hawaii Family Engagement Center proposal being submitted by the Center on Disability Studies (CDS), University of Hawaii, Manoa.

As you can see in the proposal CDS has brought together a strong cadre of partners and has committed to expanding the partnerships if funded.

As the only Parent Training and Information Center in the State of Hawaii, we are especially interested in and committed to assisting CDS, if funded, in developing targeted outreach strategies, building family advocacy capacity, and providing outreach to schools and parents, technical assistance including training to families in the implementation of family engagement strategies and coordinating events.

Better and greater family engagement through schools should be a federal and state priority. We are pleased to see this funding opportunity. If schools and parents develop stronger relationships, that will have a positive impact on student achievement, especially among vulnerable populations. The fact that CDS recognizes and proposes to use local community-based organizations in bringing about stronger school-parent relationships is supported by evidence-based research.

We sincerely hope you will fund our Hawaii proposal. Your dollars will make a substantial difference in how quickly and well we can secure the level of family engagement to which we in Hawaii are committed.

Sincerely,

Rosie Rowe
Executive Director



July 23, 2018

Jane Hodgdon
Office of Innovation and Improvement, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: FY 2018 Statewide Family Engagement Centers Program Grant
ED-GRANTS-062818-001

Dear Ms. Hodgdon:

I am writing in support of the University of Hawai'i at Mānoa Center on Disability Studies grant application proposing a statewide Hawai'i Family Engagement Center. The establishment of such a Center is much needed in Hawai'i and will provide a strong and collaborative framework for evidence-based programming and technical assistance, trainings, and policy development related to parent engagement in education. We support the Center on Disability Studies in their approach to the work intended to build parent engagement in education capacity across the state, including the disability, low income, rural, and limited English proficient target population of interest under this award.

Specifically, we believe in inclusive community-based trainings and will support the Center in their outreach and communications with parents, service providers, educators, and other child-serving organizations in our communities. Parents And Children Together (PACT) was a grantee for the former Parental Information Resource Center USDOE initiative and is currently a Head Start grantee. We believe the proposed collaborative will provide a strong foundation for synergy among those doing this important work.

PACT believes in facilitating the development of community resources which honor the values and principles inherent in the concept of 'ohana (family). We are a long standing 21st Century Community Learning Center provider and have Head Start classrooms in public schools across Oahu and the Big Island. We believe in parent engagement supporting student success and look forward to continuing to support parent and family engagement in education through the proposed Center.

Sincerely,


Kim Gould, Chief Operating Officer
Parents And Children Together

July 25, 2018

Jane Hodgdon
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

RE: CFDA #84.310A, Statewide Family Engagement Centers Grant Program

Dear Ms. Hodgdon,

I am pleased to offer McREL International's support for the proposed Statewide Family Engagement Center that the University of Hawaii (UH) is proposing to the Office of Innovation and Improvement under the above-referenced program. We are excited to offer research support and technical assistance through the Regional Educational Laboratory for the Pacific Region (REL Pacific) that we operate.

Established in 1966, McREL is a private, 501(c)(3) nonprofit organization whose purpose is to improve PreK-12 education through applied research and development. For this project, the REL Pacific will provide necessary support to UH to ensure any research to be conducted will meet the "promising evidence" threshold established by the What Works Clearinghouse. We will also work with UH project staff as well as other project partners and stakeholders to build their capacity to conduct such research studies.

Thank you for including us in this important work. If I can provide any further information, feel free to contact me at [REDACTED] or [REDACTED]

[REDACTED]
Bryan Goodwin
President & CEO



Helping Families Help Themselves

P.O. Box 1971
Aiea, HI 96701-4042

HAWAII FAMILIES AS ALLIES

A chapter of the National Federation of
Families for Children's Mental Health

Phone: 808.797.4050
E-mail: hfaa@hfaa.net
www.hifamilies.org

Jane Hodgdon
Office of Innovation and Improvement, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: FY 2018 Statewide Family Engagement Centers Program Grant
ED-GRANTS-062818-001

Dear Ms. Hodgdon:

I am writing in support of the University of Hawai'i at Mānoa Center on Disability Studies grant application proposing a statewide Hawai'i Family Engagement Center. The establishment of such a Center is much needed in Hawai'i and will provide a strong and collaborative framework for programs, activities, training, technical assistance, and policy development related to parent engagement in education. We support the Center on Disability Studies in their approach to the work intended to build parent engagement in education capacity across the state, including the disability, low income, rural, and limited English proficient target populations of interest under this award.

Hawaii Families As Allies is the Hawaii state chapter of the National Federation of Families for Children's Mental Health and serves as Statewide Family Network Organization with funding from the US Substance Abuse and Mental Health Services Administration. As a non-profit managed and staffed by parents, we have just over three decades of experience in supporting families to understand the mental health issues of their children and how they can best work with schools and other service providers to get needed services and supports. Our major activities include parent workshops on a wide variety of topics, individual support of parents to understand and participate in service planning meetings, and family conferences and resource fairs. These activities are conducted by our staff of parents with children with mental health needs who have gone through extensive training and become Certified Parent Support Providers (CPSP).

If this grant application is successful, we look forward to working together to enhance parent engagement in education in order to strengthen educational choice and improve the development and academic achievement of all students across the state of Hawai'i. In particular, we will be pleased to nominate parent members of the parent-majority Center's Advisory Committee and participate in needs assessments during the Year 1 planning stage.

Sincerely,



Shanelle Lum,
Executive Director, Hawaii Families As Allies



July 27, 2018

Jane Hodgdon
Office of Innovation and Improvement, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: CFDA #84.310A Statewide Family Engagement Centers Program Grant

Dear Ms. Hodgdon:

I am pleased to offer Hawaii Business Leadership Network's support to the Hawaii Family Engagement Center proposal being submitted by the University of Hawaii Center on Disability Studies (CDS).

Hawaii Business Leadership Network (HIBLN) is a business to business organization that shares best practices in hiring, retaining, and marketing to people with disabilities. HIBLN was created by business leaders from companies across the State of Hawaii and is part of the United States Business Leadership Network. Currently, there are nearly 50 Business Leadership Network Affiliates in 30 states.

We support the proposed Hawaii Family Engagement Center to build the capacities of families, schools, and communities to achieve a stronger partnership in education across the state. The HIBLN are especially interested in and committed to assisting CDS, if funded, in providing outreach and engagement to the business community, bringing employers to the partnership, and disseminating information about family engagement initiatives within the business community. The HIBLN will also provide a representative to sit on the Hawaii Family Engagement Center Advisory Committee.

Better and greater family engagement in education will have a positive impact on student achievement, school and community improvement. CDS recognizes and proposes to use local community-based organizations in bringing about stronger school-parent relationships is supported by evidence-based research.

We sincerely hope that you will fund the Hawaii proposal. The much-needed funding will make a substantial difference in creating strong home school community partnerships.

Sincerely,



Chin Lee
State Coordinator
Hawaii Business Leadership Network

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 University of Hawaii
 2530 Dole Street
 Sakamaki D-200
 Honolulu, HI 96822

DATE: 04/03/2018
 FILING REF.: The preceding
 agreement was dated
 06/16/2017

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

| RATE TYPES: | | FIXED | FINAL | PROV. (PROVISIONAL) | PRED. (PREDETERMINED) |
|-------------------------|-------------|------------|-----------------|---------------------|-----------------------|
| <u>EFFECTIVE PERIOD</u> | | | | | |
| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
| PRED. | 07/01/2012 | 06/30/2013 | | On-Campus | Organized Res. |
| PRED. | 07/01/2013 | 06/30/2014 | | On-Campus | Organized Res. |
| PRED. | 07/01/2014 | 06/30/2015 | | On-Campus | Organized Res. |
| PRED. | 07/01/2015 | 06/30/2017 | | On-Campus | Organized Res. |
| PRED. | 07/01/2012 | 06/30/2013 | | Off-Campus | Organized Res. |
| PRED. | 07/01/2013 | 06/30/2017 | | Off-Campus | Organized Res. |
| PRED. | 07/01/2012 | 06/30/2013 | | On-Campus | Instruction |
| PRED. | 07/01/2013 | 06/30/2017 | | On-Campus | Instruction |
| PRED. | 07/01/2012 | 06/30/2013 | | Off-Campus | Instruction |
| PRED. | 07/01/2013 | 06/30/2017 | | Off-Campus | Instruction |
| PRED. | 07/01/2012 | 06/30/2013 | | On-Campus | Other Sponsored Act |
| PRED. | 07/01/2013 | 06/30/2017 | | On-Campus | Other Sponsored Act |
| PRED. | 07/01/2012 | 06/30/2013 | | Off-Campus | Other Sponsored Act |
| PRED. | 07/01/2013 | 06/30/2017 | | Off-Campus | Other Sponsored Act |
| PRED. | 07/01/2012 | 06/30/2013 | | (A) | Direct Project |
| PRED. | 07/01/2013 | 06/30/2017 | | (A) | Direct Project |

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 4/3/2018

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------------|-----------------|-----------------|----------------------|
| PRED. | 07/01/2012 | 06/30/2013 | | (B) | (C) |
| PRED. | 07/01/2013 | 06/30/2017 | | (B) | (C) |
| PRED. | 07/01/2012 | 06/30/2013 | | (D) | Organized Res. |
| PRED. | 07/01/2013 | 06/30/2014 | | (D) | Organized Res. |
| PRED. | 07/01/2014 | 06/30/2015 | | (D) | Organized Res. |
| PRED. | 07/01/2015 | 06/30/2016 | | (D) | Organized Res. |
| PRED. | 07/01/2016 | 06/30/2017 | | (D) | Organized Res. |
| PRED. | 07/01/2012 | 06/30/2013 | | Off-Campus | (E) |
| PRED. | 07/01/2013 | 06/30/2017 | | Off-Campus | (E) |
| PROV. | 07/01/2017 | Until Amended | | (F) | |

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) Research Corp. of U.H.

(B) Applied Research Laboratory

(C) University Affiliated Research Center

(D) Kaka'ako campus including Gold Bond Building

(E) Intergovernmental Personnel Act Agreements

(F) Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 4/3/2018

SECTION I: FRINGE BENEFIT RATES**

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|-----------|-----------------|-----------------|----------------------|
| FIXED | 7/1/2018 | 6/30/2019 | | (1) | UH (A) |
| FIXED | 7/1/2018 | 6/30/2019 | | (1) | UH (B) |
| FIXED | 7/1/2018 | 6/30/2019 | | (1) | UH (C) |
| FIXED | 7/1/2018 | 6/30/2019 | | (2) | RCUH (A) |
| FIXED | 7/1/2018 | 6/30/2019 | | (2) | RCUH (B) |
| FIXED | 7/1/2018 | 6/30/2019 | | (2) | RCUH (C) |

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and Wages.

(1) University of Hawaii (UH)

(2) Research Corporation of the University of Hawaii (RCUH)

UH (A) Student Employees (including Graduate Assistants)

UH (B) Faculty, Staff, not eligible for vacation

UH (C) Faculty and Staff, eligible for vacation

RCUH (A) Regular Status Employees, less than 50% FTE and all other non-Regular status employees

RCUH (B) Regular Status Employees, 50% FTE or greater but less than 13 months of services

RCUH (C) Employee, 50% FTE or greater and 13 months or more of service

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 4/3/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below.

UNIVERSITY OF HAWAII (UH) (1):

UH Fringe Benefit Rates: UNEMPLOYMENT, WORKER'S COMPENSATION, AND TERMINAL VACATION PAYOUT RESERVE.

STATE OF HAWAII Fringe Benefit Rates: FICA, PENSION ACCUMULATION, PENSION ADMINISTRATION, RETIREE HEALTH INSURANCE, OTHER POST-EMPLOYMENT BENEFITS.

The following fringe benefits are specifically identified to each UH employee and are charged individually as direct costs: HEALTH INSURANCE AND GROUP LIFE INSURANCE.

RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) (2):

RCUH Fringe Benefit Rates: UNEMPLOYMENT, TERMINAL UNUSED SICK LEAVE PARTIAL PAYOUT RESERVE, AND TERMINAL VACATION PAYOUT RESERVE.

The following fringe benefits are specifically identified to each RCUH employee and are charged individually as direct costs: FICA, HEALTH INSURANCE (MEDICAL AND DENTAL), FLEXIBLE SPENDING ACCOUNT (FSA), RETIREMENT, GROUP LIFE INSURANCE, LONG TERM DISABILITY, LONG TERM CARE, WORKERS COMPENSATION.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-SITE DEFINITION: For all activities performed in facilities not owned by the organization and to which rent is directly allocated to the project(s), the off-site rate will apply. Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of a project is performed off-site, the off-site rate will apply to the entire project.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 4/3/2018

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

This rate agreement updates fringe benefits rates only.

NEXT PROPOSAL DUE DATE

Your next fringe benefits proposals based on fiscal year ending 06/30/18, will be due no later than 12/31/18.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 4/3/2018

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Hawaii

(INSTITUTION)

(SIGNATURE)

Vassilis L. Syrmos

(NAME)

Vice President for Research and Innovation

(TITLE)

4/06/18

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

4/3/2018

(DATE) 7038

HHS REPRESENTATIVE: Jeanette Lu

Telephone:

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

| Budget Categories | Salary | FTE | Year 1 Federal | Year 2 Federal | Year 2 Non-Federal | Year 3 Federal | Year 3 Non-Federal | Year 4 Federal | Year 4 Non-Federal | Year 5 Federal | Year 5 Non-Federal | Total Federal | Total Non-Federal |
|--|--------|-----|-------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|------------------|----------------------|
| Faculty & Staff Personnel | | | | | | | | | | | | | |
| 1. Chuan Chinn, Principal Investigator | | | | | | | | | | | | | |
| 2. Hye-Jin Park, Co-PI | | | | | | | | | | | | | |
| 3. Patricia Morrissey | | | | | | | | | | | | | |
| 4. JoAnn Yuen | | | | | | | | | | | | | |
| 5. TBD - Administrative Assistant | | | | | | | | | | | | | |
| 6. Leslie Okoji, Coordinator | | | | | | | | | | | | | |
| 7. Lisa Uvehara, Coordinator | | | | | | | | | | | | | |
| 8. Training Materials Developer to support TA | | | | | | | | | | | | | |
| 9. Tammy Tom, Evaluator | | | | | | | | | | | | | |
| 10. GAs for research and web support | | | | | | | | | | | | | |
| Subtotal Salaries | | | | | | | | | | | | | |
| Fringe Benefits | | | | | | | | | | | | | |
| UH Faculty/Staff @59.07% | | | | | | | | | | | | | |
| GA @ 13.83% | | | | | | | | | | | | | |
| Contributed @ 59% | | | | | | | | | | | | | |
| Subtotal Fringe | | | | | | | | | | | | | |
| Total Salaries/Fringe | | | | | | | | | | | | | |
| Travel | | | | | | | | | | | | | |
| Annual PD meeting in DC | | | \$ 12,660.00 | \$ 8,440.00 | | \$ 12,660.00 | | \$ 8,440.00 | | \$ 12,660.00 | | \$ 54,860.00 | |
| Inter-Island Travel 10 trips/year 3 days/trip | | | \$ 5,550.00 | \$ 2,750.00 | | \$ 2,750.00 | | \$ 2,750.00 | | \$ 2,750.00 | | \$ 16,550.00 | |
| Total Travel | | | \$ 18,210.00 | \$ 11,190.00 | | \$ 15,410.00 | | \$ 11,190.00 | | \$ 15,410.00 | | \$ 71,410.00 | |
| Materials & Supplies | | | | | | | | | | | | | |
| Supplies - Computers, Office Supplies, etc. | | | \$ 14,000.00 | \$ 3,500.00 | | \$ 7,000.00 | | \$ 2,800.00 | | \$ 2,000.00 | | \$ 29,300.00 | |
| Total Materials & Supplies | | | \$ 14,000.00 | \$ 3,500.00 | | \$ 7,000.00 | | \$ 2,800.00 | | \$ 2,000.00 | | \$ 29,300.00 | |
| Consultant Services | | | | | | | | | | | | | |
| Experts - TBD | | | \$ 20,000.00 | \$ 20,000.00 | | \$ 20,000.00 | | \$ 20,000.00 | | \$ 20,000.00 | | \$ 100,000.00 | \$ - |
| HI-DOE | | | \$ 20,000.00 | \$ 150,000.00 | \$ 100,000.00 | \$ 150,000.00 | \$ 100,000.00 | \$ 150,000.00 | \$ 100,000.00 | \$ 150,000.00 | \$ 100,000.00 | \$ 620,000.00 | \$ 400,000.00 |
| We Are Oceania (serving Micronesian families) | | | \$ 60,000.00 | \$ 40,000.00 | | \$ 35,000.00 | | \$ 35,000.00 | | \$ 30,000.00 | | \$ 200,000.00 | \$ - |
| INPEACE | | | \$ 5,000.00 | \$ 5,000.00 | | \$ 5,000.00 | | \$ 5,000.00 | | \$ 5,000.00 | | \$ 25,000.00 | |
| Translation/Interpreting Services | | | \$ 10,000.00 | \$ 10,000.00 | | \$ 10,000.00 | | \$ 10,000.00 | | \$ 10,000.00 | | \$ 50,000.00 | \$ - |
| Total Consultants | | | \$ 115,000.00 | \$ 225,000.00 | \$ 100,000.00 | \$ 220,000.00 | \$ 100,000.00 | \$ 220,000.00 | \$ 100,000.00 | \$ 215,000.00 | \$ 100,000.00 | \$ 995,000.00 | \$ 400,000.00 |
| Other Direct Costs | | | | | | | | | | | | | |
| Communications | | | | | | | | | | | | | |
| Meeting Costs/Site Support Funds (Lei/Food) | | | | | | | | | | | | | |
| Duplication/Printing | | | | | | | | | | | | | |
| Reasonable Accommodations | | | | | | | | | | | | | |
| Competition Awards / Incentives for Educators | | | | | | | | | | | | | |
| Total Other Direct Costs | | | | | | | | | | | | | |
| Total Direct Costs | | | | | | | | | | | | | |
| Modified Total Direct Costs (MTDC) | | | | | | | | | | | | | |
| Total Indirect Costs - Off Campus Other Sponsored | 26% | | | | | | | | | | | | |
| Total Costs | | | | | | | | | | | | | |

**Hawaii Family Engagement Center (HFEC)
October 1, 2018 – September 30, 2023
BUDGET JUSTIFICATION**

PERSONNEL:

(Y1 [REDACTED], Y2 [REDACTED], Y3 [REDACTED], Y4 [REDACTED], Y5 [REDACTED] Non-Federal:
Y2 [REDACTED], Y3 [REDACTED], Y4 [REDACTED], Y5 [REDACTED])

1. Principal Investigator, Chuan Chinn, Ph.D. (.50 FTE). As Investigator, Dr. Chinn will: (1) ensure successful completion of all stated project tasks within stated timelines and budget; (2) provide oversight with all fiscal and personnel matters; (3) develop a plan for sustainability based on stakeholder input; (4) direct in all grant activities; (5) establish and maintain collaborative relations between LEAs and CBOs; and (6) ensure all reports, presentations and articles have been vetted and submitted in a timely manner. Dr. Chinn is the PI for the Jobs Now Partnership project and has a strong partnership with state agencies and community-based programs that engage families in service provisions. She was the Co-PI of the recently concluded New Beginnings for English Language Learners project, which collaborated with HI DOE in developing and implementing four professional development courses on the use of evidence-based strategies by teachers of English learners. She has a wealth of program implementation, evaluation and quality assurance experiences that include: process and outcome evaluation using mixed method design, data base management, data analysis and interpretations.

2. Co-Principal Investigator, Hye-Jin Park, Ph.D. (.05 FTE). Dr. Park's research and work includes gifted education, special education, culturally responsive education, curriculum assessment, and program evaluation. Dr. Park will serve as the Co-PI and oversee program evaluation. Dr. Park is the current PI on Project TEAMS, a Jacob K. Javits Gifted & Talented funded project, which is a randomized controlled study being implemented in five regions. In addition, she designed, monitored the implementation, ensured the fidelity of implementation, and evaluated the effects of 16 U.S. Department of Education, National Science Foundation, and Substance Abuse and Mental Health Services Administration funded projects. All of the projects have served underrepresented groups of students in secondary to postsecondary education and their teachers and families. Dr. Park will also serve as an internal evaluator of the project and work closely with the PI and evaluator Tammy Tom, to evaluate the process, progress, and impacts of the project and promptly utilize the evaluation findings to improve project quality and accountably.

3. Patricia Morrissey, Ph.D. (.05 FTE Year 1; Contributed Non-Federal .10 FTE Years 2-5). Dr. Morrissey is in a tenure-track professor in the College of Education. As Director of the CDS her 1.00 FTE is paid by general fund of the State of Hawaii funds. She will devote her time to promote interactions between the College of Education, CDS, LEAs, and CBOs. Dr. Morrissey has been appointed by the Governor to serve on the Hawaii State Developmental Disabilities Council (2018-2023).

4. JoAnn W.L. Yuen, Ed.D. (.05 FTE Year 1; Contributed Non-Federal .10 FTE Years 2-5). As Associate Director and Community Outreach Coordinator of the CDS her 1.00

FTE is paid by general fund of the State of Hawaii funds. Yuen will assist with community-based efforts to engage parents with LEAs and sustain these relationships. Yuen provided technical assistance to complexes who were not compliant with the Felix Consent Decree and served as Co-Chair for the Central Oahu Community Children's Council. She served as PI on several ACE Reading early learning projects implemented in community technology centers serving low income communities. She used evidence-based strategies to improve reading in children grades 1-3. She currently provides technical assistance (evaluation, curriculum development, public health information dissemination) to Children with Special Health Needs Branch and Maternal Child Health to increase the recruitment and retention of qualified health care professionals. She is conducting needs assessments statewide to determine system of services and resources available to families of young children.

5. Administrative Assistant, TBD (.50 FTE). The Administrative Assistant will support the human resources specialist, administrative officer, and the fiscal officer with the processing of fiscal, administrative and personnel paperwork.

6. Coordinator, Leslie Okoji, Ph.D. (1.00 FTE). Dr. Okoji will coordinate and support HFEC activities for all sites. She will also provide technical assistance and training to build child, family and LEA/CBO engagement. Okoji was employed by the Hawaii Department of Education for 16 years and continues to work closely with public schools throughout the state. She served as a school outreach counselor, resource teacher and Section 504 coordinator, and coordinator of the HODOE Honolulu District Alternative Learning Center and is well equipped to coordinate the activities of the HFEC. For the past 3 years, Dr. Okoji has been employed by the CDS as the Student Support Specialist and Leeward Community College Campus Coordinator responsible for transitioning students from high school to college.

7. Coordinator, Lisa Uyehara, J.D. (.85 FTE). Lisa Uyehara will coordinate and support HFEC activities neighbor island sites (non-Oahu sites). She will also provide technical assistance and training to build child, family and LEA/CBO engagement. Uyehara worked with transition teachers at 17 Hawaii Department of Education high schools on Oahu providing weekly sessions, academic camps, and institutes for high school students with disabilities transitioning to postsecondary education. She was also the project coordinator for Project Hookui, a U.S. Department of Education funded grant serving at-risk students on five islands and in 28 high schools. Six University of Hawaii system schools were involved in the early college project utilizing problem and place-based learning, computer-based learning, and mentoring, to serve at-risk students in dual enrollment (high school/college) programs. "Ohana" night sessions were created in order to involve parents and families in the students' academic journey. Ohana night sessions provided opportunities for parents to ask questions and learn more about postsecondary education pathways since many of the parents did not attend college.

8. TBD, Training Materials Developer (.50 FTE). This person will develop training materials to support training and technical assistance. The Training Materials Developer will also identify strategies to disseminate materials, implement these strategies and promote the adaptation of materials.

9. Evaluator, Tammy Tom, M.A., M.S. (0.50 FTE). Ms. Tom has 20 years of experience collecting, managing, analyzing, and reporting data. She has experience developing data-related policies and procedures, training field staff on data collection protocols, conducting primary and secondary data analysis, meeting federal reporting requirements, and integrating continuous quality improvement into activities. She also has experience managing large databases; using SAS, SPSS, Excel, and other analytic software to plan and conduct research and evaluations.

10. Graduate Assistants. Two Graduate Assistants will be hired in Years 1 and 2, and one Graduate Assistant in Years 3 and 4. The GAs assist with logistics for meetings, and support training and dissemination activities as directed by the Coordinators. The GAs will also assist with data collection and preliminary analysis as directed by the Evaluator.

FRINGE BENEFITS:
 (Y1 ████████ Y2 ████████ Y3 ████████ Y4 ████████, Y5 ████████; Non-Federal:
 Y2 ████████ Y3 ████████, Y4 ████████ Y5 ████████)

The University of Hawaii faculty and staff fringe benefit rate is currently estimated to be 59.07%. The GA fringe benefit rate is estimated to be 13.83%. The fringe benefit rate for cost-sharing employees is 59%. The faculty and staff rate includes FICA at 6.20%, Medicare at 1.45%, Worker’s Compensation at 0.95%, Unemployment insurance at 0.13%, Terminal Vacation Fringe at 1.66%. Pension accumulation at 19%, Pension Administration at 0.00%, Other post-employment benefits at 12.69%, Retiree Health at 9.39%, and Health Fund at 7.60%.

TRAVEL:
 (Y1 \$18,210, Y2 \$11,190, Y3 \$15,410, Y4 \$11,190, Y5 \$15,410)

Travel to the Annual Project Directors’ meeting in Washington DC has been budgeted for three personnel (CDS, DOE, LDAH) in Year 1, two people in Year 2, three people (CDS, DOE, LDAH) in Year 3, two people in Year 4, and three people (CDS, DOE, LDAH) in Year 5.

The airfare is based on the lowest economy fare to Washington, DC, federally approved per diem rates, and ground transportation cost. Due to distance, additional time is required to complete the round trip from Honolulu. Project staff will also be required to travel throughout O’ahu Island for meetings with project partners. They will be reimbursed for mileage at the federal allowable rate of \$.545 per mile.

Below is an example of estimated travel costs per trip. The airfare is based on the lowest economy fare to Washington, DC, federally approved per diem rates, and ground transportation cost. Due to distance, additional time is required to complete the round trip from Honolulu.

| | |
|--|------------|
| <i>Example: Washington DC, Annual Project Director’s Meeting</i> | |
| Airfare | \$2,325.00 |
| Per Diem (\$319 x 5 days) | \$1,595.00 |
| Ground Transportation | \$ 300.00 |

Inter-island travel has been budgeted for at ten 3-days trips for Year 1 (\$550 each trip), and five 3-day trips for Years 2-5.

| | |
|---|-----------|
| <i>Example: Honolulu to Maui for Training</i> | |
| Airfare | \$ 250.00 |
| Per Diem (\$319 x 5 days) | \$ 250.00 |
| Ground Transportation | \$ 50.00 |

MATERIALS & SUPPLIES:
(Y1 \$14,000, Y2 \$3,500, Y3 \$7,000, Y4 \$2,800, Y5 \$2,000)

Funds for laptops and/or tablets, LCD projector, postage and basic office supplies are requested to establish and maintain secretarial and office services and program operations. Materials such as binders, paper, markers, chart paper, legal pads, pens, stationery, and reference texts, etc. are needed. Funds will also be used for assistive technology, i.e., FM system for individuals with hearing impairments.

CONSULTANT SERVICES:
(Y1 \$115,000, Y2 \$225,000, Y3 \$220,000, Y4 \$220,000, Y5 \$215,000)

1. Consultant, To Be Determined (\$20,000 Years 1-5). To be selected by HI DOE, these experts will provide annual parent engagement training to self-advocates and families, school administrators, educators, COE students. These training events will be aligned with the CDS hosted Pacific Rim International Conference for Disability and Diversity. This conference attracts about 900 attendees—including self-advocates, professionals, educators, students—from Hawaii, the Pacific Basin and countries world-wide.

2. HI-DOE (\$20,000 Yr1, \$150,000 Yrs 2-5; Non-Federal: \$100,000 Yrs 2-5). Will identify training needs to enhance parent engagement between LEAs, CBOs and families. DOE staff members will be trained to provide parent engagement technical assistance within each of the eight school districts.

3. We Are Oceania (Y1 \$60,000, Y2 \$40,000, Y3 \$35,000, Y4 \$35,000, Y5 \$30,000). Provides Micronesian communities with training, language translation, and community supports to successfully transition to the U.S.

4. INPEACE (\$5,000 Yrs 1-5). Empowers Native Hawaiian communities with training that promotes intergenerational early childhood education, supports parents as teachers, enhances cultural development and growth, and prepares individuals for the workforce.

5. Translation / Interpreting Services (\$10,000 Yrs 1-5). Translation and interpreter services will be required for accessibility of all participants.

OTHER:

(Y1 \$104,800, Y2 \$14,800, Y3 \$15,300, Y4 \$3,600, Y5 \$5,100; Non-Federal: Y2 \$7,000, Y3 \$5,500, Y4 \$6,000, Y5 \$5,500)

1. Communications (\$600 Years 1-5; Non-Federal \$1,500 in Year 2, \$1,000 in Years 3-5). This covers the annual cost of supporting fax machines, and teleconferences.

2. Meeting Costs / Site Support Funds (\$1,000 Years 1-5; Non-Federal \$1,000 in Years 2-5). These funds support room rental, and audio/visual equipment and support.

3. Duplication/Printing (\$1,200 Years 1-3, \$1,000 Years 4-5; Non-Federal \$2,500 in Year 2, \$2,000 in Years 3-5). This covers the cost of the annual rental of equipment for duplication (color and black and white) at the main core office.

3. Reasonable Accommodations (Y1 \$2,000, Y2 \$2,000, Y3 \$2,500, Y4 \$1,000, Y5 \$2,500; Non-Federal \$2,000 in Years 2 and 4, \$1,500 in Years 3 and 5). Funds are budgeted to provide accessibility to training and materials, i.e., large print copying, braille, audio description, etc.

4. Competition Awards / Incentives for Educators and Stakeholders (\$100,000 Year 1, \$10,000 Years 2-3). These funds will be provided to twenty LEAs and CBOs to develop parent engagement strategies within their districts. Call for proposals will be initiated, and awards presented to innovative community based efforts to build and sustain relationships between LEAs and families. In addition, \$20,000 will be used to provide financial support for two required award activities: (a) parent and other community member participation in the Advisory Council and (b) key stakeholder participation in the many data collection initiatives proposed to occur under the award for project success purposes or specifically for a rigorous evaluation need.

TOTALS:

TOTAL MATCH AMOUNT: (Non-Federal: Y2 [REDACTED] Y3 [REDACTED], Y4 [REDACTED], Y5 [REDACTED])

The required 15% match for years 2 through 5 has been met and sourced from: (1) general funded personnel salary and fringe benefit contribution of faculty; (2) HI-DOE will contribute 15% of a six-person unit in years 2 through 5 of the project; and (3) contributed other direct costs (communications, meeting costs, duplication/printing, and reasonable accommodations).

TOTAL DIRECT COSTS: (Y1 [REDACTED] Y2 [REDACTED], Y3 [REDACTED], Y4 [REDACTED], Y5 [REDACTED])

TOTAL INDIRECT COSTS: (Y1 [REDACTED] Y2 [REDACTED], Y3 [REDACTED] Y4 [REDACTED], Y5 [REDACTED])

Indirect charges are calculated at 26%, the University of Hawaii federally negotiated rate for Off Campus Other Sponsored Activities.

TOTAL COSTS:
(Y1 [REDACTED], Y2 [REDACTED], Y3 [REDACTED], Y4 [REDACTED], Y [REDACTED]; Non-Federal: Y2 [REDACTED] Y3 [REDACTED] Y4 [REDACTED] Y5 [REDACTED])