

**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 # U310A180058**

**Grants.gov Tracking#: GRANT12686372**

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

Closing Date: Jul 30, 2018

PR/Award # U310A180058

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	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"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="University of South Carolina"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>

**d. Address:**

* Street1:	<input type="text" value="1600 Hampton St., Suite 414"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Columbia"/>
County/Parish:	<input type="text" value="Richland"/>
* State:	<input type="text" value="SC: South Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="29208-0001"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Sponsored Awards Management"/>	Division Name: <input type="text" value="Vice President for Research"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Nida"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Reid-Williamson"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Sponsored Programs Administrator"/>
--

Organizational Affiliation: <input type="text" value="University of South Carolina"/>
--

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

* Email: <input type="text"/>
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**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:**

Carolina Family Engagement Center (CFEC)

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on  .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

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

Name of Institution/Organization

University of South Carolina

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	54,500.00	26,750.00	29,250.00	41,750.00	34,250.00	186,500.00
4. Equipment						
5. Supplies	24,250.00	3,250.00	13,000.00	10,750.00	6,250.00	57,500.00
6. Contractual	315,000.00	230,000.00	230,000.00	230,000.00	230,000.00	1,235,000.00
7. Construction						
8. Other	13,000.00	20,400.00	55,080.00	40,080.00	47,400.00	175,960.00
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 # U310A180058

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual		123,582.00	123,582.00	123,582.00	123,582.00	494,328.00
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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <input type="text" value="Nida Reid-Williamson"/>	TITLE  <input type="text" value="Sponsored Programs Administrator"/>
APPLICANT ORGANIZATION  <input type="text" value="University of South Carolina"/>	DATE SUBMITTED  <input type="text" value="07/30/2018"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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## 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.

GEPA1001114311.pdf

Add Attachment

Delete Attachment

View Attachment

## **RESPONSE TO SECTION 427 OF GEPA**

The University of South Carolina does not discriminate in educational or employment opportunities or decisions on the basis of personal characteristics that are not relevant to an individual's abilities, qualifications, or job performance. Under federal and state law, these characteristics include age, race, color, sex, gender, religion, national origin, genetics, veterans' status, and disability status. It is the policy of the University that an individual's sexual orientation be treated in the same manner. The University of South Carolina has a strong commitment to the principles of diversity and is an affirmative action, equal opportunity employer. Minorities, women, and individuals with disabilities are encouraged to apply. The University embraces family-friendly policies that provide a work environment and an academic culture supportive of faculty members and their families. The University is also responsive to the needs of dual career families. The University of South Carolina's policy is to provide students a prompt and equitable method of resolving complaints alleging any action prohibited by the U.S. Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794) and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. The University of South Carolina is committed to a policy of affirmative action/equal opportunity and non-discrimination on the basis of race, sex, gender, age, color, religion, national origin, disability, sexual orientation, genetics or veteran status. This commitment applies to all academic and non-academic personnel matters and to educational access for all persons including employees, prospective employees, students, prospective students and other persons utilizing the University's programs and facilities. Harassment of any person or group of persons on the basis of race, color, national origin, religion, sex, gender, age, disability, sexual orientation, genetics or veteran status is a form of illegal discrimination prohibited by University policy, state law and federal law. Our team is committed to working with all students, employees, and participants. We will work with the University's Student Disability Resource Center in order to ensure accessibility and accommodations for all individuals in need. The Center allows for accommodations to be made by the way of classroom accessibility options (classrooms equipped with elevator and ramp access) and document accessibility (braille, audio, alternative text options, sign language or captioned versions).

## 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.

<b>* APPLICANT'S ORGANIZATION</b> University of South Carolina	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Nida"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Reid-Williamson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Sponsored Programs Administrator"/>	
* SIGNATURE: <input type="text" value="Nida Reid-Williamson"/>	* DATE: <input type="text" value="07/30/2018"/>

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Karen	M	Utter	

Address:

Street1:	820 Main Street
Street2:	Wardlaw College, Office 001
City:	Columbia
County:	Richland
State:	SC: South Carolina
Zip Code:	29208-0001
Country:	USA: UNITED STATES

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

Email Address:

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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## ABSTRACT

**Title:** *Carolina Family Engagement Center (CFEC)*

**Goals:** Enhance student achievement, foster school improvement, and build capacity of all stakeholders to engage in effective partnerships through parent engagement by developing and delivering (a) high-quality parent education/family engagement initiatives and (b) training/technical assistance to South Carolina Department of Education (SCDE/SEA), districts/schools identified by SCDE, and (c) collaborating with partner organizations to integrate, enhance, and increase the reach of existing family engagement programs/services across South Carolina (SC).

**Expected outcomes (increased capacities for families, schools & SCDE); population served:**

***Families:*** to engage (1) in effective school-family-community partnerships and in children's learning using evidence-based practices linked to improved achievement and development and (2) as informed participants in decisions regarding their children's education and in development of school, LEA, and SCDE policies, plans, and programs. ***Schools:*** to (1) create school climates that support school-family partnerships, (2) plan and implement comprehensive whole community-responsive family engagement programs that build parent capacity to engage with schools and in their children's learning, and (3) form school-community partnerships that support schools and families and that strengthen the whole community. ***Districts and SCDE:*** to (1) develop/implement systemic family engagement policies and programs and (2) develop/deliver effective capacity-building family engagement training and technical assistance to schools and families. Additional statewide outcomes: (1) networks connecting existing statewide family engagement service providers, districts, and schools, (2) increased reach of existing family engagement training/technical assistance resources, and (3) increased integration of programs/services to support specific categories of families among all family engagement training/technical assistance provided statewide. ***CFEC will serve*** (1) all SC families (emphasis on low income defined in Title I of ESEA); (2) all SC districts/schools (emphasis on Title I and those that serve high concentrations of disadvantaged students or students not yet meeting grade-level standards); (3) SCDE; and (4) other family engagement organizations.

**Brief project description:** CFEC will develop a state-wide collaborative network of family engagement organizations to increase communication and coordination, increase dissemination of information and resources to families and educators, and strengthen the infrastructure and capacity of SC to serve all families through evidence-based family engagement practices.

**Key partner organizations:** University of South Carolina's SC School Improvement Council, housed in the Center for Educational Partnerships in the College of Education (**LEAD agency**)

**Other partner organizations:** SCDE (SEA); *Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty*; *Family Connection of SC* [the only Parent Training & Information Center (PIRC) funded in SC under section 671 of IDEA]; *Children's Trust of SC*; *SC First Steps to School Readiness*; *SC Center for Fathers and Families*; *Consortium for Latino Immigration Studies* and *PASOs* at the University of SC's Arnold School of Public Health

**Competitive preference priorities 1a:** to create SFEC to provide direct services to parents/families through evidence-based activities

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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## PROJECT NARRATIVE

### PROJECT DESIGN

#### Need for the Project

Schools, families and communities share responsibility to ensure that *all* children have an opportunity to achieve at the highest levels (Rosenberg et al., 2009). Family engagement is essential for successful school reform and is a powerful strategy to improve student achievement and development (Bryk et al., 2010; Henderson & Mapp, 2002). Federal and state laws have repeatedly recognized the important role of family engagement in improving student and school outcomes (e.g., *Every Student Succeeds Act of 2015* [ESSA; reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA)]; *South Carolina's Parent Involvement in Their Children's Education Act*; *South Carolina's Read to Succeed Act*). When developed and implemented effectively, family engagement encourages schools, families, and community members to share responsibility for educational outcomes (National Family, School, and Community Engagement Working Group, 2009). ***South Carolina is certainly no exception to the need for sustainable efforts that will lead to educational improvement.*** In the most recent report from the Annie E. Casey Foundation (2018), South Carolina ranked in the bottom quarter in overall child well-being. Among the 50 states, SC ranked 41<sup>st</sup> in education, 37<sup>th</sup> in family and community, 36<sup>th</sup> in health, and 34<sup>th</sup> in economic well-being. Adequate and sustained initiatives to support capacity-building in family engagement through a coordinated, statewide network of educational and community-based organizations are critical to ensuring that all children have access to high-quality education. A **Statewide Family Engagement Center in SC** will leverage pockets of excellence in family engagement, build on existing networks and infrastructures, and make a lasting, significant impact on student achievement and school improvement in SC.

### **Proposed Carolina Family Engagement Center (CFEC)**

South Carolina recognizes the critical need for statewide accessibility to evidence-based family engagement practices and resources across educational, family and community stakeholders to ensure success of *all* children. Thus, the **South Carolina School Improvement Council (SC-SIC)**, housed in the College of Education (CoE) at the University of South Carolina (UofSC; lead agency), will partner with the **South Carolina Department of Education (SCDE; SEA)** to establish the *Carolina Family Engagement Center (CFEC)* in response to the Office of Innovation and Improvement Statewide Family Engagement Centers (SFEC) program. SC-SIC is uniquely positioned to serve as the lead agency, in partnership with SCDE, to address capacity-building needs of schools, families, districts, and community organizations. Over the past 40 years, SC-SIC has provided high-quality training and technical assistance to build capacities of all education stakeholders to participate in school improvement and decision making through more than 1,100 local School Improvement Councils (SICs). SC-SIC has developed an extensive network that extends into every district and K-12 public school in the state. SC-SIC will also draw on UofSC's faculty expertise in education and related fields to ensure that training and technical assistance is adapted to fit the context of schools and communities, grounded in updated research, and the subject of robust evaluation. SC-SIC and SDCE share goals of (a) providing schools and families access to capacity-building opportunities supporting family-school partnerships and (b) connecting schools and families with community resources to meet children's academic and developmental needs. SC-SIC and SCDE have already acted together on these goals by developing an ongoing capacity-building program for SC's school-level parent liaisons. We also share a deep, fundamental commitment to the values of diversity, equity, and inclusion which will be reflected in CFEC personnel and programmatic priorities. **CFEC will**

**not recreate existing work; rather, it will enhance, integrate, and extend the reach of SC-SIC, SCDE and our partner organizations.**

**Competitive Preference Addressed and CFEC Goals:**

CFEC will address **Competitive Preference Priority 1(a)** “to create an SFEC that will provide direct services to parents and families through evidence-based activities.” **CFEC goals are to enhance student achievement, foster school improvement, and increase high quality education options available to students/families by building the capacity of all stakeholders to engage in effective partnerships through parent engagement.** We will accomplish these goals by (a) carrying out parent education and family engagement in education programs; (b) providing comprehensive training and technical assistance to (and with) the SCDE and districts, and to schools and organizations that support family-school partnerships; and (c) collaborating with partner organizations to integrate, enhance, and increase the reach of family engagement programs and services that already exist across the state.

**Populations to be Served by CFEC and Partner Organizations**

CFEC will serve (a) all SC families with an emphasis on low income families (defined in Title I of ESEA) and disadvantaged families including parents who are not proficient in English, families of English language learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant children; (b) all SC districts and schools with an emphasis on Title I districts and schools and those that serve high concentrations of disadvantaged students; (c) the SCDE; and (d) other family engagement organizations.

**Expected Outcomes for Families, Schools, Districts and the SEA, and Other**

***Outcomes for families*** are increased capacities to engage (a) in effective school-family-community partnerships and in their children’s learning using evidence-based practices linked to

improved achievement and development, and (b) as informed participants in decisions regarding their children's education and in the development of school, district, and SCDE policies, plans, and programs. *Outcomes for schools* include increased capacities to (a) create school climates that support school-family partnerships, (b) plan and implement comprehensive and whole community-responsive family engagement programs that are also capacity-building, and (c) partner with community organizations that support schools and families and strengthen the whole community. *Outcomes for districts and SCDE (SEA)* are increased capacities to (a) develop and implement systemic family engagement policies and programs, and (b) develop and deliver effective capacity-building family engagement training and technical assistance to schools and families. *Statewide outcomes* include (a) the creation of new networks connecting existing statewide family engagement service providers, districts, and schools, (b) increased reach of existing family engagement training and technical assistance resources, and (c) increased integration of programs and services designed to integrate and raise awareness to support different types of families among all training and technical assistance provided across the state.

### **Approach to Family Engagement in Education**

Our approach to family engagement is consistent with the definition of parent involvement set forth in ESEA, founded on the **PTA National Standards for Family-School Partnerships**:

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring - (A) That parents play an integral role in assisting their child's learning; (B) That parents are encouraged to be actively involved in their child's education at school; (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and (D) The carrying out of other activities, such as those described in section 116 of the ESEA.

Trusting relationships are the foundation of effective family-school partnerships. Districts and schools are responsible to create conditions supporting trusting relationships and to persist in efforts to meet the needs of all families. Family engagement programs and practices must be

grounded in and respect the culture and values of all families, and families should be involved in developing such programs and practices. We believe that (a) every family loves their children and wants them to succeed, and (b) all families can support their children's learning with sufficient opportunities for capacity building (Henderson et al., 2007). We view families as equal partners with schools as they bring different but equally valuable knowledge to the partnership: *schools* are the education experts and retain responsibility that students meet state standards and *families* are experts on their child. Families, schools, and communities are viewed through an asset rather than a deficit lens. Our approach is also based on values of democratic participation, self-determination, and shared decision making. Including families in decisions regarding their children's education and school policies empowers them to take control of their futures and increases the likelihood that decisions will reflect the best interests of students and families. We use the term "family engagement" rather than "parent involvement." "Family" is intended to recognize and respect that, for many children, the individual functioning as their parent may be another family member, guardian, foster parent, neighbor, or mentor. We use "engagement" rather than "involvement" to emphasize the importance of helping parents to progress from being present to being an active integral partner with their school. When we refer to school-family partnerships, we view "school" to include *every* school employee that comes into contact with families. All are important members of the school community and need to be considered in capacity-building at the school level. We recognize that family engagement is not limited to the confines of the school building and grounds, but takes place wherever children learn, including at home and in the community. In sum, we recognize that building capacities of families, schools, districts, and other organizations who are the focus of this proposal requires a commitment from CFEC, SCDE, and our partner organizations to build long-term relationships with them, and to

develop an understanding of unique contexts in which they engage. **CFEC will have a strong presence in the field to facilitate that critical relationship-building component.**

### **Conceptual Framework and Background Literature**

CFEC's approach to family engagement is rooted in Epstein's model of *overlapping spheres of influence* (Epstein et al., 2009), framework of six types of involvement (Epstein, 2011), and the U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013). It is also guided by the SCDE's Office of Early Learning and Literacy Family Engagement Framework (May 2018) and SCDE's Birth-Grade 12 Family Engagement Framework (SC Framework) (expected December 2018). CFEC's work will also align with PTA National Standards for School-Family Partnerships (PTA Standards). Epstein's model of overlapping spheres describes the three environments in which children learn and grow – family, school, and community – with the child at the center. The extent to which these spheres intersect to create a common space reflects the level at which families, schools, and communities partner to support student learning and development. When families and communities see schools as solely responsible for children's learning while schools and communities see families as solely responsible for children's physical, social, and emotional wellbeing, the spheres will intersect only at the edges or not at all. Children learn and grow best when the three spheres intersect. Strong family-school-community partnerships help pull the spheres together. Schools become more home-like, families become more school-like, and communities create school-like spaces for learning and family-like spaces to support children's overall health and welfare (Epstein et al., 2009). To guide practitioners in developing comprehensive family engagement plans, Epstein has developed a framework of six main types of parent involvement (Table 1).

**Table 1. Six Types of Parent Involvement (Epstein et al., 2009)**

Type 1	<b>Parenting:</b> Helping families understand child and adolescent development and how to create a home environment that supports children as students.
Type 2	<b>Communicating:</b> Using multiple methods that are effective in sustaining ongoing, two-way communication with families.
Type 3	<b>Volunteering:</b> Creating multiple ways that families can help with and support the school and its activities.
Type 4	<b>Learning at Home:</b> Helping families to support their children's learning at home.
Type 5	<b>Decision Making:</b> Including families in school decisions, governance, and advocacy.
Type 6	<b>Collaborating with the Community:</b> Coordinating access to community resources and services for students/families; providing support and services to the community.

To build strong family-school-community partnerships and utilize the six types of engagement, *both* schools and families must have the capacity to engage in this work; however, schools and families often lack opportunities to acquire these capacities. The **U.S. Department of Education's Dual Capacity-Building Framework** (Mapp; see appendix for framework) raises awareness of the need for *dual* capacity-building and guides practitioners in designing opportunities for educators and families. Even when families have high capacities to engage, they will likely meet with frustration unless their partner school is prepared to engage. Of particular relevance to the CFEC's work are capacity-building opportunity process conditions, the four primary capacities needed by families and educators, and the desired outcomes for each. CFEC will design capacity-building opportunities that are relational, development vs. service oriented, collaborative, interactive, and linked to learning (Mapp et al., 2013). The Framework also will guide us in identifying areas of need in capacity building (capabilities, connections, cognition, and confidence) and identifying desired outcomes for both educators and families (Mapp et al. 2013). All CFEC work will align with PTA Standards: Welcoming All Families into the School Community, Communicating Effectively, Supporting Student Success, Speaking Up for Every Child, Sharing Power, and Collaborating With Community.

Together, these models and frameworks form the *what* of family engagement. Frameworks can look good on paper but implementing them in the field is another matter. **Our conceptual frameworks will be powered by a major implementation science framework (Getting to Outcomes™) that will assist schools in the *how* of family engagement: planning, implementing, and evaluating their programs.** Evidence-based activities are important for desired outcomes but aren't sufficient. (Wandersman et al., 2016); they must be adapted and implemented to account for unique cultures, values, and complex challenges faced by real-life communities and families. These factors can affect fidelity of implementation and the extent to which evidence-based activities fit the context (Wandersman et al., 2016). Accordingly, CFEC training and technical assistance will build schools' capacities to answer the 10 Getting to Outcomes™ (GTO) Accountability Questions as they plan, implement, and evaluate their family engagement programs (Wandersman et al., 2016; Chinman et al., 2004). Table 2 provides the list of GTO questions that provide a roadmap to develop, plan, and implement family engagement programs (See appendix for “Application of GTO to Family Engagement”).

**Table 2: The 10 GTO Accountability Questions in the Family Engagement Context:**

1	What are the needs and conditions that need to be addressed within our school and our families?
2	What are the goals, target families, and desired family engagement outcomes that we want to measure?
3	Which existing evidence-based models and best practices would be useful to us in reaching our family engagement goals and desired outcomes?
4	What actions need to be taken so that the programs or practices that we choose for our school fit with the community/family contexts?
5	What organizational capacities will our school need in order to implement a family engagement program?
6	What is our plan for implementing our family engagement program/practices?
7	How well is our school doing in implementing our family engagement plan?
8	How well are our school's family engagement programs/practices working?
9	How can our school incorporate continuous quality improvement strategies to keep improving our results?
10	If our family engagement plan/program is successful, how will it be sustained?

We will use GTO as a framework for planning, implementing, and evaluating schools' family engagement programs to increase the likelihood that schools' family engagement programs will actually achieve and document improved student outcomes described in the research literature (Henderson & Mapp, 2002). GTO has been customized for contexts such as behavioral health services, home visiting programs, positive youth development, emergency preparedness, and substance abuse and teen pregnancy prevention programs (Wandersman et al., 2016; RAND Corporation Projects/Getting to Outcomes, <https://www.rand.org/health/projects/getting-to-outcomes.html>). The U.S. Air Force is using GTO for integrated violence prevention and resilience in its installations around the world. Randomized control trials and quasi-experimental research studies have demonstrated GTO as effective in improving outcomes and increasing organizations' capacities to perform key program tasks (Wandersman et al., 2016; Chinman et al., 2017). *Organizational readiness* impacts school success in implementing effective family engagement programs. Readiness "refers to the extent to which an organization is willing and able to implement a particular innovation" such as family engagement (Scaccia et al., 2015). Readiness consists of (a) an organization's *motivation* to adopt an innovation; (b) its *general capacity* to function day-to-day, which impacts its ability to adopt any innovation; and (c) its *innovation-specific* capacity, which refers to the organization's ability to adopt a specific innovation such as family engagement. Readiness is a multiplicative relationship of motivation x two kinds of capacity, and if any of the components is zero or near zero, the organization is not ready. This can be simplified to  $R=MC^2$ . A school's readiness level may vary among these three components. For example, a school may have high general and innovation-specific capacity but its motivation may be low. Levels may also change independently over the course of a program. Motivation may be high at the outset, but dip after implementation begins for any number of

reasons such as staff turnover or changes in school district priorities. While the three components may vary independently, they interact such that a change in one may influence movement in another. For example, an increase in general capacity may prompt an increase in motivation. Measures of readiness are useful in studying and implementing new programs (Scott et al., 2017). Readiness can be integrated into an expanded Step 5 of GTO (capacity x motivation) to see if a school is ready to implement a family engagement program. Information about the levels of each of the three readiness components will help CFEC to improve and sustain schools' overall readiness. CFEC will contract with Dr. Wandersman to develop a tailored Readiness Diagnostic Tool, based on the readiness model. The Tool will be used to assess the initial readiness of schools applying to receive GTO training and technical assistance, and then later to assess readiness to implement a specific evidence-based family engagement intervention. While the Readiness Diagnostic Tool will assess schools' initial readiness, the fact that a school is low in one or more areas of readiness will not necessarily mean that they are not eligible to receive services. A school will only be considered "not ready" if it scores at a functional zero level on one or more of the three components. Otherwise, we will implement strategies to address specific areas of need to increase readiness. Similarly, if a school has low levels of readiness for a specific family engagement innovation, we will work to help the school acquire the needed capacity – readiness information will be used to better target such interventions.

## **Project Design for Building Capacity and Extension Beyond Funding Period**

### **A: Management and Governance**

CFEC will form a new component of the SC-SIC. Executive Director Tom Hudson (Co-PD) oversees SC-SIC's daily operations. The Office of Family and Community Engagement (OFACE) and its Director, Yolande' Anderson, will coordinate the SCDE partnership. SC-SIC is

part of the Center for Educational Partnerships (CEP) in the UofSC's CoE. As part of the CEP consortium, SC-SIC participates in leadership meetings to review data and propose operational changes. CEP is also formally reviewed by the UofSC's Quality Assurance Committee (QCom). The committee, comprised of faculty and administrators from CoE and the College of Arts and Sciences, principals and teachers from the public school system, alumni, and the SCDE, is responsible for managing, monitoring, and reviewing assessment plans and data within CoE.

**CFEC Project Director Karen Utter, in partnership with OFACE Director Yolande' Anderson (SCDE)**, will oversee the work of a full-time CFEC project manager based in the SC-SIC office. Training and technical assistance will be delivered primarily by six **Regional Family Engagement Liaisons (Regional Liaisons)** working under the supervision of PD Utter in partnership with the OFACE Director. At least one of the six Regional Liaisons will be bilingual in English and Spanish. The Regional Liaisons will maintain a base of operations in the SC-SIC office, but will spend the majority of their time in the field working directly with districts, schools, SICs, and families. To ensure that CFEC projects are effective for all families, particularly low income and other disadvantaged families, CFEC will draw on the expertise of UofSC CoE faculty members who will serve as **CFEC Specialists** in the areas of urban, suburban, and rural family engagement; diversity, equity, and inclusion; early childhood, literacy; and engaging African American and Latino families. Specialists will review CFEC family engagement training and technical assistance to ensure that it is evidence based, reflects the most current research, and is culturally responsive. CFEC's work will also be guided by input and feedback from diverse members of the **CFEC Advisory Board**. CFEC will draw on the expertise of other **Offices within SCDE including the Office of Federal and State Accountability (Title I and foster families), the Office of Early Learning and Literacy, and**

**other SCDE Offices with expertise in the needs of families of children with special needs and migrant and homeless children.** Other partners include the *Francis Marion Center of Excellence for the Preparation of Teachers of Children of Poverty* (Francis Marion Center of Excellence) and the **Consortium of Latino Immigration Studies at the Arnold School of Public Health**. We also hope to build on the existing relationships that our partners already have with families including **PASO's (Latino families), Family Connection (children with disabilities and early childhood), and SC First Steps to School Readiness.**

### **B: Statewide Leadership in Family Engagement Policies and Systemic Initiatives**

SC-SIC and SCDE are partnering through CFEC to provide statewide leadership in developing district and school capacity to implement family engagement policies and systemic initiatives that provide a continuum of services that remove barriers to family engagement in education and support school reform efforts as well as parental involvement policies under ESEA. OFACE and SCDE have already taken the lead in this area. Since it was established in January 2016, OFACE has expanded and strengthened SCDE's internal family engagement infrastructure by creating an internal family engagement stakeholder group that meets monthly to share information and coordinate strategies undertaken by different departments within SCDE. Last year, SCDE established an 18-month partnership with the Council of Chief State School Officers (CCSSO) to participate with seven other states in a State Consortium on Family Engagement (State Consortium). The State Consortium is co-sponsored by the National Association for Family, School, and Community Engagement (NAFSCE) and the Mid-Atlantic Equity Consortium. SCDE's activities within the State Consortium have included sharing successful practices and innovations in family engagement including under Title I of ESEA, and the development of the SC Framework. Through this Framework, SCDE seeks to support the work of early childhood

providers and local school districts in a coordinated way that results in seamless outreach to and engagement by families as children progress through the early childhood and K-12 systems. The SC Framework builds upon the Family Engagement Framework developed by the SCDE's Office of Early Learning and Literacy, in collaboration with an external stakeholder group, to align with the goals of the SC Read to Succeed Act. The SC Framework will similarly be the product of a collaborative process, SCDE continues to meet periodically with an expanded group of school, family, district, and community member representatives, including a representative of SC-SIC, to solicit their input and feedback at meaningful points in the process. Although SCDE does not expect to complete work until December 2018, it anticipates that the SC Framework will focus on the following five strategies: (1) Building Trusting Relationships, (2) Ongoing, Two-Way Communication, (3) Linking Family Engagement to Learning Outcomes, (4) Collaborative Practices, and (5) Community Partnerships. The underlying conceptual framework, like the conceptual framework for this proposal, is expected to include the PTA Standards and the Dual Capacity-Building Framework (Mapp & Kuttner, 2013). The results of the recently conducted SCDE statewide family engagement survey will provide valuable information to guide the implementation of the SC Framework. The survey, which was distributed to all 1,200+ K-12 principals in South Carolina, assesses how well schools are engaging families based on the PTA National Standards for Family-School Partnerships. SCDE is currently in the process of reviewing and analyzing survey results. CFEC will also support SCDEs ongoing capacity-building work with Title I district coordinators through its Office of Federal and State Accountability. The SCDE Office of Early Learning and Literacy currently assists school districts in creating family-school-community partnerships that focus on increasing the volume of student reading at school, at home, and in the community. Schools and districts are

encouraged to partner with a diverse range of community groups to provide volunteers, mentors, or tutors to assist with the provision of instructional support, services, and books that enhance reading development and proficiency. Funds are also allocated to SCDE to provide grants to support partnerships between community organizations and local school districts to provide enrichment activities as part of after school programs or summer reading camps that utilize volunteers, mentors, or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of forty percent or greater. As the lead agency, SC-SIC will also lead in the development of family engagement policies and systemic initiatives. It brings to CFEC its existing statewide network of contacts with every school district and SIC in South Carolina's K-12 public schools. Schools are required by law to report their SIC membership, including contact information, to the SC-SIC office annually. The number of schools reporting was just under 90% for the 2017-18 school year. This information allows SC-SIC to connect directly with principals, SIC Chairs, and other SIC members. SC-SIC's list-serve currently contains about 15,000 principals, teachers, and current and former SIC members from across South Carolina. In addition, SC-SIC will continue to provide capacity-building training and technical assistance initiatives including *Engagement for Outcomes*, its 12-18 month intensive technical assistance program for individual SICs, which is described below.

### **C: Systemic Services for Family Engagement in Education**

#### **C1: Creating New and Enhanced Links Between Existing Family Engagement Organizations**

CFEC will enhance and expand the reach of existing family engagement policies and programs in SC horizontally by creating new connections among SC-SIC, SCDE, and CFEC partners. CFEC will work strategically to provide partners opportunities to communicate, coordinate, cross-train field staff, and increase the reach of existing capacity-building services. Many CFEC

partners have existing relationships with disadvantaged families who may have difficulty engaging with their school/district. CFEC will access partners to establish initial connections with these families, such as PASOs (Latino families), SC Center for Fathers and Families, Children's Trust of SC (prevention of child abuse, neglect, and injury), SC First Steps to School Readiness (early childhood), and Family Connection of SC (early childhood and families of disabled students). Family Connection is SC's Parent Training and Information Center (PTIC) under Section 671 of the IDEA. Several currently deliver evidence-based programs to families across the state: Family Connection, which delivers the Triple P – Positive Parenting Program (Triple P) and the Parents as Teachers (PAT) program, and Children's Trust, which also delivers Triple P - Positive Parenting Program (Triple P). Through its partnerships, CFEC will use its Regional Liaisons to connect schools and families with services provided by these organizations. Children's Trust has committed to disseminate family literacy information developed by CFEC consultant Ellen Still and organizations such as the SCDE Office of Early Learning and Literacy through its existing home visiting programs and its Strengthening Families program. Through its partnership with First Steps, CFEC will help forge stronger connections between early childhood and K-12 organizations. It will also support and collaborate with county-level First Steps offices across the state, focusing on the Countdown to Kindergarten transition program. The Francis Marion Center of Excellence, a decade-long member of the Johns Hopkins University's National Network of Partnership Schools (NNPS), will bring a significant level of expertise in engaging under-resourced families and in providing direct capacity-building support to schools in developing and implementing family engagement plans using the NNPS model. The Consortium for Latino Immigration Studies, which works with both academic and non-academic users to provide research findings and other information on Hispanic/Latino issues, will advise CFEC as

it conducts outreach and engages with these SC families. CFEC will also support and collaborate with the UofSC's CoE's Parent Advocacy Working Group for Minority Families. At the behest of Columbia Urban League and the CoE Dean, the CoE's Office of Diversity, Equity, and Inclusion formed a committee to identify ways CoE could support parents from underserved or otherwise marginalized communities. Consisting of faculty and staff, the Parent Advocacy Working Group will develop resources and facilitate capacity-building to support parents in becoming more effective stewards of their child's education. To support partnership efforts and make family engagement tools and resources accessible, CFEC will create and maintain a project website for the work of CFEC and all its partner organizations.

### C.2. Providing Intensive, Ongoing, Capacity-Building in Family Engagement to Schools

One lesson that SC-SIC has learned in delivering training and technical assistance to SICs is that it can take several years for an organization to fully adopt and sustain an innovation like family engagement. The validity of this observation is supported in the research literature (Scaccia et al., 2015). Moreover, we have observed that one-time trainings, while helpful, are not as effective in supporting organizational change as training combined with ongoing technical assistance. This observation also finds support in the research (Ringwalt et al., 2002). To increase the likelihood that schools will be able to implement and sustain evidence-based family engagement programs, CFEC will focus significant resources on providing long-term, intensive family engagement capacity-building training and technical assistance to 24 K-12 public schools (four in each of the state's six regions). CFEC, in partnership with SCDE, will recruit and select these schools from among those designated as Title I during the first year of the grant. During years 2-5, CFEC will assign a Regional Liaison to each participating school to assist it in planning, implementing, and evaluating a school-wide family engagement program that is

evidence-based, includes dual capacity-building initiatives, and is aligned with the school's existing improvement plan goals. Regional Liaisons will use the evidence-based implementation support intervention GTO in providing training and technical assistance to schools. To address the RFP requirement that the proposal include a rigorous evaluation plan that produces evidence of promise, outcomes from these 24 participating schools will be evaluated using comparison data collected from 24 similar schools that are not receiving intensive training and technical assistance using GTO. The CFEC model for providing training and technical assistance is based on a small-scale program called *Engagement for Outcomes* that SC-SIC piloted with five SICs during 2013-2015. An SC-SIC staff member attended monthly meetings for a period of 12-18 months and delivered brief trainings and ongoing technical assistance based on the GTO model to help low-functioning SICs improve their general and innovation-specific capacities in supporting one or more of their school's improvement goals. All schools saw some improvement in organizational capacities, and several achieved outcomes. The most successful of the five, a middle school SIC in the upstate, saw an increase in capacities and in outcomes. Members of this SIC continued to be involved, joining the high school SIC and leading it to win the Dick and Tunky Riley Award for SIC Excellence in 2018. SC-SIC launched a new cycle of *Engagement for Outcomes* with 5 new schools beginning in the 2017-18 school year. The CFEC's GTO will add a readiness component to the SC-SIC's model. Dr. Wandersman will administer a customized Readiness Diagnostic Tool first to assess the schools' initial strategic level of readiness and then again after the program begins to assess schools' readiness to implement a specific evidence-based intervention. As discussed above, low levels of readiness will not preclude a school from participating; instead, this information will be used by Regional Liaisons and schools to better target strategies to improve motivation, general capacity, and innovation-

specific capacities. Instead of choosing one evidence-based program that would be delivered to all schools, we have elected to use the evidence-based GTO process so that each school can choose the evidence-based family engagement activities that address their unique needs and best fit their school community. Step 3 of the GTO process prompts schools to research and identify the evidence-based activities that will be most useful in achieving goals and outcomes they established during Step 2 of the process. Steps 4 will prompt schools to consider which activities and practices are the best fit for their community. Step 5 will prompt them to consider whether they have (or can acquire) the motivation and general and innovation-specific capacities they need to implement and sustain a particular evidence-based activity. (see appendix for application of full GTO cycle to family engagement).

CFEC Regional Liaisons will deliver short training modules and provide tools and materials for schools to use in working through each of the 10 steps/accountability questions as they apply in the family engagement context. For example, one of the tools that will be provided to schools in addressing Step 1, needs and resources, will be a custom 4-year school climate profile that is produced by the SC Educational Policy Center. These profiles reflect an analysis of the results of the state's annual school climate survey that is administered to students and parents at selected grade levels as well as teachers at each school (see appendix) This data can help schools to identify strengths and weaknesses in terms of their school climate, including specific areas of family engagement, as well as trends in their climate over time.

As part of developing these school-wide family engagement programs, CFEC Regional Liaisons will prompt schools to specifically assess and address needs related to its family engagement activities under Title I of ESEA. The Liaisons will help schools align their family engagement programs to South Carolina's approach to family engagement and its conceptual

underpinnings including the PTA Standards, the Dual Capacity Building Framework, the Epstein model of family-school-community partnerships, and the SCDE Family Engagement Frameworks.

CFEC, with SCDE review, will ensure that its Regional Liaisons are equipped with tools, training, and technical assistance in (1) South Carolina's approach to family engagement as described herein and GTO; (2) cultural competency; (3) resources available through CFEC partner organizations; (4) communication, meeting facilitation, and group process skills, and (5) working collaboratively with partners. Dr. Wandersman will provide GTO training for the Regional Liaisons and other core CFEC personnel, assist in tailoring GTO worksheets for family engagement planning, and provide continuous technical assistance to CFEC and Regional Liaisons in developing family engagement programs using GTO using a train-the-trainer model. Throughout the grant, CFEC will assess and adjust GTO tools, training modules, and technical assistance guides that Regional Liaisons use to deliver training and technical assistance. These will be available to all SC schools through the CFEC's website.

### C3: Family and Teacher Capacity-Building Initiatives

*Parent Leadership Program:* CFEC will develop and implement a Parent Leadership Program (PLP) that is open to early childhood and Title I parents. PLP will be modeled on the Parent Services Project's Vision and Voice Family Leadership Institute (VVFLI; see appendix). An evaluation of VVFLI concluded that it may have a positive influence on parents' leadership identity, general and specific leadership and communication capacities, and that it may influence participants who are already involved at the school level to expand their involvement to the community and systems settings (Cunningham et al., 2012). PLP will focus on achieving these outcomes as well. With input from SCDE and all stakeholders, CFEC will adapt the VVFLI

model and develop materials and tools to fit the specific families to be served with attention to the process conditions for capacity-building set forth in the Dual Capacity-Building Framework. CFEC will hold one PLP in a different region in years 3 and 4 of the grant for up to 15 parents each year. We envision expanding the number of sessions in a PLP from the six described in the VVFLI model to eight in order to add elements used in the SC-SIC-coordinated SC Education Policy Fellowship Program such as meetings with elected officials and policy makers and at least one site visit to learn about a successful school improvement innovation or initiative. PLP sessions will be facilitated primarily by the Regional Liaisons. To make the program as accessible as possible, a hot meal and child care will be provided at each session. Parents who complete all program requirements, including a minimum attendance requirement and completion of an individual plan to further a leadership goal, will receive a \$1,000 stipend. CFEC will also use the following strategies to increase the likelihood of success: (1) seeking parent and community input into the program structure, content, design, and delivery; (2) using innovative strategies for outreach and recruitment; (3) using motivational strategies to build and sustain parent engagement; (4) utilizing flexible modes of delivery that facilitate relationship building and that are a good fit for families' backgrounds and circumstances; (5) building the influence and power of program participants and alumni; and (6) developing and leveraging connections with policy makers to give program legitimacy and access (Henderson et al., 2010).

*Teacher Family Engagement Stipends:* To encourage more teachers to adopt evidence-based family engagement practices in their classrooms, CFEC will provide up to 10 stipends in years 2-5 of the grant to teachers who successfully implement and report on the results of a family engagement plan for their classroom. CFEC will solicit the submission of family engagement plans at the beginning of each school year from all teachers in low-income early childhood

programs and Title I K-12 schools. Plans must include desired goals and outcomes, evidence-based practices, a plan to evaluate outcomes, and a letter of support from the principal or lead administrator. Up to 10 plans will be selected for implementation each year based on how well they address these plan requirements. CFEC will provide technical assistance as needed to strengthen selected plans and to support implementation and evaluation during the school year. Teacher who complete implementation and report outcomes to CFEC will receive a \$1,000 stipend. A similar strategy was used successfully by the Boston Public Schools to help demonstrate the value of family engagement to school communities. (Brooks, 2016).

*Statewide Family and Community Engagement Conference:* CFEC will partner with the OFCE in providing a CFEC component of the SCDE's annual statewide family engagement conference in grant years 3 and 5. The CFEC sessions, which will be one-day in year three and one and one-half days in year five, will align with the OFCE's conference goals, enhance OFCE's offerings, and provide an opportunity for CFEC, its specialists and other partner organizations, families, schools, and districts to share the results of their work, engage in roundtable discussions on conference themes, and hear from high-impact speakers including a representative of the U.S. Department of Education's Office of Innovation and Improvement if available. CFEC sessions will be designed to maximize opportunities for all stakeholders to increase their knowledge and skills, develop additional networks, connect with resources, and increase motivation.

## **MANAGEMENT PLAN AND PROJECT PERSONNEL**

### **Diversity of Perspectives Represented in CFEC**

A primary role of the Advisory Board will be to collaborate with CFEC, the SCDE, districts, schools, and families to determine parental needs and the best means of delivering services to address such needs. We have established a Board of 15 members (see letters of support and

commitment for acceptance) that is comprised of parents (represents the majority), a student, educational professionals, business community, the SCDE and a district. Diverse perspectives will also be represented through CFEC partners and Specialists. CFEC will make every effort to include a broad diversity of perspectives in its new hires as well.

#### Collaboration of Appropriate Partners

CFEC has worked to ensure that key educational and community-based organizations that operate throughout the state are included as partner organizations. (see section C1 above and Preliminary MOUs and Letters of Support and Commitment). The first project year will include time to coordinate and plan to form a solid foundation for alignment among partners. Many of the identified partners have a strong history of collaboration, and CFEC will provide the infrastructure for coalescing major expertise and established programming throughout the state in one, centralized hub for family engagement.

#### Adequacy of The Management Plan

SC-SIC is uniquely positioned to lead CFEC. School Improvement Councils (SIC) were created in statute through the SC's Education Finance Act of 1977, stating that "each school board of trustees shall establish an improvement council at each school in the district and this council is to be involved in improvement and innovation efforts at the school." Shortly thereafter, the SC-SIC was established within the UofSC's CoE to ensure the SICs developed the capacities need to meet such statutory membership requirements as electing the minimum number of parents, teachers, and (in the case of high schools) students, appointing community members, and including the principal as an ex-officio member. State legislation enacted over ensuing years (Education Improvement Act, 1984; Early Childhood Development and Academic Assistance Act, 1993; Education Accountability Act, 1998; Read to Succeed Act, 2014) assigned additional

roles to local SICs. SICs work with their school principal to provide input and feedback in the development and annual revisions of the school's mandated Five-Year School Improvement Plan. Councils also undertake their own initiatives to assist schools in achieving Plan goals. Each school year, SICs are tasked by law to report on the results of these efforts by (1) preparing and issuing an annual "SIC Report to the Parents," and (2) assisting the principal in writing a brief narrative report for the school's state report card. Currently there are 1,134 local SICs convened in SC (in each K-12 public school, and some early childhood centers, public charter schools, and career/technical schools), composed of some 13,169 members statewide. With such cross-sectional representation of the school community and local Council membership changing each academic year, SIC provides ongoing training, resources, and technical assistance for SICs. These are provided on-site, via telephone and email, as well as electronically through SC-SIC's website, <http://sic.sc.gov>. Training offerings include district level sessions on "SIC Basics," "SIC Leadership and Advocacy," "Communicating with the Greater School Community," and "Crafting the SIC Report to the Parents," as well individualized training such as "SIC Goal Setting" and "Family Engagement Inventory." In the 2017-18 school year, SC-SIC provided 39 training sessions reaching over 1,200 individuals. SC-SIC staff also work directly with SICs that request or are recommended for intensive training and technical assistance. This 12-18 month program, *Engagement for Outcomes*, utilizes GTO to build SIC capacity. Five schools completed the pilot of this program and five schools began a new program cycle in the 2017-18 school year.

#### Qualifications of Key Project Personnel

Karen Utter, JD (Project Director) is the Associate Director for SC-SIC at UofSC. Utter develops materials, website content and initiatives designed to assist SIC with general capacity building and to provide technical assistance in family and community engagement and school

improvement. She is conducting a new cycle of *Engagement for Outcomes*, which provides SICs training and TA in using the GTO method of program planning, implementation and evaluation.

Mr. Tom Hudson (Co-Project Director) is SC-SIC Executive Director. He has expertise in SICs and parent and community engagement. Hudson joined SC-SIC in 2007, following a 25-year career in communications, public information, media relations, and reporting in public, private, and education sectors. He oversees SC-SIC and provides training, TA, and other support to local SIC members, educators, and public officials. He co-coordinates SC Education Policy Fellowship Program. He served SICs as a school district contact, a local SIC vice-chair and member, and member of SC-SIC's State Board of Trustees. He is a past member of the Beaufort County First Steps Partnership Board and chaired the education committee for Greater Columbia Community Relations Council. He is a 2010 Diversity Fellow of the Riley Institute at Furman University, and a 2012 Education Policy Fellow of the Institute for Educational Leadership in Washington, DC. He completed PD trainings in education, public/media relations, quality improvement, organizational leadership, and community mediation.

Yolande' Anderson (South Carolina State Department of Education Partner) is the Director of the Office of Family and Community Engagement (FACE) in the South Carolina State Department of Education (SCDE).

Dr. Gina M. Kunz (Co-PD and Family Engagement Specialist) is Director of the UofSC's CoE Research Institute and Research Associate Professor in the Department of Educational Studies and a licensed psychologist. She conducts large-scale research to identify evidence-based practices for children, families and teachers. She has secured more than \$19 million as PI/Co-PI, primarily IES and NSF. Kunz was Co-PI for "Conjoint Behavioral Consultation (CBC) in Rural Communities" and "CBC in the Early Grades," two multi-year randomized clinical trials (IES

#R324A100115A & #R305F050284). CBC, a problem-solving process for parent-teacher partnerships to promote academic, behavioral, and social-emotional success for all students in grades K-3, meets the NCES WWC rating as evidence-based without reservations. She was also Co-PI for the “National Center for Research on Rural Education” (IES # R305C090022). She will assist PD Utter and Co-PD Hudson in all activities, including grant management. Her extensive experience directing federal projects uniquely qualifies her to co-lead this project.

Dr. Abe Wandersman (Co-PD) is President of Abe Wandersman, LLC. Dr. Wandersman developed GTO the implementation framework being proposed in CFEC. He is Emeritus Professor in the Department of Psychology in the College of Arts & Sciences at UofSC and has an extensive history of grant-funded work as PI. The Abe Wandersman, LLC, will provide consultation services related to developing and creating reports related to a tailored Readiness Diagnostic Tool (RDT; comprehensive readiness assessment based on R=MC<sup>2</sup> model) to evaluate initial school readiness to be included in the grant project, administer the Readiness Diagnostic Tool after the GTO process has begun in order to assess readiness to implement a specific evidence based intervention, conduct GTO workshops/training with the core team at the center and the six community liaisons in Columbia, provide support and consultation to tailor GTO worksheets for developing improvement plans to facilitate family engagement, and provide continuous technical assistance to support the development of the improvement plans using GTO with the core center team and 6 community liaisons in a train the trainer model.

Dr. Catherine Compton-Lilly (Family Literacy Specialist) is the John C. Hungerpiller Professor at UofSC. Her research has focused on family literacy practices, particularly literacy practices of children from communities underserved by schools. She documented the home and school literacy practices of eight of her former first grade students as they moved from

elementary through high school. In a current study, now in its tenth year, she is exploring the family literacy practices of children from immigrant families. Among the books she has edited or authored are: *Reading Families: The Literate Lives of Urban Children* (2003), *Rereading Families* (2007), *Reading Time: The literate lives of urban secondary students and their families* (2012), *Bedtime stories and book reports: Connecting parent involvement and family literacy* (2011, edited with S. Greene) and *Reading students' lives: Literacy learning across time* (2017). In addition, Dr. Compton-Lilly has authored multiple articles related to family literacy in major literacy journals including the *Reading Research Quarterly*, *Research in the Teaching of English*, *The Reading Teacher*, *Journal of Early Childhood Literacy*, *Written Communication*, *Journal of Literacy Research* and *Language Arts*. Her recent review of family literacy scholarship, co-authored with Rebecca Rogers and Tisha Lewis and published in the *Reading Research Quarterly*, is among the most definitive reviews of the field of family literacy.

Dr. Heather Smith Googe (Early Childhood Specialist) is a Research Assistant Professor at the Yvonne & Schuyler Moore Child Development Research Center at UofSC. She is PI and Director of the SC Child Care Inclusion Collaborative and the PI of the SC Partnerships for Inclusion project. She has experience as an early interventionist working with infants and toddlers with disabilities and their families, as a preschool teacher in an inclusive preschool, as a trainer and technical assistance provider supporting child care providers to increase their use of inclusive practices, and as an adjunct instructor teaching courses in early childhood and early childhood special education for both undergraduate and graduate students. Research and professional interests include PD to support inclusive practices among early childhood teachers, developmental screening practices of early childhood teachers, and the development and implementation of cross sector professional development systems in early childhood.

Dr. Michelle Bryan (Diversity, Equity and Inclusion Specialist) is Associate Professor of Educational Foundations and Inquiry and Associate Dean for Diversity, Equity, and Inclusion in UofSC's CoE. A sociologist of education and qualitative methodologist, her research focuses on issues in the field that illuminate complex intersections of race, culture, class, gender, sexuality, and other socio-demographic factors within educational settings, and in educational program evaluation. She has been an invited speaker at national and international gatherings of education scholars and evaluators. Her work has been published in the International Journal of Qualitative Studies in Education, the Journal of Diversity in Higher Education, New Directions for Evaluation, and Urban Education.

Dr. Michelle Meyers (Equity for Education for African American Students Specialist) is a Clinical Associate Professor and the Coordinator for the Elementary Education Master of Arts in Teaching Program at UofSC. She earned a doctorate in Language and Literacy. She is a member of the National Council of Teachers of English, Center for the Expansion of Language and Thinking (CELT) member, the Professional Dyad for Culturally Relevant Teaching member, board member of the Whole Language Umbrella (WLU) and the chair for the Early Childhood Education Assembly. She has several academic publications. In addition, Dr. Myers works as a consultant, providing professional development for teachers and parents on a variety of topics.

Dr. Julia Lopez-Robertson (Latino Family Engagement Specialist) is an Associate Professor of Language and Literacy in UofSC's CoE. Her scholarly interests are built on a commitment to children, families, and teachers to advance understandings of bilingual/multilingual students. This work is the foundation for the transformation of teachers and teacher education to ensure equitable and socially just teaching for all, but especially for underserved children and families. She grounds these important topics in the use of culturally relevant

children's literature to investigate literacy development and the nexus between home and school literacies. She spent 17 years as a bilingual primary teacher in Boston, MA and Tucson, AZ and completed her PhD in Language, Reading, and Culture at the University of Arizona. She has published articles in Language Arts, The Bilingual Research Journal, Journal of Early Childhood Teacher Education, The Journal of Children's Literature and Contemporary Issues in Early Childhood Education among others.

Dr. Yasha Becton (Family-School Partnership Specialist) is a Clinical Assistant Professor and Online Coordinator for the Curriculum Studies component of the Ed.D. in Curriculum and Instruction program in the UofSC's CoE. She was a secondary teacher for 12 years and a secondary administrator for 5 years. Serving within the North Carolina and South Carolina public school system has afforded her a unique vantage point for understanding the challenges within today's public schools. She is the founder of the Parenting Angels of the Carolinas and a former member of The Flood Group of North Carolina. Both organizations focus on working collaboratively with schools and school districts, as well as empowering parents to make informed decisions about their children's schooling.

Dr. Tammie Dickenson (Lead Evaluator) is the Director of the UofSC Research, Evaluation, and Measurement Center (REM Center). Her research interests include multilevel modeling, quasi-experimental designs, and item response theory. Her work includes development of project objectives and associated measures, instrument selection and development, and data collection and analysis. Dr. Dickenson will serve provide evaluation oversight for this Center, including overseeing the evaluation activities to be conducted through the REM Center with lead evaluator Dr. Ashlee Lewis.

Dr. Ashlee Lewis (Co-Lead Evaluator) is a Research Assistant Professor in the REM Center at UofSC. Her experience as an applied researcher, evaluator, and assessment developer combined with her grounding in culturally responsive evaluation methods exemplify her qualifications to work on this project. Dr. Lewis has led qualitative data collection efforts for large grants funded by the U.S. Department of Education and NSF. Dr. Lewis has led the collection of focus group and interview data, the analysis of qualitative data, and the design and conducting of site visits. Dr. Lewis’s work regularly places her in contact with the daily routines and inner workings of schools in SC. Her work has provided her with many opportunities to interact extensively with teachers, instructional specialists, principals, and district administrators.

**Timeline and Milestones**

Years	1	2	3	4	5
Initial planning & coordination among partners	X				
Ongoing infrastructure building for partner network hub	X	X	X	X	X
Hiring CFEC personnel (e.g., project manager, Regional Liaisons)	X				
Developing tools, materials & resources (e.g., for TA, family engagement activities, evaluation materials and procedures)	X				
Recruitment of 24 schools for the focused evaluation	X				
Recruitment of teachers for the Teacher Title I Family Engagement Program	X	X	X	X	
Implementation of Teacher Title I Family Engagement Program		X	X	X	X
Implementation and evaluation of the focused participation of the 24 schools		X	X	X	X
Family Engagement Conference			X		X
Parent Leadership Program			X	X	
Website development and revisions to resources	X	X	X	X	X

**RESOURCES**

Relevance and Demonstrated Commitment of Partners (see section C1 above and Preliminary MOUs and Letters of Support and Commitment)

If funded, the *Carolina Family Engagement Center (CFEC)* will be managed and operated through the South Carolina School Improvement Council (SC-SIC) and housed in the College of

Education Research Institute at the University of South Carolina, which provides an overarching infrastructure for research and related services initiatives. The time and effort to be supported through this project for the lead and key personnel, including PD (Utter), Co-PD (Hudson), Co-PD and Family Engagement Specialist (Kunz), Co-PD (Wandersman), Lead Evaluator (Dickenson) and Co-Evaluator (Lewis), with their unique areas of expertise and experience in both content and grant management, demonstrate unequivocally their relevance and commitment to the proposed project to the implementation and success of the project. Further, time and effort is to be contributed through matching funds from the primary partner the SCDE.

#### Reasonable Costs Related to the Objectives, Design, and Potential Significance

CFEC has been designed as a statewide network of organizations and agencies that all focus in some way on family engagement. This Center will serve as a hub for expertise and programming to collaborate across key stakeholders that is sufficient in size, scope and quality to be able to reach across the state and to serve the SCDE, districts, schools and community-based organizations. Approximately 80% of funds received through this award will establish and/or expand technical assistance for evidence-based parent education programs.

#### Reasonable Costs Related to the Number of Persons Served and Anticipated Results and Benefits

The costs related to the number of persons to be served is reasonable, with approximately 82% of funds received through this award to serve local educational agencies/districts, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students; and across the geographical contexts of urban, suburban, and rural districts and schools.

## **PROJECT EVALUATION**

The Research, Evaluation, and Measurement (REM) Center will conduct the external evaluation. Housed in UofSC's CoE, REM provides evaluation, research, and measurement to support many educational organizations. For 20 years, REM Center has partnered with SC public and private organizations on education improvement initiatives. REM designs studies to measure program effectiveness, monitor implementation, identify data collection tools, and conduct data analysis with advanced quantitative and qualitative approaches. REM specializes in client-centered approaches and collaborates with SCDE, school districts, faculty at UofSC and other IHEs, and other projects funded by federal, state, and foundation sources.

*(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.* The evaluation design is aligned to the logic model and will include tracking of progress toward key goals and outcomes. The evaluation team will conduct a mixed methods culturally responsive evaluation to measure progress. Like CFEC efforts, evaluation will draw on the Getting to Outcomes model to frame findings. The evaluation plan includes a quasi-experimental design component capable of producing promising evidence, according to WWC standards, about the project's effectiveness to increase student academic performance. It will include process and outcome components to document processes and determine the extent to which the project is meeting its goals and associated outcomes. The table below displays the program goals, GRPA measures, medium-term and long-term project outcomes as outlined in the logic model, and data sources used to examine each performance measure and project outcome. Baseline data will be collected over the first project year, and then targets for each performance measure and project outcome will be set.

Table 3. *Project Goals, GPRA Measures and Project Outcome Measures*

<b>Goal 1: Improve student achievement</b>		
<b>Outcome Measure</b>	<b>Measure Type</b>	<b>Data Source</b>
The number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement	GPRA	Process data directly collected from CFEC administrators
The percentage of participant schools that demonstrate increased student achievement in reading	Project Outcome	Data directly collected from participating schools and SCDE website
The percentage of participant schools that demonstrate increased student achievement in mathematics	Project Outcome	Data directly collected from participating schools and SCDE website
The effect size for the difference between participant and matched comparison schools for student achievement in reading	Project Outcome	SCDE website
The effect size for the difference between participant and matched comparison schools for student achievement in mathematics	Project Outcome	SCDE website
<b>Goal 2: School improvement is fostered through increased school climate</b>		
<b>Outcome Measure</b>	<b>Measure Type</b>	<b>Data Source</b>
The percentage of parents and families receiving CFEC services who report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children	GPRA	Parent survey
The number of parents who are participating in CFEC activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement	GPRA	Implementation rubric (project level)
The number of schools that demonstrate improved school climate	Project outcome	School Climate Survey Profiles
The percentage of parents who demonstrate increased engagement in children’s learning and development from cradle to career using evidence-based practices	Project outcome	Parent surveys, parent focus groups, implementation rubrics (school level)
The number of schools with effective school-family-community partnerships	Project outcome	Implementation rubrics (school and project level), RFEL interviews, Site visits
<b>Goal 3: Increased number of high quality educational options available to students/families</b>		
<b>Outcome Measure</b>	<b>Measure Type</b>	<b>Data Source</b>

The number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement	GPRA	Implementation rubric (project level)
The percentage of stakeholders (educators and parents) who report increased capacity to implement evidence-based family engagement practices	Project outcome	Parent survey, teacher surveys, Implementation rubrics (school level)
The percentage of families who utilize resources to meet students' needs	Project outcome	Parent survey, teacher surveys, implementation rubrics (school level)
The percentage of families and educators who demonstrate awareness of resources available via the project website	Project outcome	Parent survey, teacher survey, web traffic reports, implementation rubrics (school level)
Stakeholder organizations report increased dissemination of information and resources to families and educators	Project outcome	Annual partner focus group, implementation rubric (project level), RFEL interviews
The SCDE (SEA) will increase its capacity to serve all families through evidence-based family engagement practices	Project outcome	Annual partner focus group, implementation rubric (project level), RFEL interviews
Stakeholder organizations report an increase in their utilization of evidence-based family engagement practices	Project outcome	Annual partner focus group, implementation rubric (project level), RFEL interviews
The percentage of parents who engage in their child's learning using evidence-based practices	Project outcome	Parent surveys, parent focus groups
The percentage of parents who are informed participants in decisions about educational options for their children, the school improvement process, and policymaking at the school, district and state levels	Project outcome	Parent surveys, parent focus groups

**Data Sources**

*Measures of Student Achievement.* To measure student achievement in reading and math, we will collect data from state-administered standardized assessments. To measure student achievement at elementary and middle school levels, we will use the SC READY Assessment for grades 3-8, which was first used in SC in 2016. The SC READY assessments are statewide in English/ language arts (ELA) and math, and they are taken by all SC students in grades 3-8 for state and federal accountability reporting. Test items on SC READY are aligned to the *South Carolina College and Career Ready Standards* for each grade-level and subject. SC READY data will be

used as part of the quasi-experimental study design. SC READY achievement is reported in one of four score categories: Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations. Score categories are determined based on scale score thresholds that differ by grade level. Percentage of students who score Meets or Exceeds Expectations is combined for accountability reporting.

At the high school level, we will collect the Algebra 1 and English 1 results from the SC End-of-Course Examination Program (EOCEP), a statewide assessment program of end of course tests for gateway courses in ELA, math, science, and social studies. as defined by the SC State Board of Education. The EOCEP documents the level of students' mastery of the academic standards. EOCEP examination scores count 20% in the calculation of the student's final grade in gateway courses.

*Implementation Rubrics.* School-level and project-level implementation rubrics will be developed in collaboration with the CFEC project team and will document process outcomes and formatively guide project activities. Implementation research has been called “the missing link between research and practice” (Fixsen & Blase, 2009). Measuring implementation fidelity can be used to clarify whether the reason for unsuccessful outcomes is because of a flawed program or failed implementation of the program. Measuring implementation allows the evaluator and the project staff to better understand barriers to meeting project goals. They also allow linking levels of implementation to progress made toward desired outcomes. The implementation rubrics will be developed during Year 1 and will be completed twice annually (fall and spring semesters) for Years 2-5. Rubrics at both levels will be developed using the GTO framework as a guide.

*Parent Survey.* Parents in all 24 partner schools will complete a parent survey in the spring semester of Years 1-5. The parent survey instrument will be comprised of a selection of

survey scales operationalizing the Hoover-Dempsey & Sandler (1995) model of the parent involvement process. The scales developed to align to this model have been theoretically and psychometrically tested and refined into seven separate survey scales (Walker et al., 2005). Scales developed include parental, 1) role construction for involvement, 2) self-efficacy for helping the child succeed in school, 3) perceptions of general invitations from the school, 4) perceptions of specific invitations from the child, 5) perceptions of specific invitations from the teacher, 6) perceived life context, and 7) involvement in home- and school-based activities. In addition to the Hoover-Dempsey scales, items specific to CFEC initiatives will be developed in collaboration with the project team to address the Center's progress toward outcomes.

*Teacher Survey.* Teachers in the 24 partner schools will complete two brief surveys. The *Beliefs About Parent Involvement* survey (Hoover-Dempsey, 2002) assesses teacher beliefs about the importance of parents' involvement and ability to be involved and consists of eight items on a 6-point Likert scale. The *Perceptions of Parent Efficacy* survey (Hoover-Dempsey, 2002) assesses teacher perceptions of parents' efficacy for helping children succeed in school and consists of seven items on a 6-point Likert scale. The survey will be administered in the spring semester of Years 1-5. Additional items specific to CFEC initiatives will be created in collaboration with the project team and added to the teacher survey to examine progress.

*School Climate Survey.* The evaluation will measure impact of CFEC on school climate using the SC School Climate survey. The SC Educational Policy Center (SCEPC) will develop climate profiles for each participating school using the SC's school climate surveys, administered annually to students, parents, and teachers at all SC public schools. The SCEPC has used factor analytic techniques to identify 14 school climate factors, which include six teacher factors, four student factors, and four parent factors. Climate profiles can be used by school

personnel to identify strengths and weaknesses in terms of their school climate as well as trends in their climate over time.

*Regional Family Engagement Liaison (RFEL) Interviews.* The six RFELs will be interviewed each year to understand progress toward project goals and determine areas where RFELs may need additional resources or support. To develop protocols, REM will work with CFEC leaders to include essential questions and also will include questions emerging over the course of the evaluation. All interview data will be audio-recorded, transcribed, thematically coded using key program elements as an analytic framework, and integrated with other findings.

*Parent Focus Groups.* In-depth, semi-structured focus groups will be conducted annually with a purposeful sample of family members from the 24 partner schools to better understand their experiences with CFEC initiatives and to identify how the program can better serve the needs of families. Each year, the evaluation team will work with CFEC team members to determine schools in which to conduct focus groups, collecting data from parents in each of the 24 schools at least once during the project. The REM team will collaborate with CFEC leaders to develop protocols and will include questions emerging in the evaluation. Evaluators will rely on the culturally situated, community-specific knowledge of the RFELs to ensure that the protocols for each parent group are responsive to the culture of the school. As a result, the protocol(s) and data collection procedures for the parent focus groups may vary by school. Data from parent focus groups will be collected and analyzed in a manner similar to the RFEL interviews.

*CFEC Partner Focus Group.* To understand CFEC's influence on statewide partners, REM will conduct an annual focus group with leaders from partner organizations. These groups will be conducted in conjunction with scheduled partner meetings, such as advisory board meetings or, alternatively, may be conducted virtually. Evaluators will work with project leaders

to develop protocols and will include questions emerging from the evaluation. Data from partner focus groups will be collected and analyzed in a manner similar to other qualitative data sources.

*Site visits.* REM will conduct evaluation site visits at selected project schools each year, with the goal of visiting all 24 schools over the course of the project. Protocols will be developed in collaboration with CFEC leaders, including RFELs, who will assist in ensuring that each visit is responsive to the culture of the school community. Visits will include semi-structured interviews and focus groups with key implementers, including parents, teachers, students, and other stakeholders. Site visits also may include observations of classrooms, parent workshops, SIC meetings, or other parent-centered events determined relevant. Site visit data will be analyzed around program elements, shared with the school in newsletter-style reports, and analyzed across school sites for common themes, findings, and recommendations.

*(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.* REM personnel will be full evaluation partners with the project implementation team, taking a utilization approach. Utilization-focused evaluation is an approach that is based on the principle that evaluations should be judged by their usefulness (Patton, 2008; Patton, 2012). The intended users of the evaluation should be involved in planning and conducting evaluation activities. For this project, intended users include CFEC leaders, RFELS, school personnel, and parents. REM will hold monthly meetings with project leadership to plan data collection, review draft data collection instruments, share updates on data collection, and share results from data collection. In addition, evaluation findings will be shared with other stakeholders at least annually. Involving project personnel, including specialists in key areas, in the development process provides evidence of content and construct validity of the instruments. In addition, sharing data with stakeholders is

essential to ensuring that evaluation findings will be used by key decision makers to make informed programmatic and policy level changes (Patton, 2008).

*Process Evaluation.* Involving project personnel in evaluation conversations ensures the utility of data collection and provides formative feedback to guide program development. The process evaluation will also serve to document the processes that are enacted through the CFEC. Process evaluations ensure that the program is being delivered/implemented effectively, and as intended and can help determine what is working in a project and what is not. A REM team member will attend a sample of trainings and workshops either in-person or virtually for context. Using evaluation tools and instruments outlined previously, the process evaluation will examine program implementation and will provide continuous feedback to project personnel to inform ongoing programmatic change using the Getting to Outcomes model. In addition to the ongoing communication and data sharing outlined above, REM will share findings in a formal evaluation report and present findings to school and district personnel at least annually.

*Outcome Evaluation.* The outcome evaluation will measure progress toward the outcomes outlined in Table 3 using the tools and instruments described above. REM will use the data sources described to examine the impact of project participation on students' academic achievement in ELA and math and on other outcomes. Evaluators will collect much of the achievement outcome data from the SCDE's website (<https://ed.sc.gov/data/>), where summarized assessment results are available at the school level, to examine trends over time. REM will work with participating districts to obtain data not available through SCDE's website. REM will compile analyses across all instruments into a formal annual report for project staff and will share memos, data analysis summaries, or smaller pieces of evidence as they emerge.

*(3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1 (c)) about the project's effectiveness.* REM will conduct an impact study using a quasi-experimental design that establishes baseline comparability between treatment and matched comparison schools. The design provides potential to establish promising evidence of the effectiveness of the CFEC model. Four schools from each of the six statewide regions will be identified to participate in the GTO process, for a total of 24 schools. Schools will be selected based on interest and completion of a readiness assessment conducted during Year 1. Once participant schools are determined, matched comparison schools will be selected within each region. Matching variables will include school climate data, school demographics, and baseline student achievement in the year immediately prior to implementation.

The comparison group schools will be selected using propensity score matching (PSM). PSM is a quasi-experimental technique that uses multiple variables to create a comparison group similar to the treatment group at baseline. In this case, treatment is provided at the school level as CFEC uses a whole-school model. The intent is to select a group of schools comparable to the treatment schools based on data collected prior to implementation. An advantage of PSM is that comparison group schools can be tracked over the same time period as the treatment schools, minimizing history as a threat to validity. A disadvantage of PSM is that it does not account for unmeasured variables that may cause the groups to systematically differ.

Data from SC school report cards and accountability assessments are publicly available (<https://ed.sc.gov/data/>), and school climate data will be provided by SCEPC. Data from these sources will be used to create a database for the PSM selection. Baseline achievement and school demographic variables from the 2018-2019 school year will be included in the PSM analysis. These include school poverty index, gender, race/ethnicity, school climate factors, SC READY

results in ELA and math for elementary/middle schools, and EOC results in English 1 and Algebra 1 for high schools. A logistic regression model will be fit to compute the probability of being a treatment school, referred to as the propensity score. Non-treatment schools that have similar propensity scores as the treatment schools, determined using 1-to-1 nearest neighbor matching, will be selected as the PSM comparison group. For group comparison analysis between treatment and comparison, effect size measures will be computed for each variable considered in the baseline matching process. Statistical adjustments will be used for variables with effect sizes between 0.05 and 0.25, per WWC guidelines. For both groups, analysis between treatment and comparison schools will be conducted for outcomes reported on SCDE's website at the school level. These include results in ELA and math on SC READY for grades 3-8 and EOCEP tests in English 1 and Algebra 1 for high schools. Hedge's  $g$  will be used as an effect size measure to gauge the magnitude of differences in mean scale scores between groups. Per WWC, an effect size of 0.25 standard deviations or larger will be considered substantively important. Outcomes with effects of this magnitude will provide evidence of promise for the intervention provided by CFEC. Because CFEC will be implemented across six regions of the state, the sample may be considered to be geographically representative of the state; however, schools will be selected based on interest and readiness criteria. Thus, any substantively important findings will be isolated to schools that meet the readiness criteria. The documented processes from CFEC may be replicated in other sites to determine if promising evidence from implementation holds in other locations.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

## APPENDICES: TABLE of CONTENTS

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**Family Connection of South Carolina:** committing *\$57,442.25 in IN-KIND MATCH* in each of project years 2, 3, 4, and 5; receive funds provided through this grant totaling \$25,000 in each of years 1-5

**Abe Wandersman, LLC:** receive \$300,000 provided through this grant across the 5 funded project years

**South Carolina First Steps to School Readiness:** committing *\$10,000 in IN-KIND MATCH* in each of project years 2, 3, 4, and 5; receive funds provided through this grant totaling \$10,000 in project year 1 only

**Consultant Ellen Still:** receive \$5,000 provided through this grant in each of project years 1-5

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**South Carolina Center for Fathers and Families:** committing *\$5,000 in IN-KIND MATCH* in each of project years 2, 3, 4, and 5

### **Organizations/Entities at the University of South Carolina (some as *Preliminary MOUs and others titled Letters of Support and Commitment*)**

**Consortium for Latino Immigration Studies at the University of South Carolina:** committing *\$7,140 in IN-KIND MATCH* in each of project years 2, 3, 4, and 5

**PASOs at the University of South Carolina:** receive funds provided through this grant totaling \$5,000 in each of years 1-5

**South Carolina Educational Policy Center at the University of South Carolina:** committing *\$24,000 in IN-KIND MATCH* in each of project years 2-5

**Dr. Michelle Bryan, Associate Dean of Diversity, Equity and Inclusion in the College of Education at the University of South Carolina:** committing *\$72,160 in IN-KIND MATCH* across project years 1-5 (no letter provided, but reflected in budget and stated in budget narrative)

### Logic Model

**Carolina Family Engagement Center (CFEC) Logic Model**

### Resumes/Curriculum Vitae

**Key Personnel**

**Other Personnel, including content Specialists**

### Letters of Support and Commitment

**Tammy Pawloski, PhD:** Director of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty

**James T. McLawhorn, Jr.:** President & CEO, Columbia Urban League, Inc.

**Tammiee S. Dickenson, PhD:** Director of the Research, Evaluation and Measurement (REM) Center, College of Education at the University of South Carolina

**Jon E. Pedersen, PhD:** Dean of the College of Education at the University of South Carolina

**Gina M. Kunz, PhD:** Director of the College of Education Research Institute, University of South Carolina

**Advisory Board Members** (cover sheet included)

**Superintendents** (cover sheet included)

### **Other Attachments**

**Bibliography**

**Six Regions of the State of South Carolina Map**

**Dual Capacity-Building Framework for Family-School Partnerships**

**Epstein's Six Types of Family Involvement**

**Getting to Outcomes™ Model**

**Sample Application of Getting to Outcomes (GTO) Family Engagement, Epstein Parent Involvement Type 4 – Learning at Home**

**Example of agenda topics from a six-session Parent Services Project's Vision and Voice Family Leadership Institute (VVFLI)**

**School Climate Profile, 2012–2015 for Sample Elementary School (Elementary)**

**Sample County School District Four**

## Preliminary MOUs

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## Preliminary Memorandum of Understanding

The Preliminary Memorandum of Understanding is between the South Carolina Department of Education (SCDE) and the University of South Carolina's South Carolina School Improvement Council (SC-SIC).

The Preliminary Memorandum of Understanding outlines our financial, programmatic, and long-term commitments as they relate to the SCDE's commitment to supporting the proposed Carolina Family Engagement Center (Center).

Should this Center be funded, the SCDE will provide a \$20,000 IN KIND MATCH in each of project years 2, 3, 4, and 5 under the following conditions:

1. The SCDE (Office of Family and Community Engagement) will have oversight and final approval authority of all training materials and curriculum that are being used for statewide trainings.
2. The SC-SIC/Center's messaging must be aligned with current SCDE efforts surrounding family engagement.
3. The SC-SIC/Center must align its family engagement trainings around the SCDE K-12 Family Engagement Framework and must supplement current SCDE initiatives rather than starting new ones.

The SCDE commits to the following programmatic and long-term commitments:

1. The SCDE will provide regional family engagement trainings and share evidence-based, best practices resources with the Carolina Family Engagement Center.
2. The SCDE will provide annual statewide conferences to include workshops on family engagement.
3. The SCDE will provide statewide leadership and technical assistance in the field of family engagement through the Office of Family and Community Engagement.

### **The Legislative Mandate**

On June 11, 2014, Governor Haley signed into law Act 284 (Read to Succeed). The purpose of this legislation is to improve literacy rates of the students in South Carolina. One of the many components of Read to Succeed includes family and community engagement as a strategy for improving student achievement in reading and writing. The following sections of the Act 284 set forth specific directives and practices for districts and schools to implement to develop family and community partnerships that support a student's literacy development.

**Section 59-155-130.** The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions, including but not limited to: . . .

- (5) developing information and resources that school districts can use to provide workshops for parents about how they can support their children as readers and writers.

**Section 59-155-140(B)(2).** Each district PK-12 reading proficiency plan shall: . . .

(b) include a system for helping parents understand how they can support the student as a reader at home.

**Section 59-155-150.** With the enactment of this chapter, the State Superintendent of Education shall ensure that every student entering publicly funded prekindergarten and kindergarten beginning in Fiscal Year 2014-2015 will be administered a readiness assessment by the forty-fifth day of the school year. . .

(C) Programs that focus on early childhood literacy development in the State are required to promote:

(1) parent training and support for parent involvement in developing children's literacy; and

(2) development of oral language, print awareness, and emergent writing; and are encouraged to promote community literacy including, but not limited to, primary health care providers, faith-based organizations, county libraries, and service organizations.

**Section 59-155-190.** Local school districts are encouraged to create family-school-community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, local art organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include actions taken to accomplish the requirements of this section in its reading proficiency plan.

**Section 59-155-200.** The Read to Succeed Office and each school district must plan for and act decisively to engage the families of students as full participating partners in promoting the reading and writing habits and skills development of their children. With support from the Read to Succeed Office, districts and individual schools shall provide families with information about how children progress as readers and writers and how they can support this progress. This family support must include providing time for their child to read, as well as reading to the child. To ensure that all families have access to a considerable number and diverse range of books appealing to their children, schools should develop plans for enhancing home libraries and for accessing books from county libraries and school libraries and to inform families about their child's ability to comprehend grade-level texts and how to interpret information about reading that is sent home. The districts and schools shall help families learn about reading and writing through open houses, SCETV, video and audio tapes, websites, and school-family events and collaborations that help link the home and school of the student. The information should enable family members to understand the reading and writing skills required for graduation and essential for success in a career. Each institution of higher learning may

operate a year-round program similar to a summer reading camp to assist students not reading at grade level.

Section 59-156-110. There is created the South Carolina Child Early Reading Development and Education Program, which is a full day, four-year-old kindergarten program for at-risk children which must be made available to qualified children in all public school districts within the State. The program must focus on: . . .

- (4) incorporating parenting education, including education the parents as to methods that may assist the child pursuant to Section 59-155-110, 59-155-130, and 59-155-140; and
- (5) identifying community and civic organizations that can support early literacy efforts.

Additional legislative mandates regarding family engagement are set forth in the following sections of the Parental Involvement in Their Children's Education Act.

**SECTION 59-28-140.** Design of parental involvement and best practices training programs; incorporation into teacher and principal preparation programs.

The State Superintendent of Education shall:

(1) design parental involvement and best practices training programs in conjunction with higher education institutions and the pre-K through grade 12 education community, including parental program coordinators, which shall include:

- (a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;
- (b) establishment and maintenance of parent-friendly school settings;
- (c) awareness of community resources that strengthen families and assist students to succeed; and
- (d) other topics appropriate for fostering partnerships between parent and teacher;

(2) work collaboratively with the Commission on Higher Education to incorporate parental involvement training into teacher preparation and principal preparation programs consistent with the training provided in subsection (1) of this section.

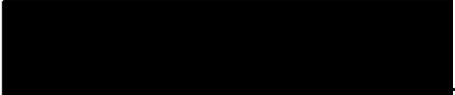
**SECTION 59-28-150.** State Superintendent of Education activities to promote parental involvement.

The State Superintendent of Education shall:

(1) promote parental involvement as a priority for all levels from pre-K through grade 12, with particular emphasis at the middle and high school levels where parental involvement is currently least visible;

- (2) designate a Department of Education staff position whose specific role is to coordinate statewide initiatives to support school and district parental involvement;
- (3) collect and disseminate to districts and schools practices shown by research to be effective in increasing parental involvement at all grade levels;
- (4) provide parental involvement staff development training for district and school liaisons, as needed;
- (5) provide technical assistance relating to parental involvement training to districts and schools;
- (6) sponsor statewide conferences on best practices;
- (7) identify, recommend, and implement ways to integrate programs and funding for maximum benefit to enhance parental involvement;
- (8) enroll the Department of Education as a state member of national organizations which promote proven parental involvement frameworks, models, and practices and provide related services to state and local members;
- (9) promote and encourage local school districts to join national parental involvement organizations; and
- (10) monitor and evaluate parental involvement programs statewide by designing a statewide system which will determine program effectiveness and identify best practices and report evaluation findings and implications to the General Assembly, State Board of Education, and Education Oversight Committee.

The SCDE's vision is to provide leadership and support so that all public education students graduate prepared for success. We recognize that families, schools, and communities need to be equipped with the knowledge, skills, resources, and training to effectively partner with each other to enhance outcomes for students through family engagement in education.



Monty M. Spearman  
 State Superintendent of Education  
 South Carolina Department of Education

30 July 2018

Date



Tom F. Hudson, Executive Director  
 South Carolina School Improvement Council  
 Center for Educational Partnerships  
 University of South Carolina College of Education

07/30/18

Date



July 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

### Preliminary Memorandum of Understanding

Dear Ms. Utter:

As Executive Director of Family Connection of South Carolina, I am pleased to partner with the University of South Carolina (UofSC) in applying for the ***Carolina Family Engagement Center*** in response to the U.S. Department of Education’s Office of Innovation and Improvement call for proposals. Outlined in this preliminary memorandum of understanding, is my financial, programmatic, and long-term commitment related to the strategies described in the full application. Specifically, **we will provide \$57,442.25 in IN-KIND MATCH in each of project years 2, 3, 4, and 5.** This match will come from our staff of 45 full-time employees who are dedicated to promoting and facilitating family engagement. These responsibilities include delivering support and education for families and professionals, building collaboration with professionals and others who care for children with special needs, and employing evidence-based programs using best practices that empower families, youth, and individuals with disabilities to make informed decisions related to educational choice. **We understand that Family Connection of South Carolina will receive funds provided through this grant totaling \$25,000 in each of years 1 through 5.** These funds will be used to support a portion of the salary for 1.5 full-time equivalent Family Engagement Management Liaisons housed in Family Connection to maintain coordination of activities with the Carolina Family Engagement Center housed at UofSC.

Family Connection of South Carolina (FCSC) is South Carolina’s Parent Training and Information Center, a designation awarded by the U.S. Department of Education, Office of Special Education; SC’s Family-to-Family Health Information Center, a designation awarded by HRSA, and SC’s Parent-to-Parent USA affiliate. Family Connection of South Carolina’s mission is “making connections, raising awareness, and promoting inclusion for all those with disabilities and special healthcare needs in SC” by providing information, education, technical assistance, and peer support for families across all disabilities and the professionals who serve them. Of the staff of 45 full-time employees, 90% are a parent/caregiver of a child or youth with a

disability or special health care need, and 6 are bilingual, bicultural. Sixty-five percent of FCSC's Board of Directors are also parents of, have a family member with, or are an individual with a disability. FCSC provides support and education for families and professionals; builds collaboration with professionals and others who care for children with special needs; and employs evidence-based programs using best practices that empower families, youth, and individuals with disabilities to make informed decisions.

FCSC has a statewide, established, respected infrastructure in local areas around the state, and true collaborative partnerships with state agencies, nonprofits, and community-based organizations. FCSC is trusted by families with the majority of the over 3,000 referrals a year coming from parents themselves looking for information, education, and support. FCSC uses five primary service delivery strategies to provide services. 1) Parent-Professional-Youth Engagement and Leadership trainings, 2) Communication and Technology, 3) Family Information Center: Statewide Call Center with centralized intake and referral, 4) Peer Support and 5) Community Engagement and Outreach. Each activity outlined in the strategy is updated annually and reflects the results from needs assessments and focus groups. All activities are evaluated, and results used to continuously improve service delivery.

FCSC provides training for families, youth, and a variety of professionals in all regions of the state, spanning 46 counties across SC. In 2018, FCSC trained a total of 7,593 people: 2,700 professionals; 1,001 parents; 299 foster parents; 69 self-advocates; and 3,892 high school students. FCSC provided 244 workshops in-person and coordinated, planned, and executed two conferences: 1) Hopes 'n Dreams: two-day conference with 265 attendees both days, and 2) Cultural and Linguistic Competency Conference for the Joint Council for Children and Adolescents with 376 professionals in attendance.

FCSC also offers a variety of individual programs and services. Several major programs provide parent-to-parent support, aim to increase knowledge, help families navigate the healthcare and education systems, and provide training for families and the professionals who serve them. Services range from one-on-one telephone support to evidence-based parenting programs with home visitation. In 2018, 3,607 families, and 1,001 Latino families, were provided services across the various programs. FCSC offers central intake and referrals through the Family Information Center (FIC). The FIC is staffed by a highly trained and skilled team, who assesses a family's primary concern and makes appropriate referrals, in English and Spanish. Two healthcare coordinators also offer expert assistance on understanding Medicaid and finding a primary medical home.

Understanding the education system for children with special healthcare needs or disabilities can be challenging. As the state's Parent Training and Information Center (PTI), our goal is to help increase the knowledge and skills of parents, young adults and professionals. We work to help parents navigate systems from early intervention to postsecondary options, and support parents as they develop challenging expectations for their child's life goals. Our trained Education Partners help: 1) Obtain appropriate education and services for children with disabilities; 2) Work to improve education results for all children, 3) Facilitate partnership

between home and school; 4) Help explore options for resolving disputes in the most positive way, 5) Attend school meetings, and 6) Connect families to community resources that meet their needs. **FCSC also offers evidence-based parenting and home visiting programs.** FCSC has 16 employees accredited to provide the evidence-based parent program, **Triple P – Positive Parenting Program:** Triple P Stepping Stone Primary Care, and Triple P Seminars-and have offered Triple P to over 70 families statewide. Triple P provides a toolbox of ideas that can be personalized to help parents manage challenging behaviors. **Triple P has undergone over 200 randomized-controlled studies internationally.**

In 2018, FCSC became the first Parent Training and Information Center to partner and receive funding from the Maternal Infant Early Childhood Home Visitation (MIECHV) agency, Children's Trust Fund of SC (CTSC), and **implement the evidence-based, Parents as Teachers (PAT),** in four high risk counties in SC. PAT helps identify early developmental delays, works to prepare children for kindergarten ready to learn and narrow the achievement gap. PAT teaches parents to be involved in their children's schooling, and promotes children's language and literacy (Parents As Teachers website, July 17, 2018).

Outreach to communities is necessary to establish relationships with staff, families, youth, school personnel, and the community at large. At FCSC, outreach is vital to engage families and providers; to increase awareness of programs; resources, and available opportunities for socialization of families as well. In 2018, FCSC conducted 497 outreach campaigns statewide. These community campaigns are targeted, scheduled monthly to include health/community fairs, meetings with key community partners and collaborative meetings with partner agencies. The purpose of outreach is to increase family engagement at the local community level and promote FCSC programs to partner agencies. Outreach priorities are set monthly by the Area Managers. And lastly, FCSC also has the ability to provide technical assistance for school districts and other professionals. FCSC staff is poised to offer school districts this academic year, leadership trainings: *Serving on Groups*, as well as, *Leading by Convening: The Partnership Way*. Both trainings are provided by the National Center for Family/Professional Partnership. *Serving on Groups* is a workshop specifically targeted to family-led organizations who build leadership of families. The purpose of *Serving on Groups* trainings is to prepare and support anyone who is currently serving, or wants to serve, on a decision-making group. The curriculum is researched, developed and written collaboratively by broad stakeholder groups of statewide agencies, school representatives and family members. The curriculum is broadly applicable to a diverse audience based on skills needed for effective and robust decision-making. *Leading by Convening* provides tools to help stakeholder groups coalesce around issues; ensure relevant participation of stakeholders including families and youth; do substantive work together; and measure progress in enhancing depth of interaction/engagement of diverse stakeholders. FCSC knows that collaboration is necessary to improve family engagement in schools. Family engagement is not supplemental, it is necessary to improve outcomes for our children.

I truly believe that educational outcomes for children in the entire state of South Carolina would benefit greatly from having this Carolina Family Engagement Center as a central hub that would facilitate a large, interconnected network among prominent organizations currently

addressing family engagement separately. By leveraging our individual strengths collectively, children and their parents and educators would have easy access to home-school partnerships through evidence-based family engagement strategies for ALL families across the spectrum of need. Through these coordinated state-wide efforts, the educational outcomes for all children will be realized in South Carolina. We eagerly look forward to partnering with you in this critical work, and we look forward to learning of a successful outcome in funding.

Sincerely,

A solid black rectangular redaction box covering the signature area.

Amy Holbert, Licensed Independent Social Worker of Clinical Practice (LISW-CP)  
Executive Director, Family Connection of South Carolina

A solid black rectangular redaction box covering the contact information.

ABRAHAM WANDERSMAN SERVICES LLC  
1512 LAUREL STREET  
COLUMBIA SC 29201

July 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

**Preliminary Memorandum of Understanding**

RE: Application Titled – Carolina Family Engagement Center (CFEC), Ms. Karen Utter, J.D.  
Prime Institute: University of South Carolina

Dear Ms. Utter:

This preliminary MOU represents the intent of the Abraham Wandersman, LLC to partner in the proposal “Carolina Family Engagement Center (CFEC), being submitted to the U.S. Department of Education, with Ms. Karen Utter as the Program Director.

**Amount Requested by Year:** \$120,000 (Year 1), \$45,000 (Year 2), \$45,000 (Year 3), \$45,000 (Year 4) and \$45,000 (Year 5); \$300,000 (Total Project)

**Project Period:** October 1, 2018 through September 30, 2023

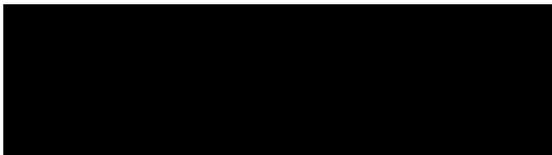
Dear Ms. Utter:

We are pleased to enter into this agreement with you should your proposed CFEC be awarded funding. Dr. Wandersman is the developer of “Getting To Outcomes (GTO)” which is the implementation framework that will be used in the Carolina Family Engagement Center (CFEC). Drs. Wandersman and Ms. Brittany Cook (PhD candidate, anticipated completion date August, 2018), both employed through Abraham Wandersman, LLC, will provide the following **scope of work** to the CFEC project:

1. Develop a tailored Readiness Diagnostic Tool (RDT; comprehensive readiness assessment based on  $R=MC^2$  model) to evaluate initial school readiness to be included in the grant – administered early in the process of working with individual schools (Strategic Level of Readiness).
  - a. Create individual reports for each school based on the RDT results
  - b. Have an interpretation session with core team of stakeholders to help identify which schools to target for recruitment in participation
2. Administer Readiness Diagnostic Tool after the GTO process has begun in order to assess readiness to implement a specific evidence based intervention (Specific Evidence based intervention readiness level)
3. GTO workshops/training with the core team at the center and the six community liaisons in Columbia.
4. Support and consultation to tailor GTO worksheets for developing improvement plans to facilitate family engagement
5. Continuous technical assistance to support the development of the improvement plans using GTO with the core center team and 6 community liaisons in a train the trainer model

**Budget justification:** Dr. Wandersman will devote approximately 450 hours to the project in Year 1 at an hourly rate of \$110, and Ms. Cook will devote approximately 1355 hours to the project in Year 1 at an hourly rate of \$30, and TBD 27.50 hourly rate for 1090 hours for an estimated Year 1 total of \$120,000. In each of years 2-5, Dr. Wandersman will devote approximately 250 hours to the project, and Ms. Cook will devote approximately 585 hours, for an estimated annual total of \$45,000. This is a 5-year total of \$300,000 for approximately 5,145 hours being provided through Abraham Wandersman, LLC.

This letter serves to assure that Abraham Wandersman, LLC, is willing to enter into an arrangement with the University of South Carolina when the award is made and will abide by the policies of the U.S. Department of Education's Office of Innovation and Improvement and by any reporting requirements stipulated in the subcontract that are consistent with the U.S. Department of Education's policy.



Abraham Wandersman, PhD  
Abraham Wwndersman Services, LLC





July 21, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

### **Preliminary Memorandum of Understanding**

Dear Ms. Utter,

It is my pleasure to commit the resources, knowledge and infrastructure of South Carolina First Steps to the important efforts outlined in the University of South Carolina's SC School Improvement Council's application for funding for the ***Carolina Family Engagement Center***. As a contributing partner in this project, if awarded the grant, **South Carolina First Steps will receive \$10,000 in funding in year one and will contribute \$41,300 of in-kind, non-federal match during years 2 – 5 (\$10,325 per year).**

South Carolina First Steps to School Readiness is a quasi-governmental organization established by the state legislature to serve as a mechanism for public-private investment in early childhood. With an explicit focus on children zero to five and their caregivers, South Carolina First Steps has a mission of preparing *all children* in South Carolina for success in Kindergarten and beyond. We do this through a network of 46 county-level partnerships (each separate, but affiliated nonprofits) which carry out a variety of First Steps-funded programs including evidence-based home visiting programs such as Parents As Teachers; parenting education, engagement and support programs; childcare quality enhancement programs; and a uniquely targeted program developed by South Carolina First Steps called Countdown to Kindergarten, which brings children's future teachers into the homes of rising Kindergarteners for six weeks during the summer before they transition into Kindergarten. South Carolina First Steps also funds, supports, and monitors publicly-funded 4-year-old Kindergarten (Pre-K 4) in over 200 private, faith-based and nonprofit childcare centers statewide reaching 2500 children annually.

As a partner in the development and implementation of the Carolina Family Engagement Center, South Carolina First Steps will provide the following resources specifically targeted at the critical transition between preschool and Kindergarten. These resources shall be used as an in-kind match and are provided with non-federal funds:

#### **Countdown to Kindergarten Home Visiting Services for 100 children (25 / year)**

- Five home visits by the teacher plus one family school visit prior to starting Kindergarten
- Backpack with supplies, books and other materials for participating child and family
- **Value: \$350 / student x 25 students = \$8750 / year**

#### **Countdown to Kindergarten Parent Packet for 10,000 families (2500 / year)**

- Designed and developed by South Carolina First Steps with support from a PhD early child educator, this 7-part packet includes information on:
  - The developmental stages of writing and how parents can encourage writing
  - Tips for parents to help them engage their child with math

1300 Sumter Street • Concord Bldg., Suite 100 • Columbia, South Carolina 29201  
Phone [REDACTED] • Fax 803-734-1431 • Web site [www.scfirststeps.org](http://www.scfirststeps.org)



- Language strategies for parents: why talking matters with conversation guides
  - The importance of play
  - The importance of sleep
  - Recommendations regarding healthy technology habits for young children
  - 10 signs of a great Kindergarten classroom
- **Value: \$0.63 / packet x 2500 families = \$1575**

Year One funding will provide South Carolina First Steps with resources to be used for the printing and distribution of the Profile of the Ready Kindergartener, a resource for parents to help them understand and identify the features within the five key domains of readiness that their rising Kindergarteners should be able to demonstrate. The tool, developed by South Carolina First Steps in partnership with the South Carolina Department of Education, is laid out as a helpful roadmap “poster” for parents to use to support and encourage positive and age-appropriate growth and development in their young children. The tool dovetails with the “Profile of the Ready Graduate” which the South Carolina Department of Education developed with K-12 Education in mind.

In addition, the \$10,000 year one funding may be used by the state office of South Carolina First Steps to facilitate county-level partnership (affiliate) participation in coordination and integration of family engagement services at the local level with a specific focus on integrating the existing early-childhood focused groups with the school-aged focused groups being developed with support from this grant. Each county-level First Steps partnership brings to the table, though a formally established board of directors, representatives from all domains addressing issues relating to the positive development of young children as they progress toward school readiness. Providers include other state agencies responsible for programs such as WIC, child welfare, Medicaid, CHIP, and SNAP; local library systems; local school districts; and childcare providers. Through stipends, South Carolina First Steps will support the local partnerships in integrating their early childhood-focused boards with the community infrastructures being developed with this funding to ensure smooth transitions for children across all stages of their schooling.

We look forward to building upon our existing positive relationship with you to provide this support to the SC School Improvement Board in the execution of this important project. As you know, our team includes the former Executive Director of the SC School Improvement Council and many other colleagues who have worked closely with your organization over the years. We know that you and your team bring tremendous value to the field of family engagement by supporting *local* efforts toward positive student outcomes. We are grateful for your leadership in the field and in this application process. Thank you for including South Carolina First Steps in this project, ensuring a seamless system of family and community engagement toward the end goal of getting all children ready for success in school, work and in life.

Sincerely,



Georgia Mjartan  
Executive Director

1300 Sumter Street • Concord Bldg., Suite 100 • Columbia, South Carolina 29201  
Phone [REDACTED] • Fax 803-734-1431 • Web site [www.scfirststeps.org](http://www.scfirststeps.org)

July, 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

**Preliminary Memorandum of Understanding**

Dear Ms. Utter:

I am pleased to serve as a contract consultant with the University of South Carolina's South Carolina School Improvement Council (SC-SIC) in UofSC's application for the **Carolina Family Engagement Center** grant in response to the U.S. Department of Education's Office of Innovation and Improvement call for proposals. Outlined in this Preliminary Memorandum of Understanding is my full financial and programmatic commitment to the strategies described in the full application. Specifically, **I understand that I will receive funds provided through this grant totaling \$5,000 in each of years 1 through 5 (daily rate of \$500 for approximately 10 days per year)**. For these funds, I will provide advice, research, writing/drafting, editing, and review of training offerings, programmatic resources, and other related materials to be utilized in the work of the CFEC as outlined in its full grant application.

In my long career in public education I have become uniquely familiar and greatly supportive of the roles and responsibilities of the SC-SIC and the 1,100-plus local School Improvement Councils for which it provides accountability, training, and technical assistance. As Research Director of the South Carolina Senate Education Committee, I was directly involved in the drafting of legislation creating School Improvement Councils and detailing their work. As a State Deputy Superintendent, I was able to appreciate the full reach and impact of SICs in the lives of their school communities in each district within the state. As a former member and past chair of the SC School Improvement Council Board of Trustees, I was in a role to advise in the furtherance of SC-SIC's programmatic reach to the nearly 14,000 parents, educators, and community members who serve on their local Councils, efforts for which I was recognized in 2017 as the state's SIC Advocate of the Year.

I firmly believe that the funding and establishment of the Carolina Family Engagement Center through University and the SC School Improvement Council is a meaningful, logical, and impactful step in SC-SIC's vision to "promote and support civic engagement at work for public education" in South Carolina. Our state's young people, their parents, and educational professionals will reap the significant benefits of such a coordinated statewide focus on family engagement and the collaborative efforts that the CFEC collective will bring.

Please keep me apprised of the status of your grant application for which I anticipate acceptance and funding. I am personally and professionally excited to participate in this vital effort for South Carolina's students and families.

Sincerely,



Ellen M. Still  
41 Dinwood Circle  
Columbia, SC 29204

July 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

**Preliminary Memorandum of Understanding**

Dear Ms. Utter:

On behalf of the Children's Trust of South Carolina, I am excited to be able to provide this Preliminary Memorandum of Understanding as a community agency partner focused on supporting family engagement to families throughout South Carolina. This partnership will be for your current application to receive funding through the U.S. Department of Education's Office of Innovation and Improvement for the Carolina Family Engagement Center (CFEC). The CFEC will be housed and led by the South Carolina School Improvement Council, housed in the College of Education at the University of South Carolina. I have enjoyed the opportunity to serve as a speaker at several of the annual meetings of the state's School Improvement Councils, and I look forward to partnering with you in this new initiative.

Children's Trust of South Carolina is the only statewide organization focused on the prevention of child abuse, neglect and injury. At Children's Trust, we implement three programs that are directly aligned with the proposed work of the CFEC: we implement all five levels of the Triple P: Positive Parenting Program in three counties; multiple home visitation programs serving young families in 44 of 46 counties; and The Strengthening Families Program in 24 counties that serves families with children ages six to eleven. Each could easily incorporate the family literacy information to be developed through CFEC for service provision with families we serve.

As part of this preliminary MOU, we are not requesting any funds to be provided to Children's Trust through funds awarded to CFEC. We understand that we will work together with you and the CFEC Regional Family Engagement Liaisons to develop and disseminate the resources and training of CFEC, particularly related to family literacy and to strategies that support positive parent-child interactions.

I wish you all the best in your current application. Please let us know how else we might be helpful as you proceed through this process.

Sincerely,



Sue Williams, MBA  
Chief Executive Officer, Children's Trust of South Carolina





SOUTH CAROLINA CENTER  
FOR FATHERS AND FAMILIES

July 23, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

**Preliminary Memorandum of Understanding**

Dear Ms. Utter:

It is my pleasure as President of the South Carolina Center for Fathers and Families (the Center), a Ministry of the Sisters of Charity of St. Augustine, to provide this **Preliminary Memorandum of Understanding** as a community agency partner focused on supporting family engagement in South Carolina. This partnership will be for your current application to receive funding through the U.S. Department of Education's Office of Innovation and Improvement for the **Carolina Family Engagement Center** (CFEC). The CFEC will be located and led by the South Carolina School Improvement Council (SC-SIC), housed in the College of Education at the University of South Carolina (UofSC).

As part of this preliminary MOU, I understand that we will not receive any funding awarded through this grant to support the CFEC. If you receive this award, the South Carolina Center for Fathers and Families will contribute **\$5,000 in IN-KIND MATCH in each of the project years 2, 3, 4, and 5**. This match will come from a portion of my salary as President of South Carolina Center for Fathers and Families. A collaboration related to family engagement falls under the scope of my current role and responsibilities. We understand that we will work together with you and the CFEC Regional Family Engagement Liaisons to develop and disseminate the resources and training of CFEC, particularly related to critical issues of father-centered engagement information through our six regional fatherhood organization serving all of South Carolina.

Founded in 2002 the SC Center for Fathers and Families is the umbrella organization to ensure quality and fidelity in service delivery through programming oversight, technical assistance and capacity building for the six regional organizations. The Center also promotes father-friendly policies and practices and helps to erase society's negative stereotypes of unwed, low-income dads.

*A Ministry of the Sisters of Charity Health System*

2711 MIDDLEBURG DRIVE, SUITE 111  
COLUMBIA, SOUTH CAROLINA 29204  
P. 803.227.8800 F. 803.227.8806  
scfathersandfamilies.com

We believe that children thrive when an engaged, responsible father is active in their lives. Yet, many children live in a father-absent home and the consequences are dire for these children. Few organizations have the expertise to deliver father-centered programs to enable men to develop the knowledge, confidence, and skills to become responsible fathers and co-parents. The most experienced, veteran programs are the local fatherhood organizations supported by the Center for Fathers and Families which have collectively served more than 10,000 fathers.

In a local fatherhood organization, men experience a comprehensive approach designed to increase their skills, overcome obstacles and become engaged, responsible fathers. First and foremost, an organization creates an environment of trust and respect where fathers can express frustrations and fears and find resources and motivation to persevere and resolve their complex challenges. Second, responsible fatherhood programs aim to reach the heart of the man by addressing their emotions, self-concept, relationships with their own fathers and children. Fathers participate in weekly group meetings where they learn and share together while building a new support network of men who want to do better and be better. The fatherhood curriculum addresses a wide range of topics focused toward improving employment status, parenting, family relationships and men's health.

Fatherhood program staff members provide one-on-one assistance to help fathers achieve individually set goals in a One Man Plan. The program staff becomes a trusted link for the fathers connecting them to beneficial, professional resources needed to help them reach their goals. The men receive guidance to navigate the child support system, mediation with the child's mother and other family members, access to health care, record expungement, transportation, finding a job and stable housing.

As the proposed Carolina Family Engagement Center works to provide those collaborative connections to develop and foster meaningful family engagement, a partnership of the CFEC and the South Carolina Center for Fathers and Families is an essential step to reach out to an under-served population of fathers desiring a lasting connection in the lives and educational success of their children.

I extend to you all the best in your grant application. Please do let me know how else our Center may be of help throughout this process.

Sincerely,

A black rectangular redaction box covering the signature of Patricia Littlejohn.

Patricia Littlejohn  
President



Consortium for Latino Immigration Studies  
Arnold School of Public Health

July 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

### Letter of Support and Commitment

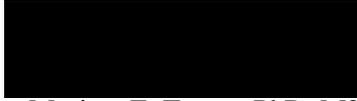
Dear Ms. Utter:

This serves as a Letter of Support and Commitment between the Consortium for Latino Immigration Studies at the University of South Carolina and the University of South Carolina's South Carolina School Improvement Council (SC-SIC) in UofSC's application for the Carolina Family Engagement Center grant in response to the U.S. Department of Education's Office of Innovation and Improvement call for proposals. Outlined in this Letter of Support and Commitment is the financial, programmatic, and long-term commitment of the Consortium related to the strategies described in the full application. Specifically, **we will provide \$7,140 in IN-KIND MATCH in each of project years 2, 3, 4, and 5.** This match will come from 5% of my salary plus benefits.

The Consortium for Latino Immigration Studies promotes and coordinates interdisciplinary and transnational research on the experiences of Latino/as in South Carolina and the Southeast. The Consortium also disseminates research findings and other information on Hispanic/Latino issues to academic and non-academic users through such venues as conferences, symposia, workshops and publications, and fosters application and translation of such findings into practice and policy. Further, the Consortium encourages and supports teaching related to Latinos, and collaborates with local communities as well as organizations and government agencies that are involved with the state's growing Latino population. Through its various activities the Consortium fulfills the University's mission to promote the wellbeing and improve the quality of life for all state residents.

I wish you all the best in this current pursuit of funding for this critical work related to Family Engagement for all families.

Sincerely,



Myriam E. Torres, PhD, MSPH  
Clinical Associate Professor  
Department of Epidemiology and Biostatistics  
Director  
Consortium for Latino Immigration Studies  
Arnold School of Public Health  
University of South Carolina  
730 Devine St. Suite 109  
Columbia, SC 29201



July, 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

**Letter of Support and Commitment**

Dear Ms. Utter:

This serves as a Letter of Support and Commitment between PASOs and the University of South Carolina's South Carolina School Improvement Council (SC-SIC) in UofSC's application for the **Carolina Family Engagement Center** grant in response to the U.S. Department of Education's Office of Innovation and Improvement call for proposals. Outlined in this Letter of Support and Commitment is the financial, programmatic, and long-term commitment of PASOs related to the strategies described in the full application. **We understand that PASOs will receive funds provided through this grant totaling \$5,000 in each of years 1 through 5.** These funds will be used to maintain coordination of activities of our field staff with the six Regional CFEC Liaisons of the Carolina Family Engagement Center housed at UofSC. We have a staff of 30 employees, including statewide resource navigators who are devoted to providing resource navigation to the Latino community in seven areas of South Carolina through culturally responsive education on family health, early childhood, and positive parenting skills; individual guidance for participants in need of resources; and partnership with health care and social service providers to help them provide more effective services. We will encourage families to participate in the activities offered through the CFEC.

Founded in 2005, PASOs helps the Latino community and service providers work together for strong and healthy families, and helps build a stronger South Carolina by supporting Latino communities with education, advocacy, and leadership development. PASOs values and promotes equity in all we do. We raise awareness about discrimination and disparities and work to improve the status of Latinos in South Carolina so that every person has an equitable chance to be healthy and successful, without discrimination or unequal treatment based on race, nationality, language, documentation status, or other classification. PASOs believes in justice, fairness, and treating our participants with the dignity they deserve. Everyone merits the opportunity to grow strong and happy and achieve their goals, and we work hard every day to make that happen.

In PASOs, we take great measures to ensure all of our participants are treated with the respect, confidentiality, and dignity they deserve. We hold ourselves accountable for being reliable and trustworthy in order to guarantee we are receptive to the needs of our participants, and emphasize "confianza," or developing interpersonal relationships through mutual reciprocity and experience. The families we serve are not our "clients" but are instead participants in our mission and crucial to our success.



The PASOs brand and team is founded on a deep “compromiso” or commitment to service, to community change for good, and is fueled by a passionate sense of responsibility. Our entire PASOs team endeavors to be excellent in all we do and provide high quality services to our participants and communities.

PASOs believes family is the heart of society, and we strive to ensure it is strong and healthy. Good family education is vital in ensuring a positive future for our children, and we value family as a crucial support system and source of love and stability. We know family is a central cultural value for many of our participants as well, and this makes it even more important to us. PASOs respects families of all creeds, shapes, and sizes, and works to serve them all. We also make an effort to treat all members of our PASOs team and our participants as family by sticking together and ensuring everyone has the space to share their own unique talents and skills with South Carolina.

At PASOs, we believe that knowledge is power, and by helping our communities expand their abilities, and access more information and tools, we can assist them in improving their quality of life and achieving their goals. In addition, each interaction with our communities expands our own reserves of knowledge. In short— we learn together with our families and communities. We also learn to innovate and promote change. By striving to learn more, we constantly improve our ability to serve better.

PASOs wouldn’t exist without the collaboration of our community partners, sponsors, and participants. Our team of Community Health Workers strives to be present and engaged in the communities we serve, and attentive to both the strengths and needs our participants have, so we can work together to find solutions and promote change. Nothing we do would be effective without the talents of all those who help us achieve our goals, and we are proud to move forward as long as we move forward together.

It is my belief that that educational outcomes for South Carolina’s Latino children, and the active engagement of their families in that process, would benefit significantly with the partnership of PASOs and Carolina Family Engagement Center, and with having CFEC to facilitate a statewide network of organizations currently focusing independently on family engagement in our state’s schools. With the particular and valuable resources of such groups brought together to focus collaboratively on the engagement of all families, our children – regardless of ethnicity – can truly reach the levels of achievement we wish for them.

I look forward to learning of the granting of funding for the CFEC and to working with you in this important endeavor.

Sincerely,



Julie Smithwick, LMSW, CHW  
Executive Director, PASOs



SOUTH CAROLINA EDUCATIONAL POLICY CENTER  
COLLEGE OF EDUCATION

July 20, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

### Preliminary Memorandum of Understanding

Dear Ms. Utter:

As Director of the South Carolina Educational Policy Center (SCEPC) in the College of Education at the University of South Carolina, I am pleased to be able to provide this Preliminary Memorandum of Understanding for your current application to receive funding through the U.S. Department of Education's Office of Innovation and Improvement for the *Carolina Family Engagement Center (CFEC)*. As part of this preliminary MOU, we are not requesting any funds to be provided to the Policy Center through funds awarded to CFEC. Should this Center be awarded funding through this application, **we will provide \$24,000 in IN-KIND MATCH in each of project years 2, 3, 4, and 5.**

The SCEPC will analyze South Carolina's school climate surveys each year of the project, develop 4-year school climate profiles for project schools, and provide training on the interpretation and use of the climate profiles. Under my direction, the SCEPC will:

- Create 4-year school climate profiles for the 24 participating schools and the 24 comparison schools in years 2-5 of the project using data gathered from the South Carolina School Climate Survey administered annually to teachers, students, and parents
- Develop a school climate interpretation guide for use in training
- Provide annual training on the interpretation and use of the school climate profiles for school improvement to project leadership staff

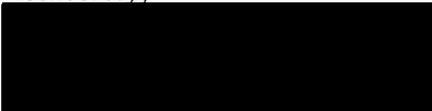
This match will come from waiving SCEPC's per-school charge of \$500 for the analysis of the annual school climate surveys from parents, students, and teachers and development of the 4-year school climate profiles. In each of Years 2-5, the 24 participating schools and the 24 comparison schools will receive their 4-year climate profiles once per year. Thus, \$500 per profile x 48 schools = \$24,000 per year.

SCEPC's mission is to improve education for South Carolina's students by conducting research and providing research-based information to inform educational decision making at all levels. The SCEPC was established in 1987 to serve as a vehicle for focusing research on education policy issues pertaining to teaching, student learning, school organization, and student performance in the public schools. The SCEPC has gained a reputation among state education policymakers for providing high quality research that is valuable in developing new initiatives for school improvement or evaluating current improvement strategies.

The work of the SCEPC includes research, professional training, and collaboration and consultation. More specifically, the faculty and graduate students in the SCEPC conduct studies and evaluations related to many education issues including school climate, school improvement, magnet schools, school leadership, school finance, teacher leadership, technical assistance to low-performing schools, summer school, gifted education, the achievement gap, and summer reading loss. SCEPC researchers prepare reports, presentations, and publications to inform stakeholders, practitioners, and policymakers on research and evaluation studies outcomes. They train personnel working with the state's low-performing schools on how to incorporate school climate profile data into their school improvement efforts. They provide consultation services to members of the South Carolina General Assembly, legislative staff, South Carolina Department of Education (SCDE) staff, district and local school personnel, education organizations, local businesses, members of professional education associations, and other education policymakers across the state on a variety of research-based educational policy issues.

I wish you all the best in your current application. Please let us know how else we might be helpful as you proceed through this process.

Sincerely,



Diane Monrad, Ph.D.  
Director, South Carolina Educational Policy Center  
College of Education, USC  
Columbia, SC 29208  
[dmonrad@mailbox.sc.edu](mailto:dmonrad@mailbox.sc.edu)

## Carolina Family Engagement Center (CFEC) Logic Model

<b>CFEC Overarching Goals:</b> 1) Improve student achievement 2) Foster school improvement 3) Increase high quality education options available to students/families					
<b>Context:</b> Equity and inclusion for all families are central to and deeply embedded across all CFEC activities and initiatives.					
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term Outcomes</b>	<b>Mid Term Outcomes</b>	<b>Long Term Outcomes</b>
<p>UofSC (lead agency)</p> <ul style="list-style-type: none"> <li>SC-SIC/Center for Educational Partnerships</li> <li>6 regional family engagement liaisons</li> <li>CFEC project manager</li> <li>CoE Research Institute</li> <li>CoE Office of Diversity, Equity, and Inclusion</li> <li>PASOs</li> <li>Consortium for Latino Immigration Studies</li> <li>Content specialists</li> <li>CoE REM Center</li> <li>CoE SC Educational Policy Center</li> </ul> <p>SC Department of Education (SEA partner)</p> <p>SC School Districts (LEAs)</p> <p>SC Parents, Students, and Teachers</p> <p>Local School Improvement Councils (SICs)</p> <p>CFEC Advisory Board</p> <p>SC First Steps</p> <p>Children’s Trust of SC</p> <p>Family Connection of SC</p> <p>SC Center for Fathers and Families</p> <p>Abe Wandersman, LLC (GTO™ team)</p>	<p>Develop and deliver training and TA to 24 Title I schools (K-12) to use GTO™ to develop, implement, and evaluate school wide evidence-based family engagement plans</p> <p>Provide 40 teachers from Head Start/Title I schools (K-12) with:</p> <ul style="list-style-type: none"> <li>TA to develop and implement a year-long classroom family engagement plan integrating evidence-based practices</li> </ul> <p>Provide 40 parents from Head Start/Title I schools (K-12) with:</p> <ul style="list-style-type: none"> <li>training and technical assistance in parent leadership skills</li> <li>support to develop an action plan to involve parents in policy and/or decision making</li> </ul> <p>Organize conference in years 3 &amp; 5 (~300 stakeholders) for training and TA in evidence-based family engagement practices, sharing results from work in the field, and networking</p> <p>Develop project website with family engagement tools and resources</p> <p>Create statewide collaborative network to develop family engagement infrastructure</p>	<p>24 Title I schools (K-12) complete multiple, iterative cycles of planning, implementation, and evaluation of a systemic family engagement program for their families</p> <p>40 Head Start/Title I (K-12) teachers implement classroom family engagement plan and report results to the Center</p> <p>40 Head Start/Title I (K-12) parents complete parent leadership training program</p> <p>~300 stakeholders attend family engagement conference in years 3 and 5</p> <p>Project website with family engagement tools and resources developed and accessible statewide</p> <p>Statewide collaborative network of family engagement organizations is operational</p>	<p>Educators have increased capacity to a) create a welcoming climate and b) engage parents in trusting relationships</p> <p>Educators have increased capacity to link family engagement to student learning</p> <p>Evidence-based family engagement initiatives are embedded in schools’ goals across all content areas</p> <p>Parents have increased capacity to engage with their child and their child’s school using evidence-based practices</p> <p>Parents have increased capacity to engage in school decision and/or policy making</p> <p>Stakeholders report increased awareness of evidence-based family engagement practices</p> <p>Families and educators across the state access resources via the project website</p> <p>Stakeholders report increased levels of communication and coordination across family engagement organizations</p>	<p>Schools demonstrate a) improved school climate and b) increased number of parents engaging in trusting relationships with schools</p> <p>Increased number of effective school-family-community partnerships</p> <p>Increased number of parents engage in their child’s learning using evidence-based practices</p> <p>Increased numbers of parents are informed participants in decisions about educational options for their children, the school improvement process, and policymaking at the school, district and state levels</p> <p>Stakeholders report increased capacity to implement evidence-based family engagement practices</p> <p>Increased awareness among families and educators of resources available via the project website</p> <p>Stakeholders report increased dissemination of information and resources to families and educators</p>	<p><i>Improve student achievement (Goal 1)</i></p> <p><i>School improvement is fostered through increased school climate (Goal 2)</i></p> <p><i>Increased number of high quality education options available to students/families (Goal 3)</i></p> <p>Increased parent engagement in children’s learning and development from cradle to career using evidence-based practices</p> <p>Stakeholders increase their utilization of evidence-based family engagement practices</p> <p>Increased utilization of resources by families and schools to meet students’ needs</p> <p>Increased infrastructure and capacity of SCDE to serve all families through evidence-based family engagement practices</p>

**Resumes / CVs**

Key Personnel

Other Personnel, including content Specialists









































































































































































































































































































































































































































































School of Education

July 23, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

## Letter of Support

Dear Ms. Utter:

It is my pleasure as Director of the *Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty* to provide this letter of support for your current grant application to the U.S. Department of Education to establish a state-wide **Carolina Family Engagement Center**. I appreciate and accept your invitation to collaborate with you in your efforts, should funding be awarded.

If the proposal is funded, we will collaborate with you as you, the SC State Department of Education (SCDE) and your other partners develop a statewide network and implementation plan for Family Engagement for all children and families through the Carolina Family Engagement Center. Our Center's interests align with your proposed Center's goals including the following: to enhance student achievement, foster school improvement, and increase high quality education options available to students/families by building the capacity of all stakeholders to engage in effective partnerships through parent engagement. We understand that the CFEC will accomplish these goals by (a) carrying out parent education and family engagement in education programs; (b) providing comprehensive training and technical assistance to (and with) the SCDE and districts, and to schools and organizations that support family-school partnerships and other such programs; and (c) collaborating with partner organizations to integrate, enhance, and increase the reach of family engagement programs and services that already exist across the state.

To help fulfill the CFEC's goals, we will bring our expertise as it relates to involvement and engagement with under-resourced families, specifically in terms of reframing collaborative



partnerships in ways that welcome and empower all families. Additionally, our decade-long partnership with Johns Hopkins University's National Network of Partnership Schools goal-based engagement model positions us to offer both training and support in this internationally-recognized program.

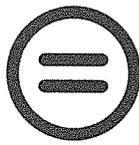
Wishing you all the best in your current application efforts. We look forward to hearing of a successful outcome.

Sincerely,



Tammy Pawloski, PhD

Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty,  
Director



Columbia  
Urban League

1400 Barnwell Street  
Columbia, SC 29201

P 803 799 8150  
F 803 254 6052

[www.columbiaurbanleague.org](http://www.columbiaurbanleague.org)

*Empowering Communities.  
Changing Lives.*

July 26, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter:

It is my pleasure as the Executive Director of the Columbia Urban League, Inc. to provide this letter of support for your current grant application to the U.S. Department of Education to establish a state-wide *Carolina Family Engagement Center*. I appreciate and accept your invitation to collaborate with you in your efforts, should you be awarded funding.

For over 50 years, the Columbia Urban League, Inc. has been deeply involved in community action, economic empowerment, and advocacy for social equality. Importantly, we continue to serve as a vital source of personal, academic, and career development for youth in the Midlands. Endeavors such as our Annual Black History Month Young & Gifted Awards program, our upcoming 8<sup>th</sup> Annual STEM EXPO, as well as our new Science Technology Enrichment Program (STEP) that provides work experiences that include exposure to global technology and STEM skills necessary to obtain employment in the emerging global workforce, reflect our core commitments to community, youth, and career advancement.

We see the future **Carolina Family Engagement Center (CFEC)** as a welcome partner as we work to secure those opportunities that youth and their families need to thrive. We believe that South Carolina's students, families, and schools could benefit greatly from a center that would serve as a critical hub for the materials, tools, resources, and advocacy necessary to deepen school-home relationships. We share your commitment to empowering families, and view family engagement in education as critical to overall student success.

For these reason, among others, I extend to you all the best in your grant application. Please do let me know how else our organization may be of help throughout this process.

Sincerely,

  
James T. McLawhorn, Jr.  
President & CEO  
Columbia Urban League, Inc.



UNIVERSITY OF  
**SOUTH CAROLINA**

College of Education

Research, Evaluation, and Measurement Center

July 26, 2018

Karen Utter  
Associate Director, SC School Improvement Council  
College of Education, University of South Carolina  
820 Main Street, Wardlaw 001  
Columbia, SC 29208

Dear Ms. Utter:

As Director of the Research, Evaluation, and Measurement (REM) Center, I am pleased to offer the REM Center's services for evaluation of the proposed project titled "Carolina Family Engagement Center (CFEC)" that you are submitting for funding to the Statewide Family Engagement Centers grant program of the U.S. Department of Education. If funded, your project will greatly benefit South Carolina schools by providing access to evidenced-based practices for schools and families to promote family engagement that lead to improved student outcomes.

Housed in the College of Education at the University of South Carolina, the REM Center provides expert services in evaluation, research, and measurement to support a broad range of educational agencies and organizations. For nearly 20 years, we've partnered with public and private organizations across South Carolina on education improvement initiatives. Faculty and staff in the REM Center design studies to measure program effectiveness, monitor program implementation, identify data collection tools best suited to answer research questions, and conduct data analysis using advanced quantitative and qualitative approaches. The REM Center specializes in client-centered approaches to conducting research, evaluation, and measurement, primarily related to educational research and programming. We routinely collaborate with the South Carolina Department of Education, school districts in South Carolina, faculty across the University of South Carolina campus and other institutions of higher education, and other organizations funded through federal, state, and foundation sources.

The REM Center is committed to providing evaluation services for the CFEC project as described in your proposal. If funded, me and Dr. Ashlee Lewis will serve as co-lead evaluators. Dr. Lewis and I have both led evaluation efforts on federally-funded projects of similar scope of CFEC. Our evaluation team will also include assistance from qualified research staff members. I am hopeful that this important project to promote family engagement in the interest of improving student outcomes will be funded.

Sincerely,

[REDACTED]  
Tammiee S. Dickenson, Ph.D., REM Center Director  
College of Education, University of South Carolina



July 25, 2018

Karen Utter, JD  
University of South Carolina Columbia  
Wardlaw Building 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter and Mr. Hudson,

As Dean of the College of Education at the University of South Carolina, I fully support your application for the "Carolina Family Engagement Center," in response to the U.S. Department of Education's Office of Innovation and Improvement funding opportunity.

The purpose, goals and activities of your proposed CFEC align with the mission and vision of the College of Education. Family Engagement is critical to the success of students. The state of South Carolina would greatly benefit from having a state-wide network of organizations and entities focused on education and on family engagement collaborating to integrate and widely disseminate the great work already happening through individual agencies.

As executive director and associate director of the South Carolina School Improvement Council (SC-SIC), you are both well-qualified to co-lead this proposed Center. Your long-standing history with educators and parents throughout the state, in connection with critical partners such as the SC Department of Education, provides the confidence that the proposed outcomes of the Center will be realized.

In full support and with greatest hope for a positive funding decision,

Sincerely,

  
Jon E. Pedersen, Dean  
College of Education  
University of South Carolina  
820 Main Street, 201 Wardlaw College  
Columbia, SC 29208



July 7, 2018

Karen Utter, JD  
Coordinator, Programs and Research  
University of South Carolina Columbia  
Wardlaw Building 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter,

It is with great pleasure that I provide this letter of support for your U.S. Department of Education's Office of Innovation and Improvement proposal, "**South Carolina School Improvement Council Family Engagement Center (SC-SICFEC)**," on behalf of the College of Education Research Institute at the University of South Carolina. Should this Center be funded, it will be housed in the Research Institute. As a faculty member in the College and an affiliate of the Research Institute, you will have full access to all of the services and supports offered through the Centers that comprise the Institute: the Center for Research, Evaluation and Measurement (REM Center), the South Carolina Educational Policy Center, and the Yvonne and Schuyler Moore Child Development Research Center. This Research Institute and its multiple research centers have dedicated faculty, pre- and post-award support staff, office space and laboratory space across three buildings on campus to support the development, successful completion and dissemination of results of externally funded projects.

The *Research, Evaluation and Measurement (REM) Center's* mission is to provide high-quality services in research, evaluation, assessment and initiate professional development through the development of educational partners to build capacity and improve decision making through systematic inquiry; initiate research on educational policy and practice; and develop the capacity of future evaluators, researchers, assessment experts, and educational administrators through supervised graduate assistantships. Faculty and staff in REM provide project support for study design and methodology, program implementation monitoring, and data analysis using advanced quantitative and qualitative approaches. REM also specialize in client-centered approaches to conducting research, evaluation and assessment of projects and programs that are primarily related to educational research. REM faculty routinely collaborate with the South Carolina Department of Education; school districts from South Carolina and neighboring states; other faculty from departments across the UofSC campus; and organizations funded through federal, state and foundational sources.

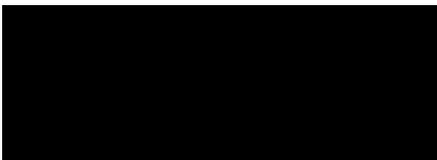
The *South Carolina Educational Policy Center's* (SCEPC) mission is to improve education for South Carolina's students by conducting research and providing research-based information to inform educational decision making at all levels. The SCEPC was established in 1987 to serve as a vehicle for

focusing research on education policy issues pertaining to teaching, student learning, school organization, and student performance in the public schools. The SCEPC has gained a reputation among state education policymakers for providing high quality research that is valuable in developing new initiatives for school improvement or evaluating current improvement strategies. The work of this Center includes research conduction, professional training, and collaboration and consultation. More specifically, the faculty and graduate students in this Center conduct studies and evaluations related to many education issues including school improvement, school leadership, school finance, teacher leadership, technical assistance to low-performing schools, summer school, gifted education, the achievement gap, magnet schools, summer reading loss, and school climate. They prepare reports, presentations, and publications to inform stakeholders, practitioners, and policymakers on research and evaluation studies outcomes. They train personnel working with the state's low-performing schools on how to incorporate school climate profile data into their school improvement efforts. They provide consultation services to members of the South Ccarolina General Assembly, legislative staff, South Carolina Department of Education (SCDE) staff, district and local school personnel, education organizations, local businesses, members of professional education associations, and other education policymakers across the state on a variety of research-based educational policy issues.

The *Yvonne and Schuyler Moore Child Development Research Center (CDRC)*'s mission is to improve the quality of child care and education systems by collaborating with stakeholders, providing professional development and conducting research to enhance the lives of children and families. The CDRC is a multidisciplinary group of faculty members and researchers informing the field of education to support the growth and development of children. Their scientifically rigorous and applied research impacts the work of teachers and policymakers regarding conditions that support children, families and communities. Additionally, CDRC faculty address the needs of children at risk for school failure. Faculty collaborate with leading researchers and stakeholders interested in child development to conduct innovative research and package findings for practical application by practitioners, policymakers and other interested groups. Specific CDRC research and evaluation activities routinely include data collection from primary and secondary sources; conduction of cutting-edge applied research; provision of professional development for education practitioners; conduction of community-based research, professional development and technical assistance; active collaboration with traditional and nontraditional educational partners; information dissemination through multiple sources; and active mentoring of new scholars. These efforts are establishing the center as a nationally-recognized model for bridging the research-to-policy-to-practice gaps in education.

As Director of the Research Institute and Co-PD of this proposal, I fully support your efforts through this project and look forward to learning of a successfully funded application.

Sincerely,



Gina M. Kunz, PhD  
College of Education Research Institute, Director  
The Yvonne and Schuyler Moore Child Development Research Center, Room 225  
University of South Carolina  
Columbia, South Carolina 29208

**Letters of Acceptance from Advisory Board Members  
SFEC Grant Advisory Board – 15 member slots**

**Parent members (8)**

Upstate	Lorilei Swanson (Oconee School District)
Upper Central	Takesha Pollock (Ft. Mill School District)
Midlands	Sharon Wade (Orangeburg 5 School District)
Central Savana River Area	<i>TBD</i>
Pee Dee/Coastal	<i>TBD</i>
Lowcountry	<i>TBD</i>
At-Large	Becky Bean (Kershaw School District)
At-Large	Myriam Torres (Columbia)

**School Representatives (3)**

Elementary	Tara Mack (St. Helena ES, Beaufort)
Middle/High	Robert Harris (MS Magnet Coordinator, Richland 1)
Student	<i>TBD</i>

**Business Representative (1)**

SC Chamber of Commerce	<i>TBD</i>
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**SEA/LEA Representatives (2)**

SEA	Yolande` Anderson
LEA	Sandra Welch (Greenville)

**UofSC Representative (1)**

College of Education	Michelle Bryan
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July 25, 2018

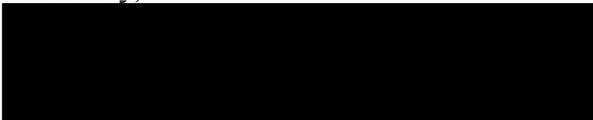
Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

It is with great excitement that I accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As a parent of a high school student in South Carolina, I know how important meaningful school-home relationships are to the success of the student. I am thrilled to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

I understand that I will provide input to your project through phone, email and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. As a parent, I will help to make sure that the voices of parents are reflected in these materials and practices. I further understand that I will receive a stipend of \$1,000 in project year 1 for my involvement, including 2 meetings in year 1, and \$800 in each of years 2-5 in which we will meet as a group once per year.

I firmly believe that the work of this proposed Center is critical to the high quality of education that our students in South Carolina deserve. It would be great to have a centralized network of high-profile and committed educational and family-oriented entities throughout the state to collaborate as true partners to develop and deliver effective programs and practices for family engagement.

Sincerely,



Lorilei Swanson, Ph.D., LMFT, LPC  
Parent of a High School Student in South Carolina  
Mental Health Counselor, School District of Oconee County

July 25, 2018

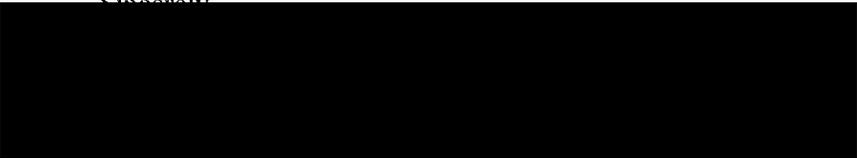
Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

It is with great excitement that I accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As a parent of elementary school students in South Carolina, I know how important meaningful school-home relationships are to the success of the student. I am thrilled to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

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I firmly believe that the work of this proposed Center is critical to the high quality of education that our students in South Carolina deserve. It would be outstanding to have a centralized network of high-profile and committed educational and family-oriented entities throughout the state to collaborate as true partners to develop and deliver effective programs and practices for family engagement.

Sincerely,



Takesha K. Pollock  
Parent of Elementary Students in South Carolina  
Vice President of Compliance, Wells Fargo

July 25, 2018

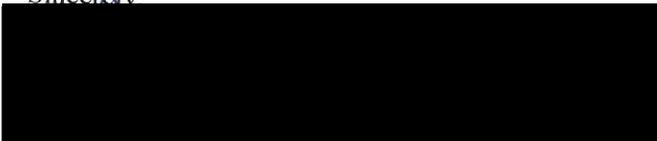
Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

It is with great excitement that I accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the Carolina Family Engagement Center. As a parent of a high school student in South Carolina, I know how important meaningful school-home relationships are to the success of the student. I am thrilled to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

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I firmly believe that the work of this proposed Center is critical to the high quality of education that our students in South Carolina deserve. It would be great to have a centralized network of high-profile and committed educational and family-oriented entities throughout the state to collaborate as true partners to develop and deliver effective programs and practices for family engagement.

Sincerely



Sharon Wade  
Parent of a High School Student in South Carolina

July 25, 2018

Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

It is with great excitement that I accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As a parent of an elementary school student in South Carolina, I know how important meaningful school-home relationships are to the success of the student. I am thrilled to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

I understand that I will provide input to your project through phone, email and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. As a parent, I will help to make sure that the voices of parents are reflected in these materials and practices. I further understand that I will receive a stipend of \$1,000 in project year 1 for my involvement, including 2 meetings in year 1, and \$800 in each of years 2-5 in which we will meet as a group once per year.

I firmly believe that the work of this proposed Center is critical to the high quality of education that our students in South Carolina deserve. It would be great to have a centralized network of high-profile and committed educational and family-oriented entities throughout the state to collaborate as true partners to develop and deliver effective programs and practices for family engagement.

Sincerely,



Becky Bean  
Parent of an Elementary Student in South Carolina  
Communications Manager, SC School Boards Association  
President, SC Chapter, National School Public Relations Association



Consortium for Latino Immigration Studies  
Arnold School of Public Health

July 25, 2018

Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

It is with great pleasure that I accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the Carolina Family Engagement Center. As a parent of a child with special needs who has gone through South Carolina's schools, I know how important meaningful school-home relationships are to the success of all students. I am excited to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

I understand that I will provide input to your project through phone, email and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. As a parent of a child with special needs, I will help to make sure that those voices are reflected in these materials and practices. I further understand that I will receive a stipend of \$1,000 in project year 1 for my involvement, including 2 meetings in year 1, and \$800 in each of years 2-5 in which we will meet as a group once per year.

I firmly believe that the work of this proposed Center is essential to the high quality of education that all students in South Carolina deserve. It would be most beneficial for our state to have a centralized network of high-profile and committed educational and family-oriented statewide entities collaborating as true partners in developing and delivering effective programs and practices for family engagement.

Sincerely,

[Redacted signature]

Myriam E. Torres, PhD, MSPH  
Clinical Associate Professor  
Department of Epidemiology and Biostatistics  
Director, Consortium for Latino Immigration Studies  
Arnold School of Public Health  
University of South Carolina  
730 Devine St. Suite 109  
Columbia, SC 29201



# *Saint Helena Elementary School*

1025 Sea Island Parkway (SHES)/1031 Sea Island Parkway (SHEL)  
St. Helena Island, South Carolina 29920

Office: [REDACTED]

Fax: [REDACTED]

"A Title I School"



***Empowering students to lead, achieve, and succeed!***

---

***Dr. Tara Mack, Principal***

***Yolonda Goethe, Assistant Principal***

July 25, 2018

Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

I am thrilled to accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As an elementary school principal representing the low country region of the state of South Carolina, I am fully aware how important meaningful school-home relationships are to the success of students. When we as educators engage in effective partnership with families, our collective capacity for high quality education is enhanced. I am excited to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

I understand that I will provide input to your project through phone, email and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. I will draw from my experience and expertise as an educator to help to make sure that the voices of educators are reflected in these materials and practices. I further understand that I will receive a stipend of \$1,000 in project year 1 for my involvement, including 2 meetings in year 1, and \$800 in each of years 2-5 in which we will meet as a group once per year.

Our state would greatly benefit from having a state-wide Center as a resource hub with tools, materials and resources that are grounded in evidence-based practices for family engagement for all students and families. I look forward to hearing of a successfully funded award for this project in assisting in this vital effort.

Sincerely,

[REDACTED]

Tara Mack, Ed.D.  
Principal, St. Helena Elementary School  
Beaufort County School District

***Leadership: Choose it! Own it! Live it!***



W.G. SANDERS MIDDLE SCHOOL

Andrenna A. Smith  
Principal

July 26, 2018

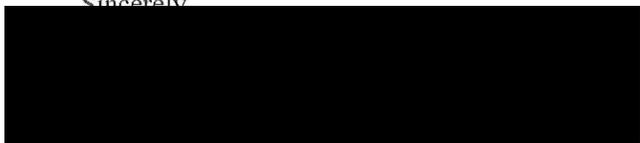
Dear Ms. Utter, Mr. Hudson, and Dr. Kunz:

I am very pleased to accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As a former middle school teacher, district Teacher of the Year, and current Middle School Magnet Coordinator for Richland School District One, I am greatly aware of how important meaningful school-home relationships are to the success of our students. When we as educators engage in effective partnership with families, the capacity for high-quality education is enhanced. I am enthused to be able to serve in this capacity in contributing to the resources you and your partners will be developing and delivering, if grant funding is awarded.

I understand that I will provide input to your project through phone, email, and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. I will draw from my experience and expertise as an educator to help to make sure that the perspectives of middle school educators, parents, and students are reflected in Center materials and practices. I also understand that I will receive a stipend of \$1,000 in project year 1 for my involvement, including 2 meetings in year 1, and \$800 in each of years 2-5 when we will meet as a group once per year.

South Carolina would greatly benefit from having such a statewide Center serving as a resource hub with tools, materials, and resources grounded in evidence-based family engagement practices for all students and families. I look forward to hearing of a successfully funded award for this project in assisting in this vital effort.

Sincerely,



Robert Harris  
Middle School Magnet Coordinator  
Richland School District One



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

July 30, 2018

Mr. Tom Hudson, Executive Director  
SC-SIC, USC College of Education  
820 Main Street, Suite 001  
Columbia, SC, 29208

Dear Mr. Hudson:

I am very pleased to accept your invitation to serve as an Advisory Board member for the South Carolina School Improvement Council's (SC-SIC) U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As Director of the Office of Family and Community Engagement at the South Carolina Department of Education, I am fully aware of how important meaningful school-home relationships are to the success of all students. When we engage in effective partnership with all families, it enhances our collective capacity for high quality education in our state. I am enthused to be able to serve and contribute to the resources you and your partners will be developing and disseminating, should the grant proposal be funded.

As an Advisory Board member, I understand that I will provide input to your project through phone, email, and other forms of communication and participate in six meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. I will draw from my particular expertise to help in making sure that the voices of all families and students are reflected in the Center's materials and practices

South Carolina, and its students, families, and schools will benefit significantly with a state-wide Center serving as a resource hub with tools, materials, and resources that are grounded in evidence-based practices for family engagement for the families of all students. I look forward to assisting in this very important work.

Sincerely,

  
Yolande Anderson  
Director, Office of Family and Community Engagement

cc: Ms. Karen Utter, SC-SIC, Associate Director  
Gina M. Kunz, PhD, Department of Educational Studies, University of South Carolina



GREENVILLE COUNTY  
**SCHOOLS**  
Where enlightening strikes

July 26, 2018

Dear Ms. Utter, Mr. Hudson, and Dr. Kunz:

I am pleased to accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As a member of the staff of the Department of Strategic Communications and Engagement of Greenville County Schools, I am fully aware of how important meaningful school-home relationships are to the success of all students. Effective partnerships with all families enhance our collective capacity for high quality education in South Carolina. I am excited to be able to serve and contribute to the resources you and your partners will be developing and disseminating, if your grant proposal is funded.

As an Advisory Board member, I understand that I will provide input to the project by phone, email, and other forms of communication and will participate in 6 meetings in person or virtually across the grant's five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. I will draw from my particular expertise and experience to help in making sure that the voices of LEAs are reflected in the Center's materials and practices. I further understand that I will receive a stipend of \$1,000 in project year 1 for my involvement, including 2 meetings in year 1, and \$800 in each of years 2-5 in which we will meet as a group once per year.

Our state's families, students, and schools will reap significant benefits through a central statewide Center with tools, materials, and resources that are grounded in evidence-based practices for meaningful family engagement for the families of all students. You have my best wishes for successful funding and I look forward to assisting in this vital endeavor.

Sincerely,

Sandra Welch  
Department of Strategic Communications and Engagement  
Greenville County Schools



UNIVERSITY OF  
**SOUTH CAROLINA**

College of Education

Office of Diversity, Equity & Inclusion

July 25, 2018

Dear Ms. Utter, Mr. Hudson, and Dr. Kunz,

I am very pleased to accept your invitation to serve as an **Advisory Board** member for your U.S. Department of Education grant proposal to establish the *Carolina Family Engagement Center*. As Associate Dean for Diversity, Equity, and Inclusion with the University of South Carolina College of Education, I am fully aware of how important meaningful school-home relationships are to the success of all students, and particularly of those students from underserved populations. When educators engage in effective partnership with all families, it enhances our collective capacity for high quality education. I am pleased to be able to serve in this capacity in contributing to the resources you and your partners will be developing and disseminating, if you are awarded funding.

As an Advisory Board member, I understand that I will provide input to your project through phone, email and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. I understand that I will contribute ideas and provide feedback to training and resource materials as you are developing them and preparing them for dissemination through your project website and other mechanisms. I will draw from my particular experience and expertise to help in making sure that the voices of our underserved students are reflected in the Center's materials and practices. I further understand that as an employee of the University of South Carolina's College of Education, I will not receive a separate stipend for my Advisory Board involvement; instead, a portion of my time will be compensated from this project, upon funding.

South Carolina, and its students, families, and schools would greatly benefit from having a state-wide Center as a resource hub with tools, materials, and resources that are grounded in evidence-based practices for family engagement for the families of all students. I look forward to learning of a successfully funded award for this project and to assisting in this very impactful work.

Sincerely,

  
Michelle Bryan, Ph.D.  
Associate Dean for Diversity, Equity, and Inclusion  
University of South Carolina College of Education

## **Letters of Support from Superintendents**

Spartanburg School District 3 – Mr. Kenny Blackwood

Richland School District Two – Dr. Baron R. Davis

Marlboro County School District – Dr. Gregory A. McCord

School District Five of Lexington and Richland Counties – Dr. Christina S. Melton



# Spartanburg School District Three

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*All in. Every child, every day, whatever it takes!*

Office of the Superintendent

July 23, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter:

Please allow this letter to serve as my strong support for Spartanburg School District Three to be a collaborative partner with the University of South Carolina and the SC School Improvement Council (SC-SIC) in a grant from the U.S. Department of Education's Office of Innovation and Improvement to develop and implement parent and family engagement programs in South Carolina. The proposed Carolina Family Engagement Center will be an excellent vehicle to provide comprehensive technical assistance and training to families and educators in support of family-school partnerships.

Throughout my professional career in education I have had a keen appreciation of the great need and real value of parent/family engagement in the education of our students. The more that schools and families can work together - particularly in the common goal of the success of our children - the stronger we all will be. Education does not end at the school house door when the last bell rings. It carries through when all adults in a child's life can team up to make the other two-thirds of that child's day as impactful as the portion when we have them in class. Only through awareness, access, and information can we all partner to make this happen.

South Carolina is fortunate to have School Improvement Councils created by law to assist in this effort. Spartanburg School District Three's seven local School Improvement Councils (and our support of their work and that of SC-SIC) truly have an impact in bringing essential stakeholders to the table to focus on school and student achievement. I see the creation of the statewide Carolina Family Engagement Center as a key extension of this important work, and I understand that our partnership in the CFEC will require the following commitments and I support them:

- Access to schools for the grant leadership team and project personnel so that they can carry out programs and activities to build the capacities of all stakeholders to engage in effective partnerships supporting student achievement and school improvement

- Encouragement of school administration and faculty to actively support such efforts, participate in technical assistance offered, and to embrace the shared responsibility of all parties in meaningful family engagement in education.

I congratulate SC-SIC and the University of South Carolina for their commitment through this grant application to build on successes and grow additional programmatic opportunities for strong family engagement in Spartanburg School District Three and across our state, and we are honored and committed to do what we can as a district to support and promote this vital work.

Sincerely,



Kenny Blackwood  
Superintendent  
Spartanburg School District Three



July 25, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter:

This letter serves to confirm our enthusiastic support for Richland School District Two to be a collaborative partner with the South Carolina School Improvement Council (SC-SIC) and the University of South Carolina College of Education in a federal grant to carry out parent and family engagement programs and to provide comprehensive training and technical assistance to families and educators in support of family-school partnerships through the Carolina Family Engagement Center.

Richland Two and SC-SIC have a decades-old relationship working together to promote and support family and community involvement throughout our growing district, and I understand how vital such partnerships are in the academic success of our young people. The 32 local School Improvement Councils in Richland Two provide a vital link in the school-home relationship and do great things to strengthen their school communities and opportunities for their students. Indeed, over the years four of our School Improvement Councils have been recipients of SC-SIC's prestigious annual Dick and Tunky Riley Award for SIC Excellence, and a number of others have been finalists in this statewide recognition.

This commitment to excellence and effectiveness in promoting impactful work in family engagement in education is one that this district, and I personally, strive to carry out every day. In furtherance of this vital work, I understand that this partnership will require the following commitments and I support them:

- Access to schools for the grant leadership team and project personnel so that they can carry out programs and activities to build the capacities of all stakeholders to engage in effective partnerships supporting student achievement and school improvement
- Encouragement of school administration and faculty to actively support such efforts, participate in technical assistance offered, and to embrace the shared responsibility of all parties in meaningful family engagement in education.

It is my belief that the Carolina Family Engagement Center project will build on our strengths in fostering genuine and lasting family-school partnerships and grow the capacity of our parents, educators, staff, and communities to meet the identified needs of all in this very important work.

Sincerely,

Baron R. Davis, PhD

**Baron R. Davis, PhD**

Superintendent  
badavis@richland2.org  
www.richland2.org



The School District of  
**Marlboro County**

**Gregory A. McCord, Ed.D.**  
Superintendent

July 24, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter:

This letter is sent to confirm the wholehearted support of the Marlboro County School District as a partner of the South Carolina School Improvement Council (SC-SIC) and the College of Education of the University of South Carolina (UofSC) in the current grant application for the Carolina Family Engagement Center through the U.S. Department of Education's Office of Innovation and Improvement.

The comprehensive training, technical assistance, and resources for families and educators to be provided through this new Center would afford our district, and those across South Carolina, with a strong and collaborative means to further and deepen our commitment to effective family-school partnerships.

The Marlboro County School District has had a long-lasting relationship with SC-SIC through the district's eight local School Improvement Councils. It values that relationship and supports the significant role that these SICs play in the lives of the schools they serve. To see and work with the SC School Improvement Council in this new effort bolsters my professional belief that promoting impactful work in family engagement in education is a necessary ingredient for the success of our students. I understand that this partnership will require the following commitments and I support them:

- Access to schools for the grant leadership team and project personnel so that they can carry out programs and activities to build the capacities of all stakeholders to engage in effective partnerships supporting student achievement and school improvement
- Encouragement of school administration and faculty to actively support such efforts, participate in technical assistance offered, and to embrace the shared responsibility of all parties in meaningful family engagement in education.

It is my full expectation that the Carolina Family Engagement Center project will build on the strengths of our family-school partnerships and will serve as a ready resource for parents and educators as they



The School District of  
**Marlboro County**

**Gregory A. McCord, Ed.D.**  
Superintendent

work together for increased student achievement. I look forward to hearing of a successful grant award for this effort.

Sincerely,



Dr. Gregory A. McCord, Superintendent  
Marlboro County School District



1020 Dutch Fork Road  
Irmo, South Carolina 29063  
(803)476-8000  
www.lexrich5.org

**Christina S. Melton, Ed.D.**  
**Superintendent**

“Pursuing Excellence for Tomorrow’s Challenges”

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July 25, 2018

Ms. Karen Utter, JD  
Associate Director  
SC School Improvement Council  
USC College of Education, Suite 001  
820 Main Street  
Columbia, SC 29208

Dear Ms. Utter:

This letter serves to express my sincere support for School District Five of Lexington and Richland Counties to be a collaborative partner with the University of South Carolina College of Education and the South Carolina School Improvement Council (SC-SIC) in a federal grant to carry out parent and family engagement programs and provide comprehensive training and technical assistance to families and educators in support of family-school partnerships through the Carolina Family Engagement Center (CFEC).

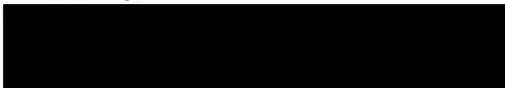
District Five and SC-SIC have worked together for many years in promoting and supporting family and community involvement throughout the district. From my perspective as a former principal, I understand how vital such partnerships are in the academic success of our young people. Providing an important link in the school-home relationship are the 21 local School Improvement Councils of District Five, which undertake very meaningful work for their schools and students year round.

Such dedication to the importance of family engagement in education is something that District Five, and I personally and professionally, work to foster and build upon. I understand that this partnership through the CFEC will require the following commitments and I support them:

- Access to schools for the grant leadership team and project personnel so that they can carry out programs and activities to build the capacities of all stakeholders to engage in effective partnerships supporting student achievement and school improvement
- Encouragement of school administration and faculty to actively support such efforts, participate in technical assistance offered, and to embrace the shared responsibility of all parties in meaningful family engagement in education.

The Carolina Family Engagement Center project is a necessary and logical extension in supporting and growing true and lasting family-school partnerships and will greatly assist our parents, educators, and communities as they work together for the success of each of our students.

Sincerely,

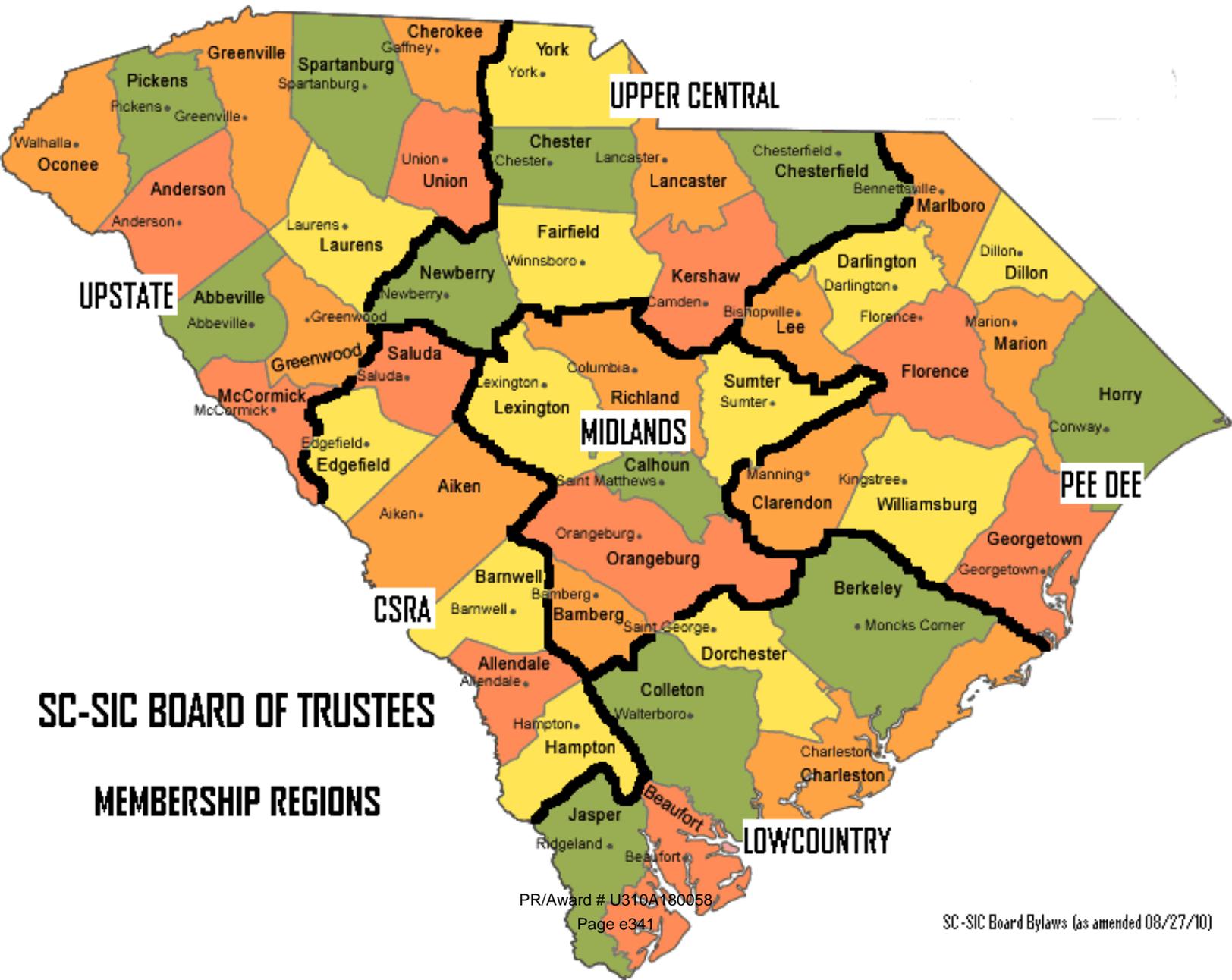


Dr. Christina S. Melton, Superintendent  
School District Five of Lexington and Richland Counties

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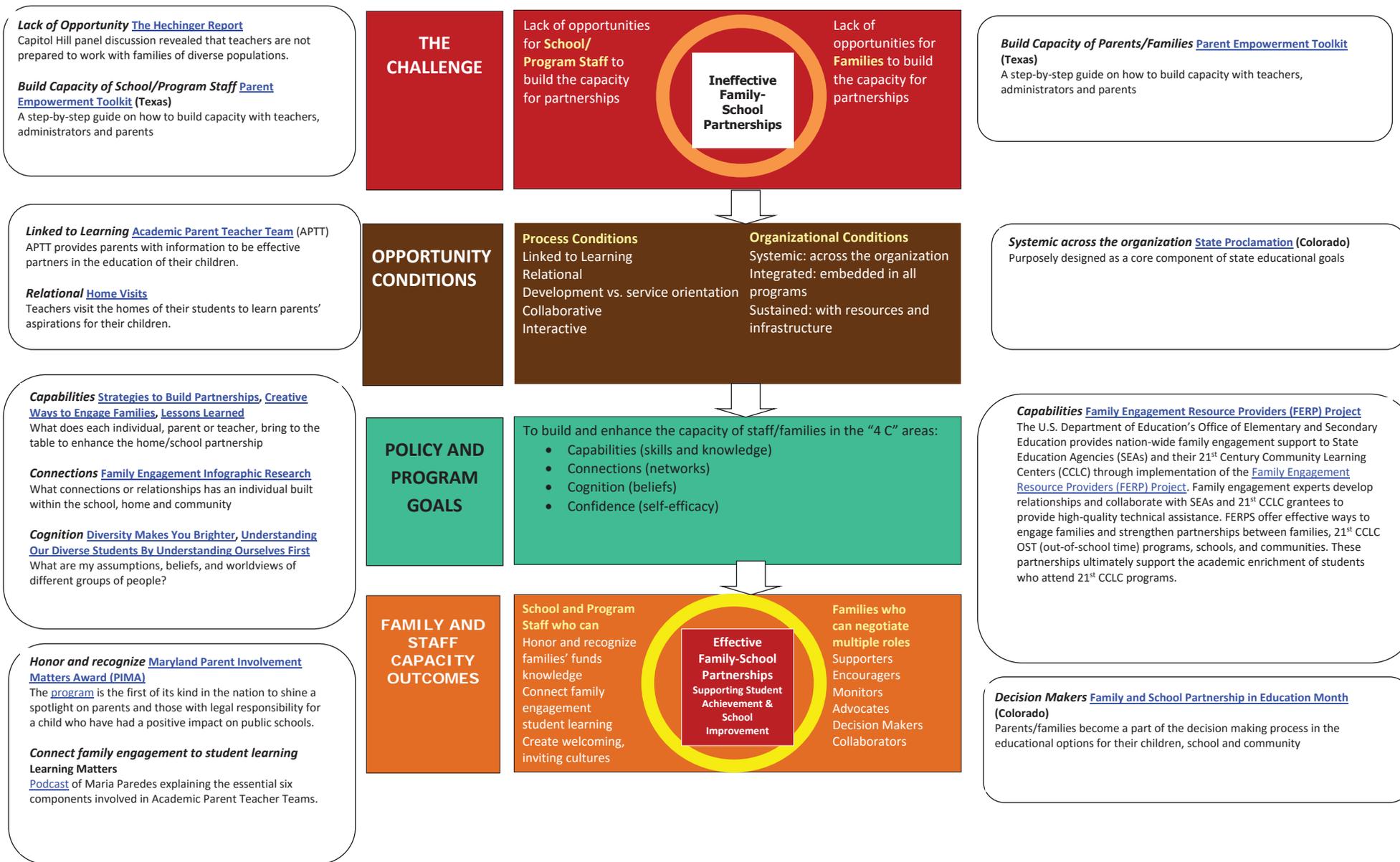
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**SC-SIC BOARD OF TRUSTEES**

**MEMBERSHIP REGIONS**

**U. S. DEPARTMENT OF EDUCATION'S  
Dual Capacity-Building Framework for Family-School Partnerships**



**Lack of Opportunity** [The Hechinger Report](#)  
Capitol Hill panel discussion revealed that teachers are not prepared to work with families of diverse populations.

**Build Capacity of School/Program Staff** [Parent Empowerment Toolkit \(Texas\)](#)  
A step-by-step guide on how to build capacity with teachers, administrators and parents

**Linked to Learning** [Academic Parent Teacher Team \(APTT\)](#)  
APTT provides parents with information to be effective partners in the education of their children.

**Relational** [Home Visits](#)  
Teachers visit the homes of their students to learn parents’ aspirations for their children.

**Capabilities** [Strategies to Build Partnerships, Creative Ways to Engage Families, Lessons Learned](#)  
What does each individual, parent or teacher, bring to the table to enhance the home/school partnership

**Connections** [Family Engagement Infographic Research](#)  
What connections or relationships has an individual built within the school, home and community

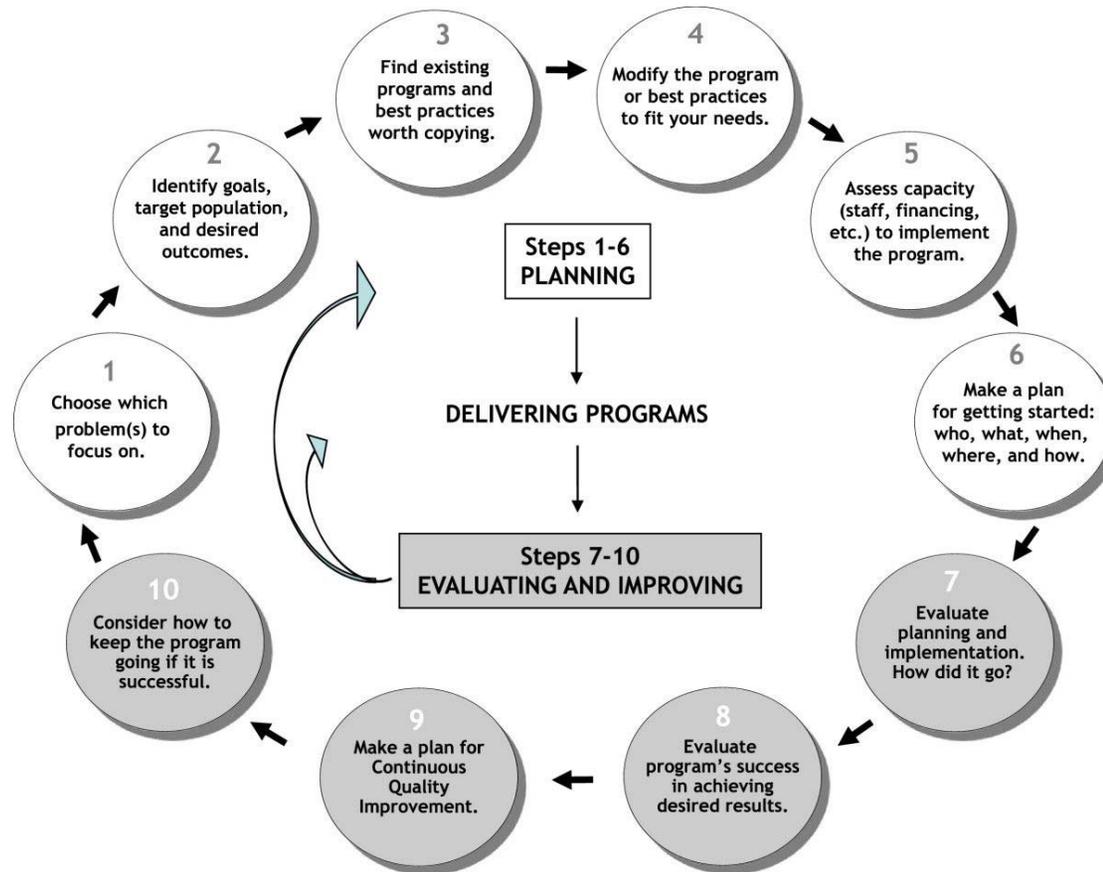
**Cognition** [Diversity Makes You Brighter, Understanding Our Diverse Students By Understanding Ourselves First](#)  
What are my assumptions, beliefs, and worldviews of different groups of people?

**Honor and recognize** [Maryland Parent Involvement Matters Award \(PIMA\)](#)  
The [program](#) is the first of its kind in the nation to shine a spotlight on parents and those with legal responsibility for a child who have had a positive impact on public schools.

**Connect family engagement to student learning** [Learning Matters Podcast](#)  
[Podcast](#) of Maria Paredes explaining the essential six components involved in Academic Parent Teacher Teams.

# Epstein's 6 Types of Involvement

Parenting	Communicating	Volunteering	Learning At Home	Decision Making	Collaborating with Community
Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	Improve recruitment, training, work and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.	Include families as participants in school decisions, governance and advocacy through PTA/PTO, school councils, committees, action teams and other parent organizations.	Coordinate community resources and services for students, families and the school with businesses, agencies, and other groups, and provide services to the community.
<b>TYPE 1</b>	<b>TYPE 2</b>	<b>TYPE 3</b>	<b>TYPE 4</b>	<b>TYPE 5</b>	<b>TYPE 6</b>



Chinman, M., Imm, P., Wandersman, A. (2004). Getting To Outcomes™ 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation. ([http://www.rand.org/pubs/technical\\_reports/TR101.html](http://www.rand.org/pubs/technical_reports/TR101.html)).

### Example of Application of GTO to Family Engagement, Epstein Parent Involvement Type 4 – Learning at Home

GTO Step	Accountability Question	Schools	Families	Student
1	Needs/resources	<p>Teachers report low levels of two-way communication with families about students' academic goals and progress.</p> <p>Teachers report that they lack time, knowledge and skills needed to design effective family engagement capacity-building opportunities for families that are linked to students' learning goals.</p> <p>New district superintendent champions family engagement as a strategy to achieve improved student outcomes.</p> <p>40% of students are not reading and writing on grade level.</p>	<p>High % of families lack reliable access to wi-fi; many work afternoon-evening shifts in factory of large area employer.</p> <p>Many families have low levels of educational attainment.</p> <p>Families lack knowledge, skills, and confidence needed to support their children's learning at home.</p> <p>Families care about their children and want them to succeed in school.</p> <p>40% of students are not reading and writing on grade level.</p>	<p>Student does not have reliable access to wi-fi; parents work evening shifts.</p> <p>Student has a strong relationship with their parents</p> <p>Student is not reading and writing on grade level.</p>
2	Goals/outcomes	<p>Improved two-way communication about student's academic goals and progress.</p> <p>Improved family-teacher relationships.</p> <p>Teachers engage families in building capacity to support student learning and monitor student progress.</p> <p>Increased % of students are reading on grade level.</p>	<p>Improved two-way communication about children's goals and progress.</p> <p>Improved family-teacher relationships.</p> <p>Parents use evidence-based and best practices to support student learning at home and regularly monitor children's progress toward their academic goals.</p> <p>Increased % of students are reading on grade level.</p>	<p>Increasing engagement with parents around academic progress</p> <p>Increasing reading level to current grade level</p>
3	Evidence based/best practices	Academic Parent Teacher Teams (ATTP) program	Academic Parent Teacher Teams (ATTP) program	Home-based strategies based on ATTP

4	Fit	<p>Sessions are scheduled in place of individual parent-teacher conferences so as not to increase teacher work hours.</p> <p>Some ATTP sessions can be held at worksite of major employer of many families.</p>	<p>Sessions can be scheduled at time and location that increase families' ability to attend; approach has been used successfully with families with low levels of educational attainment.</p>	<p>Student has time on the weekends with parents that could be used for focusing on academic progress.</p>
5	Readiness (motivation x capacity)	<p>School district applies for grants to cover the cost of full ATTP professional development program for participating teachers.</p> <p>The new district superintendent has experience with successful ATTP program at their previous district.</p>	<p>Some parents need child care during the ATTP sessions.</p> <p>Many parents are excited about the extra support from teachers that ATTP will provide.</p>	<p>Student has a strong relationship with their parents.</p> <p>Student is driven to catch up in reading and writing.</p> <p>Student is excited about parents being more engaged in helping them improve academically.</p>
6	Planning	<p>Plan and schedule sessions; develop outreach plan to ensure maximum participation by families. Develop process and outcome evaluation plans.</p>	<p>Parents plan to attend ATTP sessions.</p> <p>Parents plan time to engage with their children using the strategies that they learned and practiced in ATTP sessions.</p>	<p>Parents and student plan a set time each week to check-in on academic progress and work on home-based strategies</p>
7	Implementation/process evaluation	<p>Teachers implement ATTP sessions.</p> <p>Teachers hold de-briefing meeting after each session to evaluate how well they followed their session plan.</p>	<p>Parents attend all ATTP and implement strategies at home with their children between sessions.</p> <p>Parents initiate communicate with teachers when they have questions or need additional help in implementing strategies.</p>	<p>Student and parent spend set time each weekend working on home-based strategies.</p>
8	Outcome evaluation	<p>More teachers are engaging with families and linking engagement to student learning goals.</p> <p>More teachers have ongoing, two-way communication with families about their students' academic progress.</p>	<p>More families are supporting and monitoring their children's literacy development at home.</p> <p>More families have ongoing, two-way communication with teachers about their children's academic progress.</p>	<p>Student and parents spend more of their together engaging in strategies to improve the students' academic progress.</p> <p>Student reads and writes on grade level.</p>

		Teachers have improved relationships with families  Increased % of students are reading on grade level.	Families have improved relationships with teachers.  Increased % of children are reading on grade level.	
9	Continuous Improvement	School uses feedback from participants in first year of ATTP to modify and adjust session plans.	Parents continue to communicate with children's teachers to monitor their reading progress and adjust home-strategies accordingly.	Student and parents continuously check-in about the amount of time the engage around academic improvement and if the scheduled time is still ideal.
10	Sustainability	Find funding for ATTP in district budget rather than relying on grant funding; publicize success of ATTP; develop champions for the program at school and district levels; professional development is provided to all incoming teachers at the school.	Parents advocate with district and school to ensure that appropriate capacity-building programs are offered to parents at every grade level.	Student and parents continue to make sure they have time together to work on academic improvement. They have a family plan to make sure new things are not scheduled in their week unless they can still have time set aside around academic progress.

The following is an example of agenda topics from a six-session Parent Services Project's Vision and Voice Family Leadership Institute (VVFLI):

<b>Session</b>	<b>Agenda</b>
Session 1: A Leadership Legacy: Our History and Our Stories.	<ul style="list-style-type: none"> <li>• Welcome and Orientation</li> <li>• Stories of Local Parent Leaders</li> <li>• Why get involved in leadership? What happens as a consequence of family engagement and leadership?</li> <li>• Introduce the concept of relational meetings</li> <li>• Homework</li> </ul>
Session 2: Families Accessing and Engaging the Education System.	<ul style="list-style-type: none"> <li>• State, county, and district structures</li> <li>• School structure and culture</li> <li>• Parent Organizations</li> <li>• What are the possibilities that exist to build real communities in childcare centers and schools?</li> <li>• Homework</li> </ul>
Session 3: Parents as Equal Partners in their Children's Education.	<ul style="list-style-type: none"> <li>• What is your individual experience in navigating your child's school?</li> <li>• How do various tests affect your child's education?</li> <li>• What can one do to make parent teacher communication, including parent-teacher conferences, more productive and beneficial for children?</li> <li>• Develop strategies for individual parents and leadership groups</li> <li>• Homework</li> </ul>
Session 4: Parents as Leaders in their Child's School Community.	<ul style="list-style-type: none"> <li>• Why have a meeting? How do you develop the agenda? Who is involved in developing the agenda?</li> <li>• Mediation, negotiation, arbitration, and facilitation</li> <li>• Group dynamics: managing interaction, generating ideas, and making decisions.</li> <li>• From meeting agenda to community building</li> <li>• Homework</li> </ul>
Session 5: Family Pressures, Family Engagement, and Community Organizing.	<ul style="list-style-type: none"> <li>• Participants learn to name what interests and concerns they have and the role that the market, government, schools, and service organizations play in the generation or elimination of pressures that families deal with daily.</li> <li>• Participants will understand the value of researching the information they need to have success in changing systems.</li> <li>• Participants will dialogue about how community leadership intentionally brings different community groups together for common goals and actions.</li> <li>• Participants will explore the process to organize a winnable action around a given issue; this will include dialogue about various community organizing strategies.</li> </ul>

	<ul style="list-style-type: none"><li>• Homework</li></ul>
Session 6: Evaluation, Wrap Up, and Next Steps	<ul style="list-style-type: none"><li>• What worked? What should be changed?</li><li>• Key lessons from the Institute</li><li>• How parents and the community will use knowledge, skills, and relationships gained through the Institute to further their goals</li><li>• Personal and/or group next steps</li><li>• Celebration</li></ul>



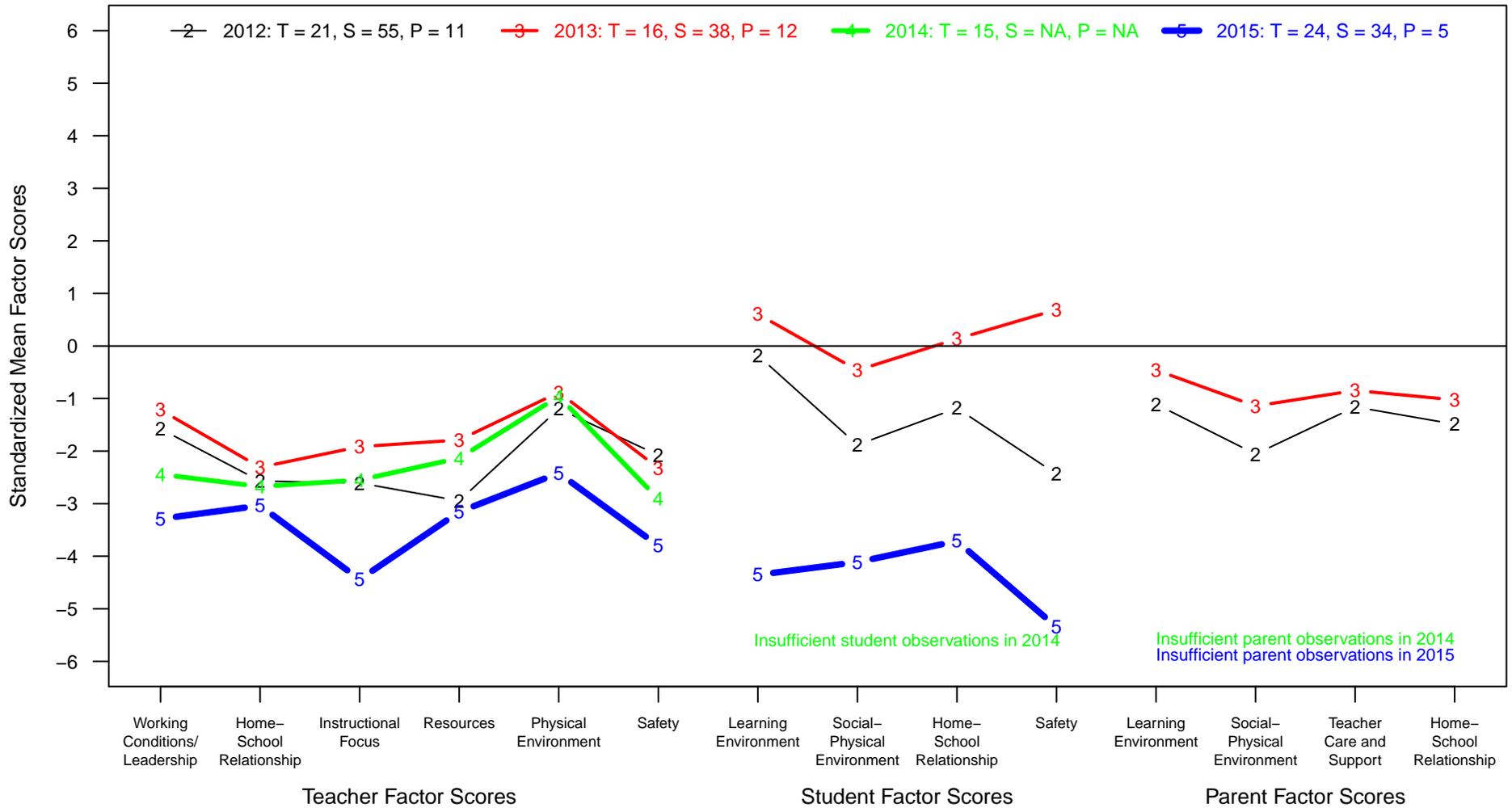
# School Climate Profile, 2012–2015 for Sample Elementary School (Elementary) Sample County School District Four

March 10th, 2016

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Mean Factor Scores Standardized by Organizational Level, 2012–2015



**Factor Percentile Ranks, 2012–2015**

Percentile Ranking Among Elementary Schools				
	Percentile			
	2012	2013	2014	2015
<b>Teacher Factors</b>	<i>n</i> = 21	<i>n</i> = 16	<i>n</i> = 15	<i>n</i> = 24
Working Conditions/Leadership	8	11	2	1
Home-School Relationship	1	3	1	1
Instructional Focus	2	6	1	1
Resources	1	5	3	1
Physical Environment	12	17	15	2
Safety	5	4	2	1
<b>Student Factors</b>	<i>n</i> = 55	<i>n</i> = 38	<i>n</i> =	<i>n</i> = 34
Learning Environment	39	75	.	1
Social-Physical Environment	3	33	.	1
Home-School Relationship	11	52	.	1
Safety	1	74	.	1
<b>Parent Factors</b>	<i>n</i> = 11	<i>n</i> = 12	<i>n</i> =	<i>n</i> = 5
Learning Environment	12	30	.	.
Social-Physical Environment	3	13	.	.
Teacher Care and Support	12	19	.	.
Home-School Relationship	8	15	.	.

2015 Teacher School Climate Dimension Items

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
<b>Teacher Working Conditions/Leadership Items</b>							
I feel supported by administrators at my school.	17.9	21.4	21.4	39.3	0.0	0.0	28
The school leadership makes a sustained effort to address teacher concerns.	21.4	25.0	32.1	21.4	0.0	0.0	28
The school administration provides effective instructional leadership.	25.0	32.1	10.7	25.0	0.0	7.1	28
I feel comfortable raising issues and concerns that are important to me.	21.4	28.6	28.6	21.4	0.0	0.0	28
My decisions in areas such as instruction and student progress are supported.	14.3	21.4	21.4	42.9	0.0	0.0	28
Teachers at my school are recognized and appreciated for good work.	28.6	32.1	25.0	14.3	0.0	0.0	28
The school administration communicates clear instructional goals for the school.	25.0	25.0	28.6	21.4	0.0	0.0	28
Teachers at my school are encouraged to develop innovative solutions to problems.	14.3	14.3	28.6	42.9	0.0	0.0	28
The level of teacher and staff morale is high at my school.	21.4	50.0	14.3	14.3	0.0	0.0	28
The faculty and staff at my school have a shared vision.	7.1	21.4	46.4	25.0	0.0	0.0	28
I am satisfied with my current working conditions.	21.4	17.9	28.6	32.1	0.0	0.0	28
Teacher evaluation at my school focuses on instructional improvement.	10.7	25.0	32.1	32.1	0.0	0.0	28
The school administration sets high standards for students.	21.4	28.6	17.9	32.1	0.0	0.0	28
The school administration arranges for collaborative planning and decision making.	14.3	39.3	14.3	32.1	0.0	0.0	28
I am satisfied with the learning environment in my school.	17.9	53.6	10.7	17.9	0.0	0.0	28
School administrators visit classrooms to observe instruction.	14.3	17.9	25.0	42.9	0.0	0.0	28
The rules for behavior are enforced at my school.	39.3	32.1	14.3	14.3	0.0	0.0	28
Rules and consequences for behavior are clear to students.	25.0	17.9	10.7	46.4	0.0	0.0	28
Teachers respect each other at my school.	0.0	3.6	46.4	50.0	0.0	0.0	28

2015 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
<b>Teacher Home-School Relationship Items</b>							
Parents attend school meetings and other school events.	21.4	53.6	21.4	3.6	0.0	0.0	28
Parents at my school are interested in their children's schoolwork.	17.9	42.9	17.9	21.4	0.0	0.0	28
Parents attend conferences requested by teachers at my school.	21.4	46.4	21.4	7.1	3.6	0.0	28
I am satisfied with home and school relations.	32.1	35.7	17.9	14.3	0.0	0.0	28
Parents participate as volunteer helpers in the school or classroom.	35.7	42.9	14.3	3.6	3.6	0.0	28
Parents at my school support instructional decisions regarding their children.	7.1	35.7	32.1	21.4	3.6	0.0	28
Parents at my school cooperate regarding discipline problems.	17.9	35.7	39.3	7.1	0.0	0.0	28
Parents are involved in school decisions through advisory committees.	10.7	32.1	21.4	17.9	3.6	14.3	28
Parents at my school understand the school's instructional programs.	7.1	32.1	35.7	25.0	0.0	0.0	28
Students at my school behave well in class.	39.3	32.1	21.4	7.1	0.0	0.0	28
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	39.3	32.1	25.0	3.6	0.0	0.0	28
Students at my school are motivated and interested in learning.	25.0	46.4	7.1	21.4	0.0	0.0	28
Parents at my school know about school activities.	3.6	17.9	39.3	39.3	0.0	0.0	28
Parents at my school are aware of school policies.	7.1	25.0	28.6	35.7	3.6	0.0	28

2015 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
<b>Teacher Instructional Focus Items</b>							
Teachers at my school focus instruction on understanding, not just memorizing facts.	3.6	3.6	32.1	60.7	0.0	0.0	28
Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	53.6	46.4	0.0	0.0	28
Teachers at my school have high expectations for students' learning.	7.1	7.1	25.0	60.7	0.0	0.0	28
Student assessment information is effectively used by teachers to plan instruction.	3.6	14.3	28.6	53.6	0.0	0.0	28
Effective instructional strategies are used to meet the needs of low achieving students.	7.1	28.6	28.6	32.1	0.0	3.6	28
My school provides challenging instructional programs for students.	0.0	25.0	46.4	28.6	0.0	0.0	28
Instructional strategies are used to meet the needs of academically gifted students.	32.1	32.1	14.3	21.4	0.0	0.0	28
My school offers effective programs for students with disabilities.	10.7	35.7	10.7	35.7	7.1	0.0	28
There is a sufficient amount of classroom time allocated to instruction in essential skills.	7.1	14.3	35.7	42.9	0.0	0.0	28
<b>Teacher Resources Items</b>							
Our school has sufficient computers for instructional use.	50.0	21.4	7.1	21.4	0.0	0.0	28
Computers are used effectively for instruction at my school.	25.0	28.6	17.9	28.6	0.0	0.0	28
I have sufficient space in my classroom to meet the educational needs of my students.	7.1	7.1	25.0	60.7	0.0	0.0	28
There are sufficient materials and supplies available for classroom and instructional use.	25.0	32.1	14.3	28.6	0.0	0.0	28
There is sufficient space for instructional programs at my school.	3.6	7.1	35.7	50.0	0.0	3.6	28
Our school has a good selection of library and media material.	7.1	10.7	46.4	35.7	0.0	0.0	28
I have access to reliable communication technology, including phone, fax, and e-mail.	0.0	7.1	32.1	60.7	0.0	0.0	28
My class sizes allow me to meet the educational needs of my students.	14.3	17.9	25.0	42.9	0.0	0.0	28

2015 Teacher School Climate Dimension Items (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	Not Applicable	No Response	N
<b>Teacher Physical Environment Items</b>							
The hallways at my school are kept clean.	0.0	10.7	39.3	50.0	0.0	0.0	28
The grounds around my school are kept clean.	3.6	10.7	35.7	50.0	0.0	0.0	28
The bathrooms at my school are kept clean.	10.7	21.4	39.3	28.6	0.0	0.0	28
The school building is maintained well and repaired when needed.	14.3	35.7	25.0	21.4	0.0	3.6	28
<b>Teacher Safety Items</b>							
I feel safe at my school during the school day.	10.7	7.1	39.3	42.9	0.0	0.0	28
I feel safe at my school before and after school hours.	14.3	10.7	32.1	42.9	0.0	0.0	28
I feel safe going to or coming from my school.	3.6	7.1	39.3	50.0	0.0	0.0	28
<b>Other Teacher Items</b>							
I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	7.1	32.1	60.7	0.0	0.0	28
Local, state, or national policies assist me in meeting the educational needs of my students.	3.6	17.9	35.7	42.9	0.0	0.0	28
Teachers at my school collaborate for instructional planning.	0.0	25.0	35.7	25.0	0.0	14.3	28
I am satisfied with the social and physical environment at my school.	14.3	32.1	35.7	17.9	0.0	0.0	28
There are relevant professional development opportunities offered to teachers at my school.	7.1	14.3	39.3	39.3	0.0	0.0	28
The rules about how students should behave in my school are fair.	10.7	14.3	25.0	50.0	0.0	0.0	28
Teachers and students get along well with each other at my school.	7.1	25.0	42.9	25.0	0.0	0.0	28
Students from different backgrounds get along well at my school.	17.9	17.9	39.3	25.0	0.0	0.0	28
My non-instructional duties do not interfere with my essential role of educating students.	14.3	7.1	25.0	53.6	0.0	0.0	28
Sufficient resources are available to allow teachers to take advantage of professional development activities.	17.9	17.9	32.1	28.6	0.0	3.6	28
Student assessment information is used to set goals and plan programs for my school.	7.1	10.7	35.7	46.4	0.0	0.0	28
The school administration has high expectations for teacher performance.	3.6	14.3	39.3	42.9	0.0	0.0	28

## 2015 Student School Climate Dimensions

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
<b>Student Learning Environment Items</b>						
My teachers help students when they do not understand something.	14.7	11.8	38.2	35.3	0.0	34
My teachers spend enough time helping me learn.	23.5	2.9	20.6	52.9	0.0	34
My teachers want me to understand what I am learning, not just remember facts.	5.9	14.7	20.6	58.8	0.0	34
My teachers expect students to learn.	11.8	2.9	17.6	64.7	2.9	34
My teachers do a good job teaching me mathematics.	8.8	2.9	26.5	61.8	0.0	34
My teachers give homework assignments that help me learn better.	20.6	17.6	17.6	44.1	0.0	34
My teachers give tests on what I learn in class.	8.8	2.9	20.6	67.6	0.0	34
Teachers work together to help students at my school.	17.6	5.9	26.5	47.1	2.9	34
My teachers praise students when they do a good work.	32.4	14.7	26.5	23.5	2.9	34
My classes are interesting and fun.	23.5	29.4	26.5	20.6	0.0	34
The textbooks and workbooks I use at my school really help me to learn.	23.5	20.6	35.3	17.6	2.9	34
My teachers expect students to behave.	11.8	0.0	20.6	64.7	2.9	34
My teachers do a good job teaching me English language arts.	20.6	14.7	29.4	35.3	0.0	34
<b>Student Social-Physical Environment Items</b>						
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	52.9	35.3	5.9	5.9	0.0	34
Students at my school behave well in class.	55.9	41.2	2.9	0.0	0.0	34
The bathrooms at my school are kept clean.	64.7	23.5	8.8	0.0	2.9	34
The grounds around my school are kept clean.	50.0	26.5	17.6	5.9	0.0	34
Teachers and students get along well with each other at my school.	55.9	14.7	17.6	8.8	2.9	34
Students from different backgrounds get along well at my school.	58.8	14.7	14.7	8.8	2.9	34
The hallways at my school are kept clean.	32.4	14.7	17.6	35.3	0.0	34
Students at my school believe they can do a good work.	32.4	23.5	35.3	8.8	0.0	34
Broken things at my school get fixed.	44.1	14.7	23.5	17.6	0.0	34
I am satisfied with the social and physical environment at my school.	41.2	23.5	14.7	17.6	2.9	34

2015 Student School Climate Dimensions (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
<b>Student Home-School Relationship Items</b>						
My parent knows what I am expected to learn in school.	5.9	11.8	17.6	64.7	0.0	34
My parent helps me with my homework when I need it.	2.9	14.7	17.6	61.8	2.9	34
My parent knows how well I am doing in school.	11.8	2.9	23.5	58.8	2.9	34
Parents at my school know their children's homework assignments.	11.8	14.7	23.5	50.0	0.0	34
My school informs parents about school programs and activities.	20.6	5.9	26.5	47.1	0.0	34
I am satisfied with home-school relations.	29.4	5.9	26.5	38.2	0.0	34
Parents volunteer and participate in activities at my school.	23.5	17.6	8.8	50.0	0.0	34
Parents are welcomed at my school.	2.9	5.9	26.5	64.7	0.0	34
<b>Student Safety Items</b>						
I feel safe at my school during the school day.	38.2	5.9	32.4	23.5	0.0	34
I feel safe at my school before and after school hours.	44.1	5.9	20.6	26.5	2.9	34
I feel safe going to or coming from my school.	29.4	11.8	14.7	44.1	0.0	34

2015 Student School Climate Dimensions (Cont'd)

Item Text	Disagree	Mostly Disagree	Mostly Agree	Agree	No Response or Multiple Marks	N
<b>Other Student Items</b>						
My classes are challenging (not too easy; they make me think).	23.5	23.5	5.9	47.1	0.0	34
Work done by students can be seen on the walls of my school.	20.6	11.8	17.6	50.0	0.0	34
The media center at my school has a good selection of books.	8.8	17.6	20.6	52.9	0.0	34
I use computers and other technology at my school to help me learn.	23.5	26.5	20.6	26.5	2.9	34
I am satisfied with the learning environment in my school.	26.5	17.6	20.6	35.3	0.0	34
There is enough room for students to learn at my school.	14.7	2.9	29.4	52.9	0.0	34
Students at my school know the rules and what happens when students break the rules.	17.6	5.9	17.6	58.8	0.0	34
The rules about how students should behave in my school are fair.	23.5	17.6	23.5	35.3	0.0	34
The rules for behavior are enforced at my school.	26.5	8.8	14.7	50.0	0.0	34

2015 Parent Item Responses by School Climate Dimension

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
<b>Parent Learning Environment Items</b>							
My child's teachers encourage my child to learn.	0.0	0.0	50.0	50.0	0.0	0.0	14
My child's school has high expectations for student learning.	0.0	7.1	50.0	42.9	0.0	0.0	14
My child's teachers give homework that helps my child learn.	0.0	0.0	50.0	50.0	0.0	0.0	14
My child's teachers provide extra help when my child needs it.	0.0	14.3	35.7	35.7	14.3	0.0	14
I am satisfied with the learning environment at my child's school.	0.0	14.3	50.0	28.6	7.1	0.0	14
<b>Parent Social-Physical Environment Items</b>							
My child feels safe at school.	0.0	7.1	57.1	28.6	7.1	0.0	14
I am satisfied with the social and physical environment at my child's school.	7.1	14.3	42.9	28.6	7.1	0.0	14
My child's school is kept neat and clean.	0.0	7.1	42.9	50.0	0.0	0.0	14
Students at my child's school are well-behaved.	21.4	35.7	7.1	21.4	14.3	0.0	14
My child's teachers care about my child as an individual.	7.1	7.1	35.7	42.9	7.1	0.0	14
<b>Parent Teacher Care and Support Items</b>							
My child's teachers tell me how I can help my child learn.	7.1	21.4	14.3	57.1	0.0	0.0	14
My child's teachers contact me to say good things about my child.	7.1	28.6	42.9	21.4	0.0	0.0	14
My child's teachers invite me to visit my child's classrooms during the school day.	14.3	21.4	28.6	28.6	7.1	0.0	14

2015 Parent Item Responses by School Climate Dimension (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
<b>Parent Home-School Relationship Items</b>							
My child's school considers changes based on what parents say.	7.1	21.4	14.3	42.9	14.3	0.0	14
The principal at my child's school is available and welcoming.	0.0	7.1	21.4	71.4	0.0	0.0	14
My child's school includes me in decision-making.	0.0	28.6	28.6	21.4	21.4	0.0	14
I am satisfied with home and school relations at my child's school.	14.3	7.1	28.6	28.6	21.4	0.0	14
My child's school treats all students fairly.	0.0	21.4	35.7	35.7	7.1	0.0	14
My child's school schedules activities at times that I can attend.	0.0	7.1	35.7	50.0	7.1	0.0	14
My child's school gives me information about what my child should be learning in school.	7.1	14.3	21.4	57.1	0.0	0.0	14
My child's school returns my phone calls or e-mails promptly.	7.1	21.4	42.9	21.4	7.1	0.0	14

2015 Parent School Overall Effectiveness Item Responses

Item Text	Very Good	Good	Okay	Bad	Very Bad	Missing	N
<b>Parent School Overall Effectiveness Items</b>							
The school's overall friendliness.	21.4	42.9	35.7	0.0	0.0	0.0	14
The school's interest in parent's ideas and opinions.	28.6	42.9	21.4	7.1	0.0	0.0	14
The school's efforts to get important information from parents.	50.0	14.3	14.3	14.3	7.1	0.0	14
The school's efforts to give important information to parents.	57.1	7.1	28.6	0.0	7.1	0.0	14

## 2015 Parental Participation Item Responses

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event	Missing	N
<b>Parental Participation Items</b>						
Attend Open Houses or parent-teacher conferences.	71.4	21.4	7.1	0.0	0.0	14
Attend student programs or performances.	71.4	21.4	7.1	0.0	0.0	14
Volunteer for school.	14.3	42.9	14.3	28.6	0.0	14
Go on trips with my child's school.	21.4	50.0	14.3	14.3	0.0	14
Participate in School Improvement Council Meetings.	7.1	50.0	28.6	14.3	0.0	14
Participate in Parent-teacher-Student Organizations (PTA, PTO, etc.).	42.9	35.7	14.3	7.1	0.0	14
Participate in school committees (textbook committee, spring carnival committee, etc.)	14.3	28.6	35.7	21.4	0.0	14
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	50.0	7.1	7.1	35.7	0.0	14

## 2015 Parental Responsibility Item Responses

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	Missing	N
<b>Parental Responsibility Items</b>					
Visit my child's classroom during the day.	28.6	64.3	7.1	0.0	14
Contact my child's teachers about my child's school work.	71.4	28.6	0.0	0.0	14
Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	64.3	28.6	7.1	0.0	14
Make sure my child does his/her homework.	85.7	14.3	0.0	0.0	14
Help my child with homework when he/she needs it.	85.7	14.3	0.0	0.0	14

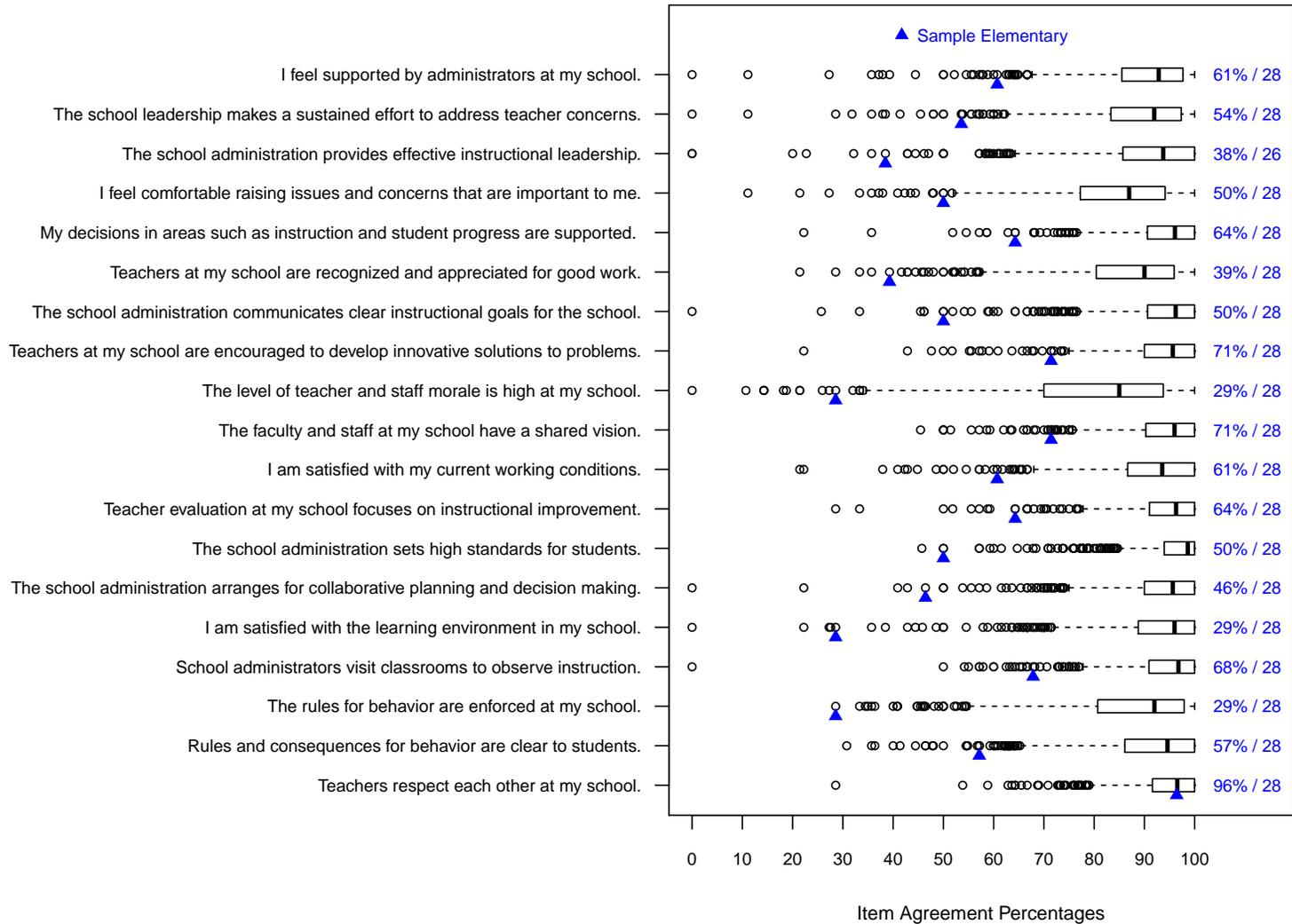
## 2015 Parental Involvement Obstacle Item Responses

Item Text	True	False	Missing	N
<b>Parental Involvement Obstacle Items</b>				
Lack of transportation reduces my involvement.	42.9	50.0	7.1	14
Family health problems reduce my involvement.	21.4	71.4	7.1	14
Lack of available care for my children or other family members reduces my involvement.	14.3	78.6	7.1	14
My work schedule makes it hard to be involved.	28.6	64.3	7.1	14
The school does not encourage my involvement.	21.4	71.4	7.1	14
Information about how to be involved either comes too late or not at all.	35.7	57.1	7.1	14
I don't feel like it is appreciated when I try to be involved.	0.0	85.7	14.3	14

Sample Elementary School (Elementary), Sample County School District (0000000)

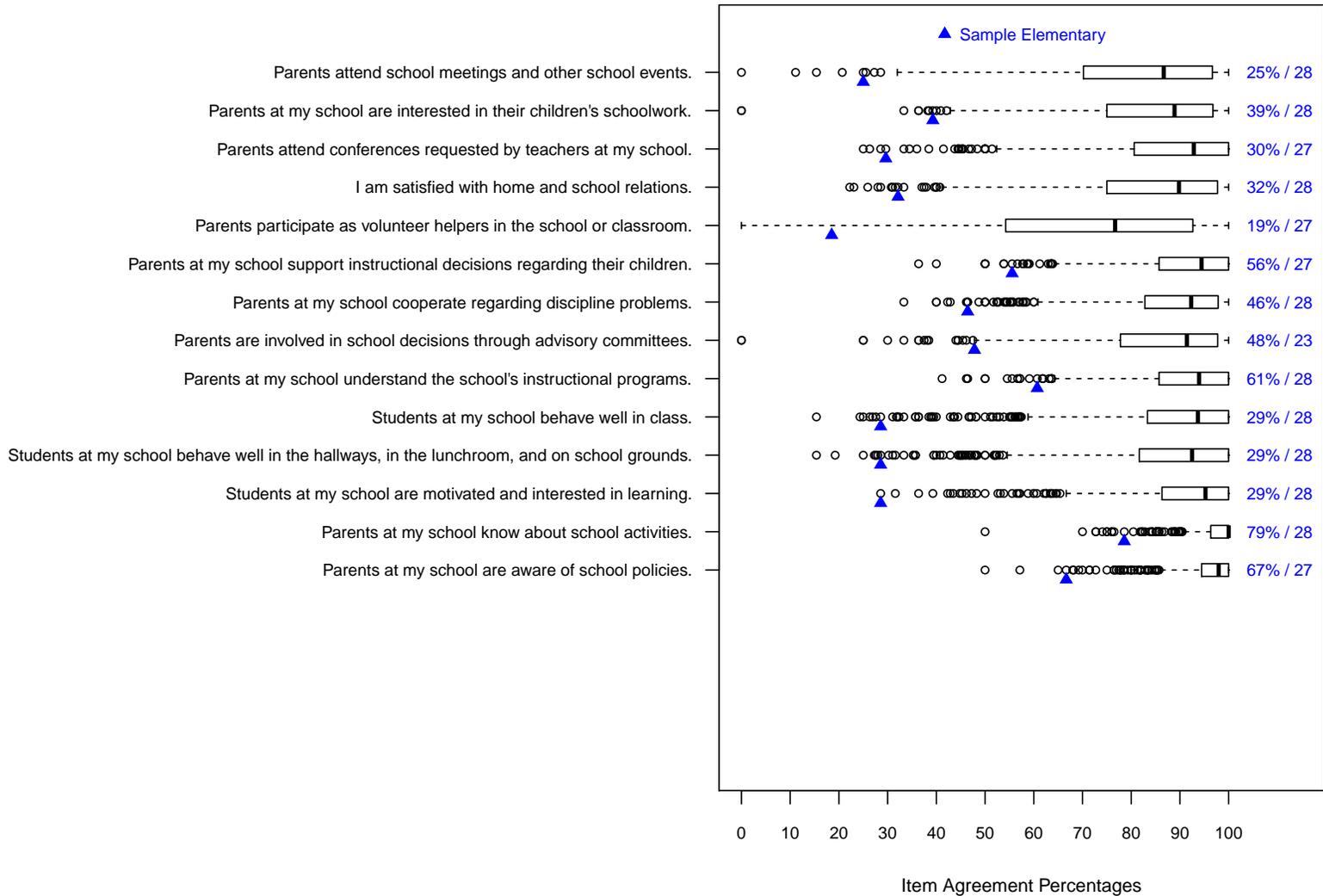
2015 Teacher Survey, Working Conditions/Leadership Dimension Items  
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



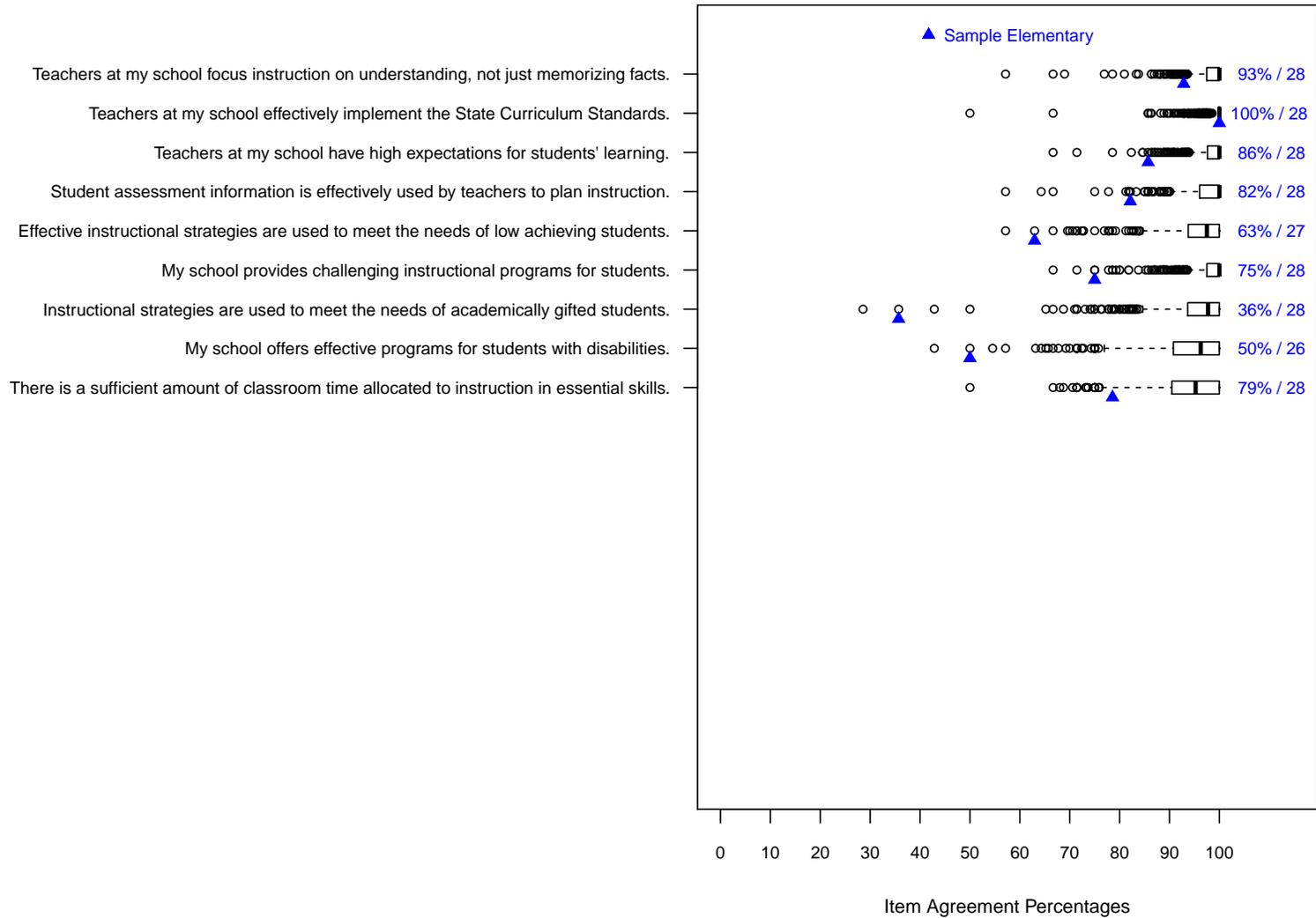
2015 Teacher Survey, Home-School Relationship Dimension Items  
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



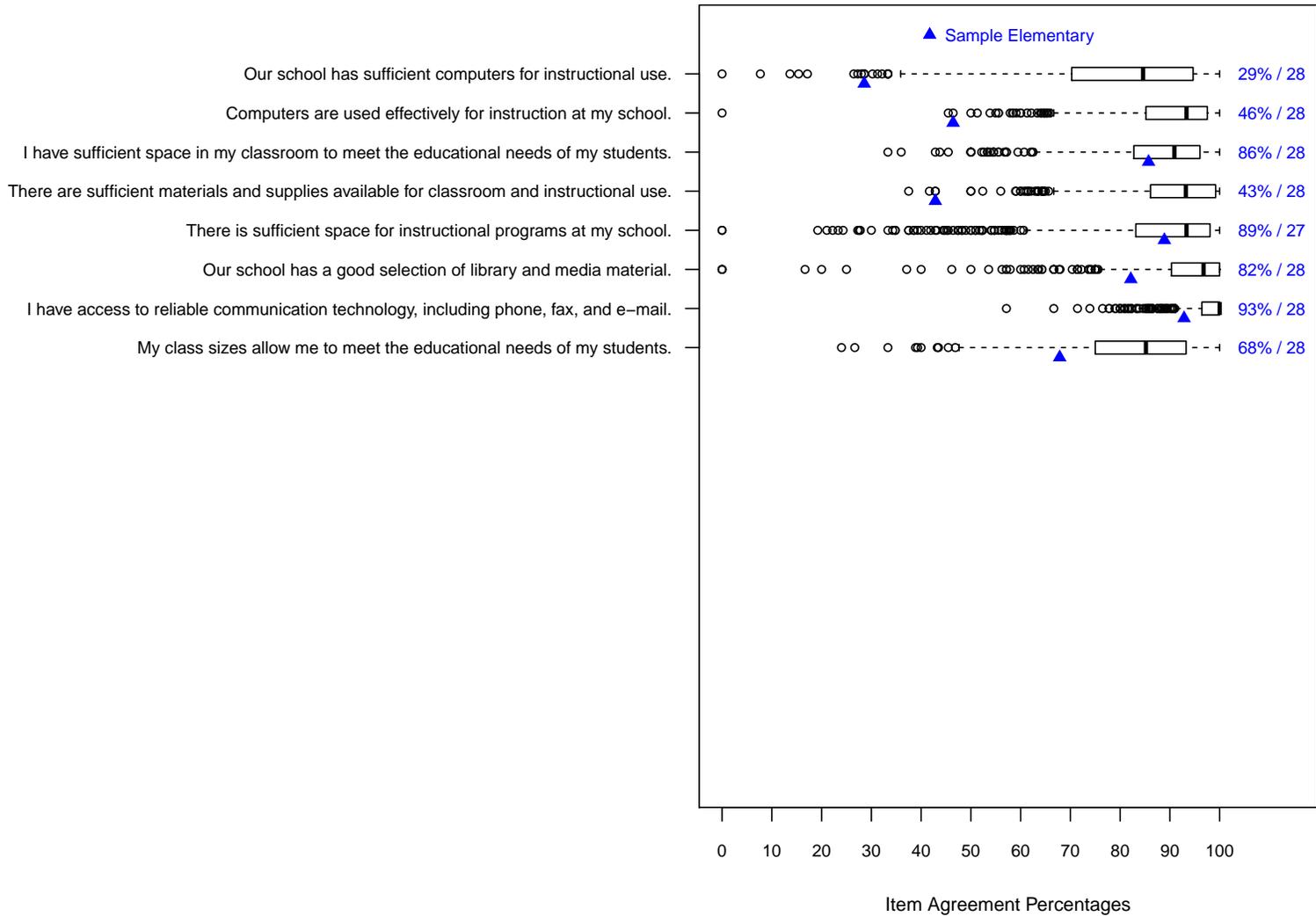
2015 Teacher Survey, Instructional Focus Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



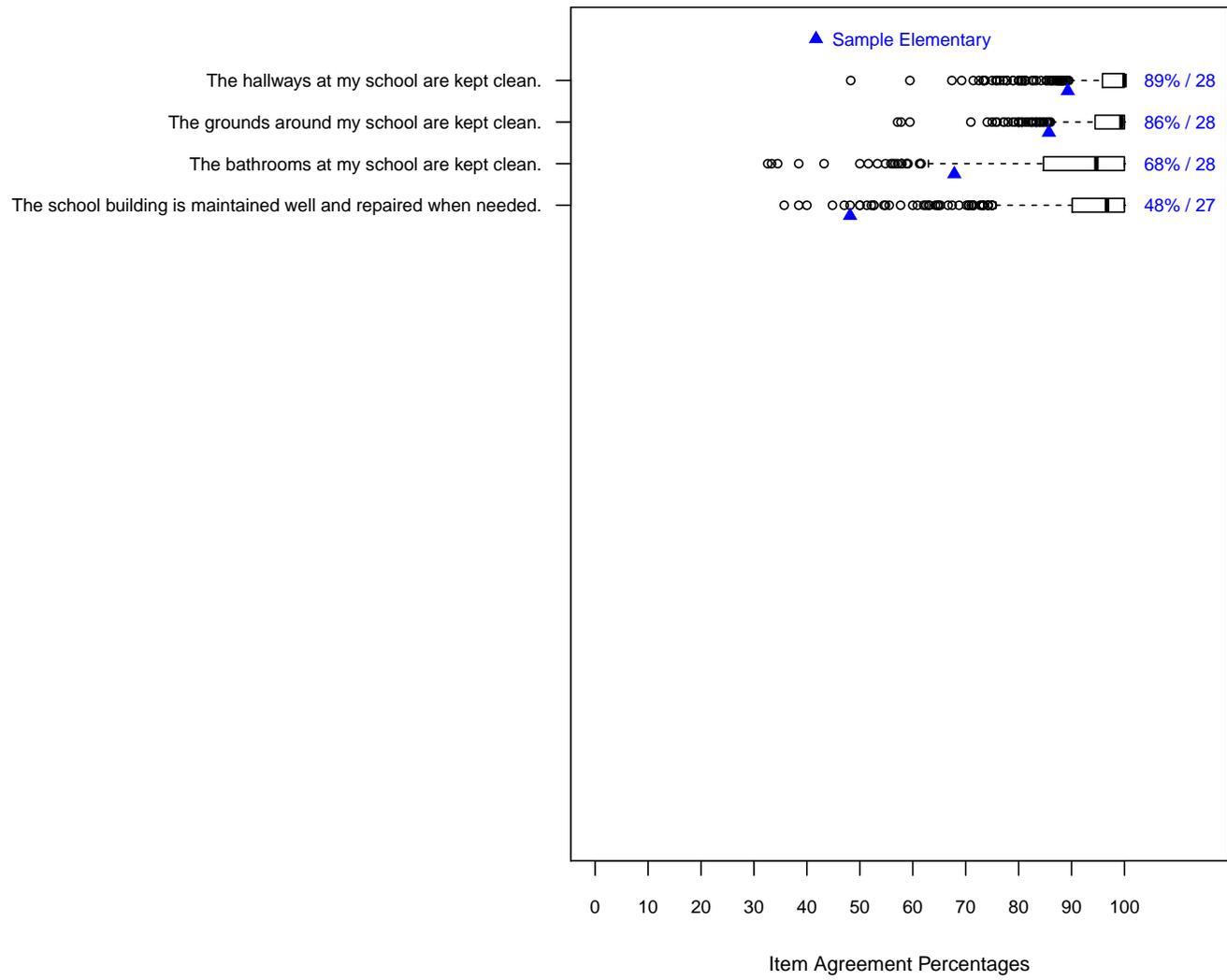
2015 Teacher Survey, Resources Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



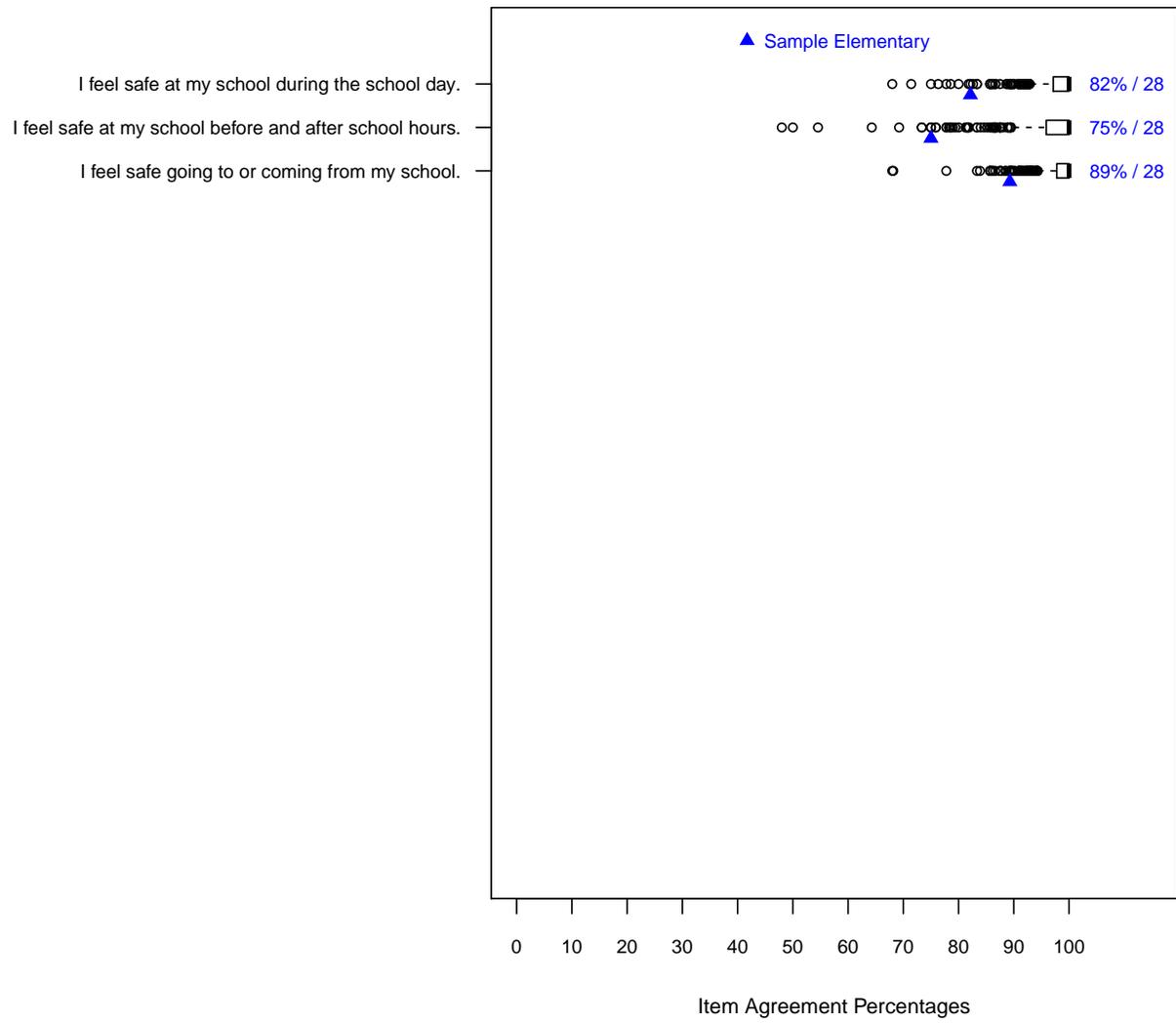
2015 Teacher Survey, Physical Environment Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



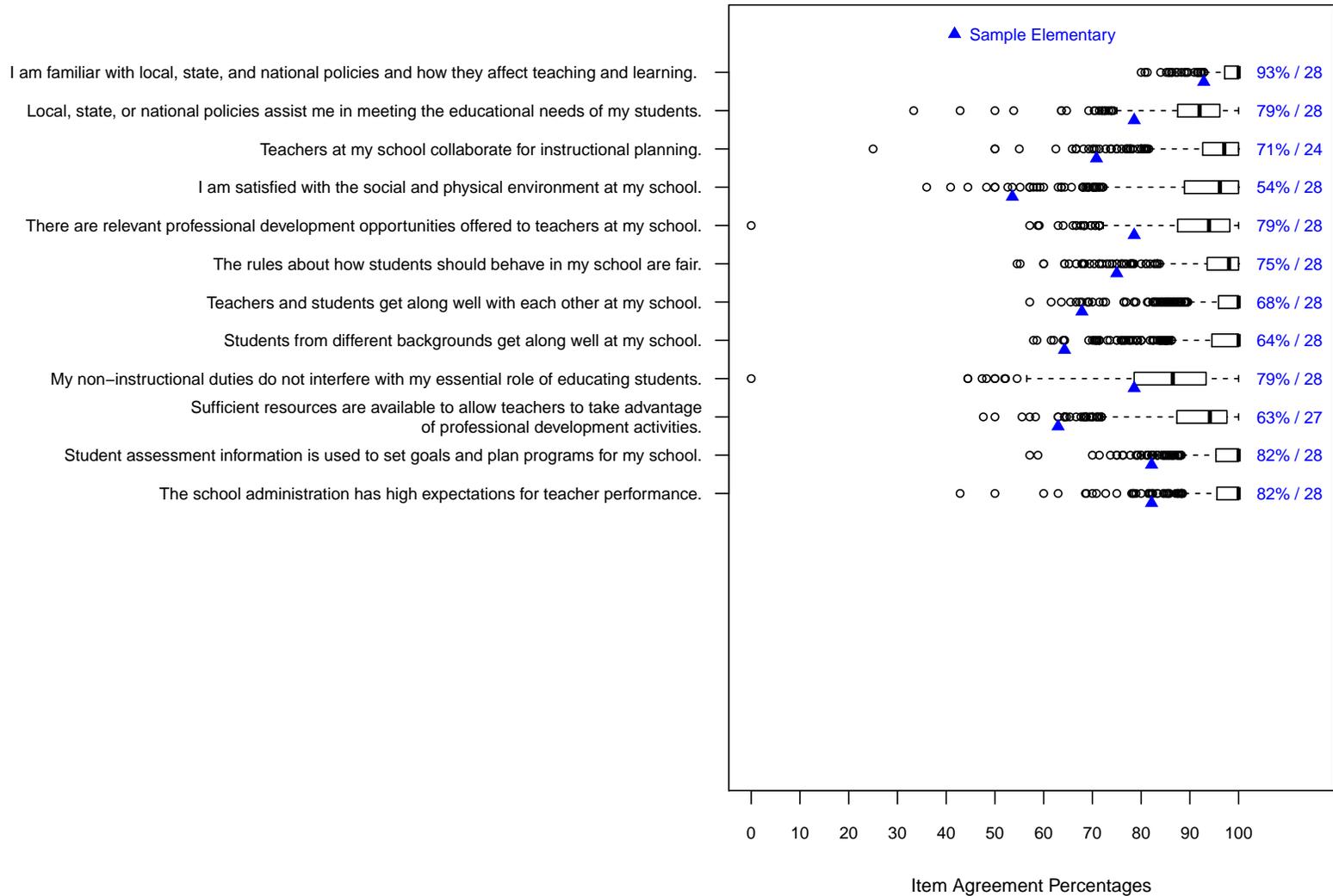
2015 Teacher Survey, Safety Dimension Items  
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



2015 Teacher Survey, Other Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

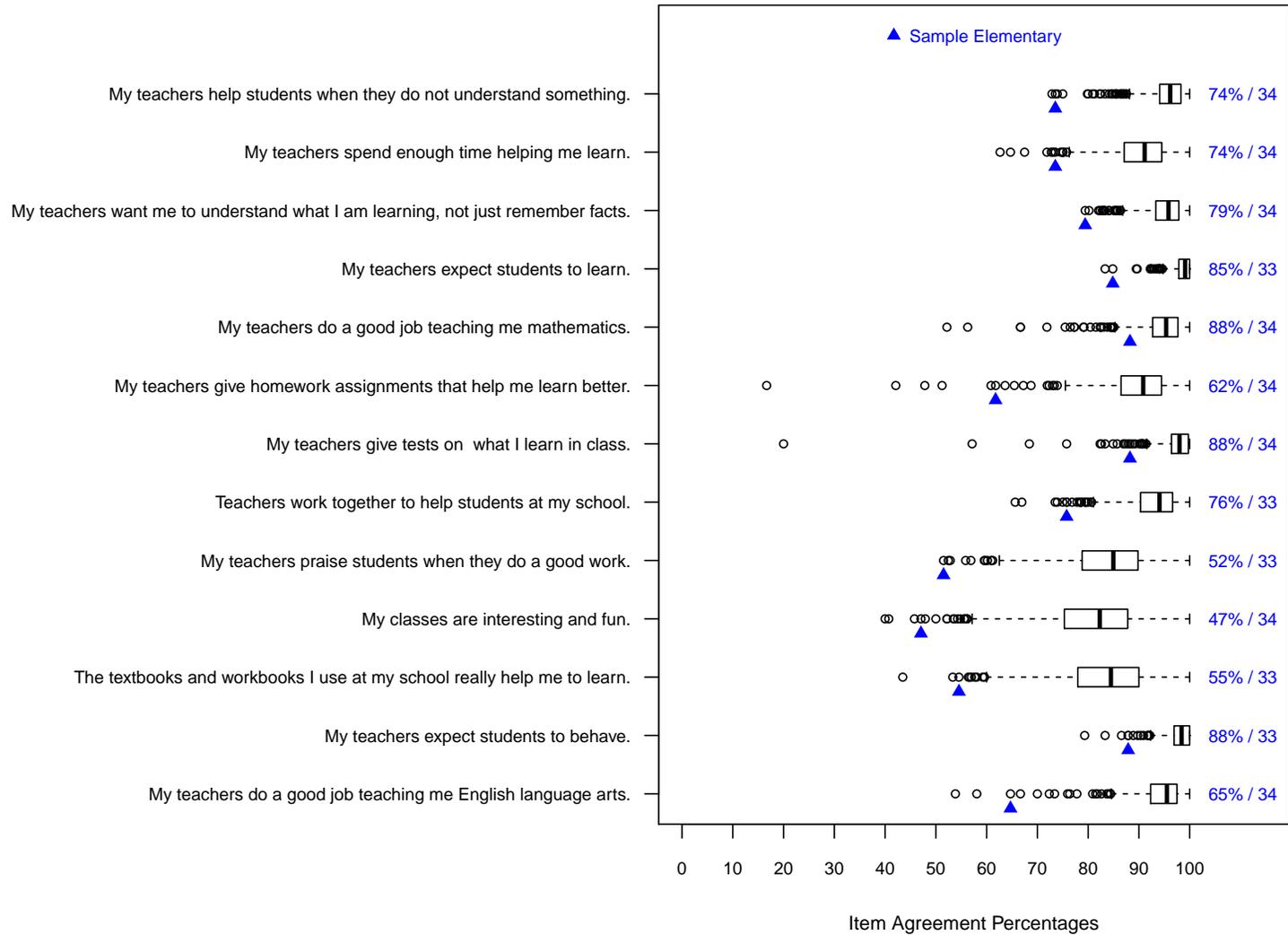
Comparative Results for Sample Elementary



Sample Elementary School (Elementary), Sample County School District (0000000)

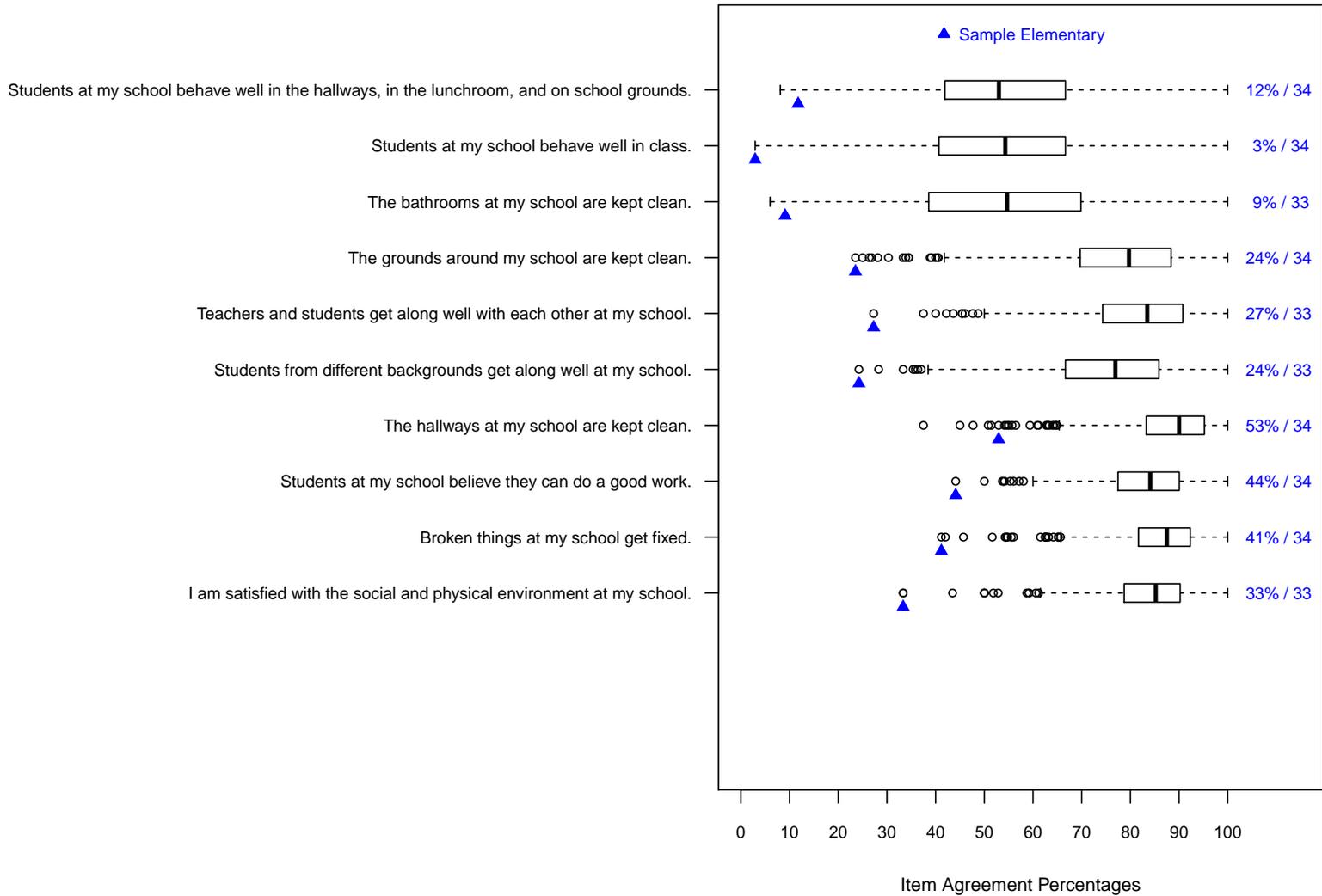
2015 Student Survey, Learning Environment Dimension Items  
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



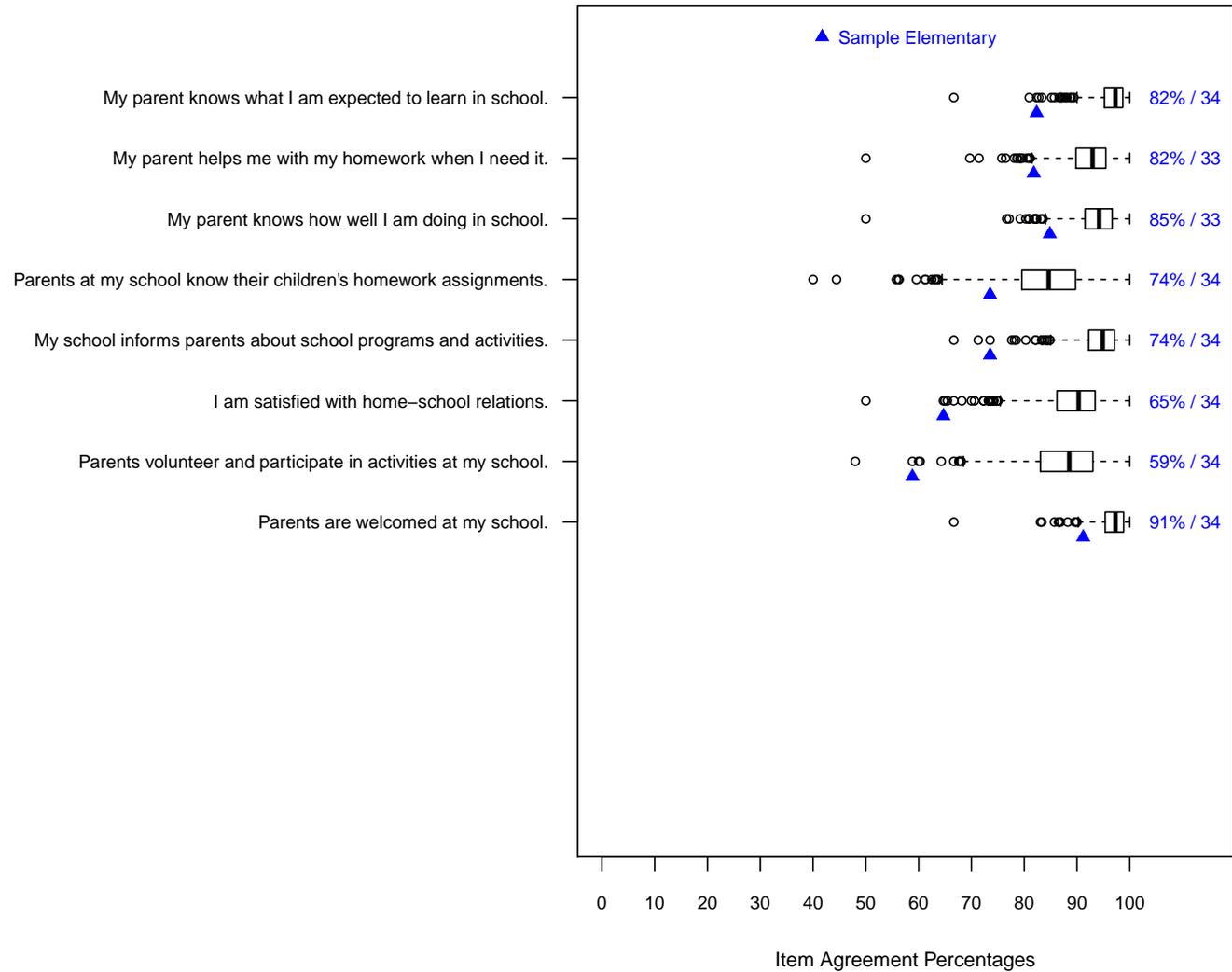
2015 Student Survey, Social-Physical Environment Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



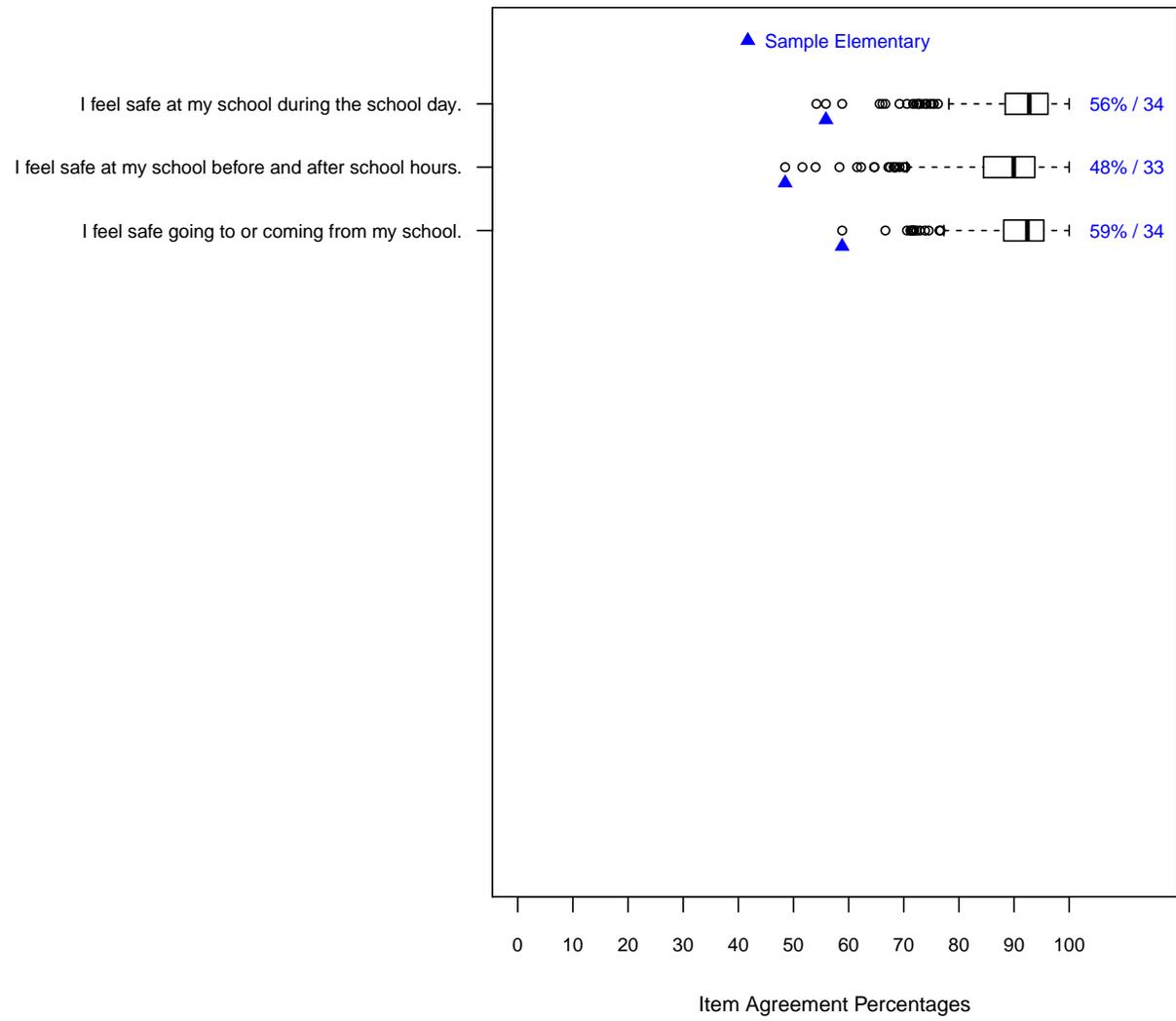
2015 Student Survey, Home–School Relationship Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



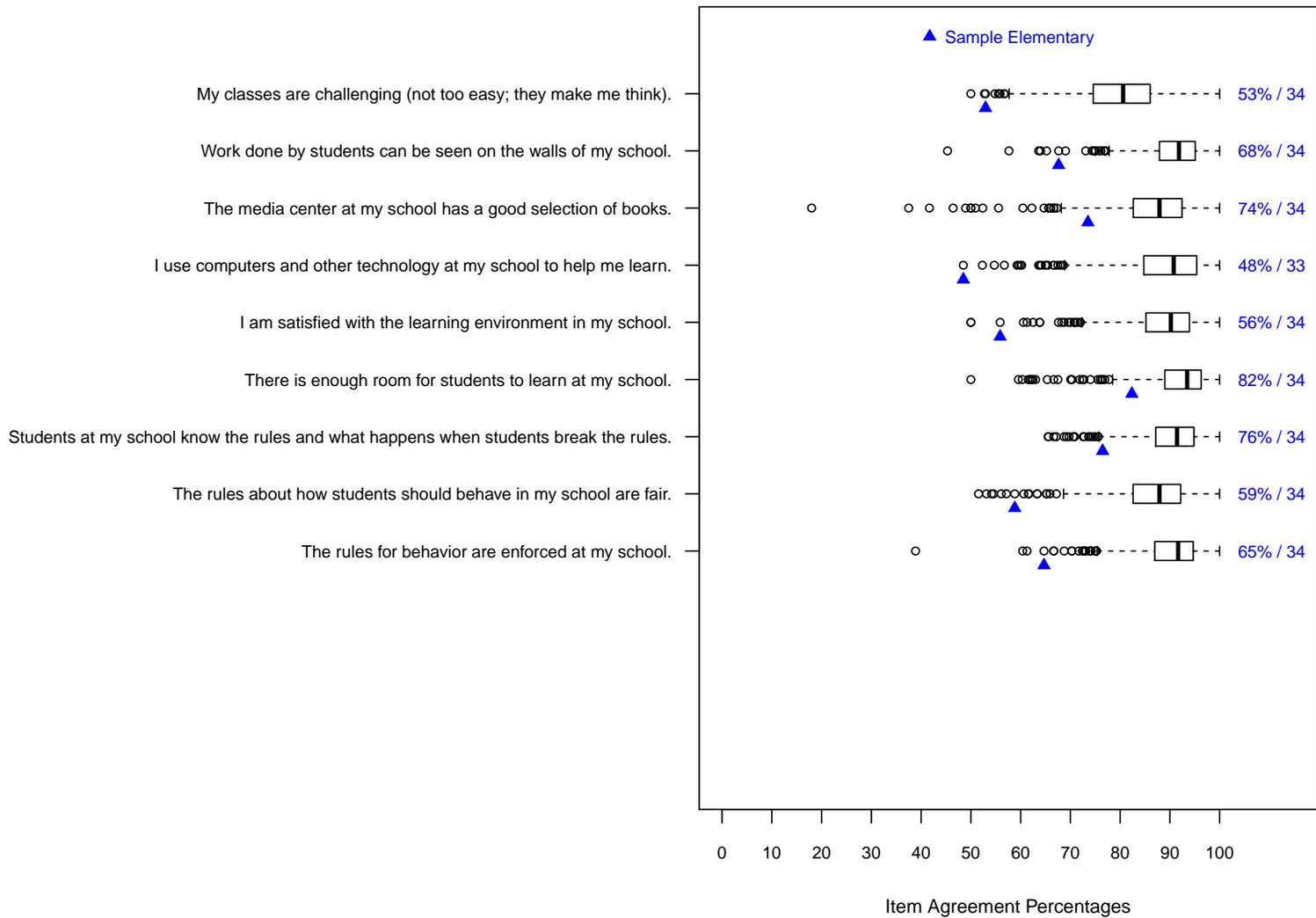
2015 Student Survey, Safety Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



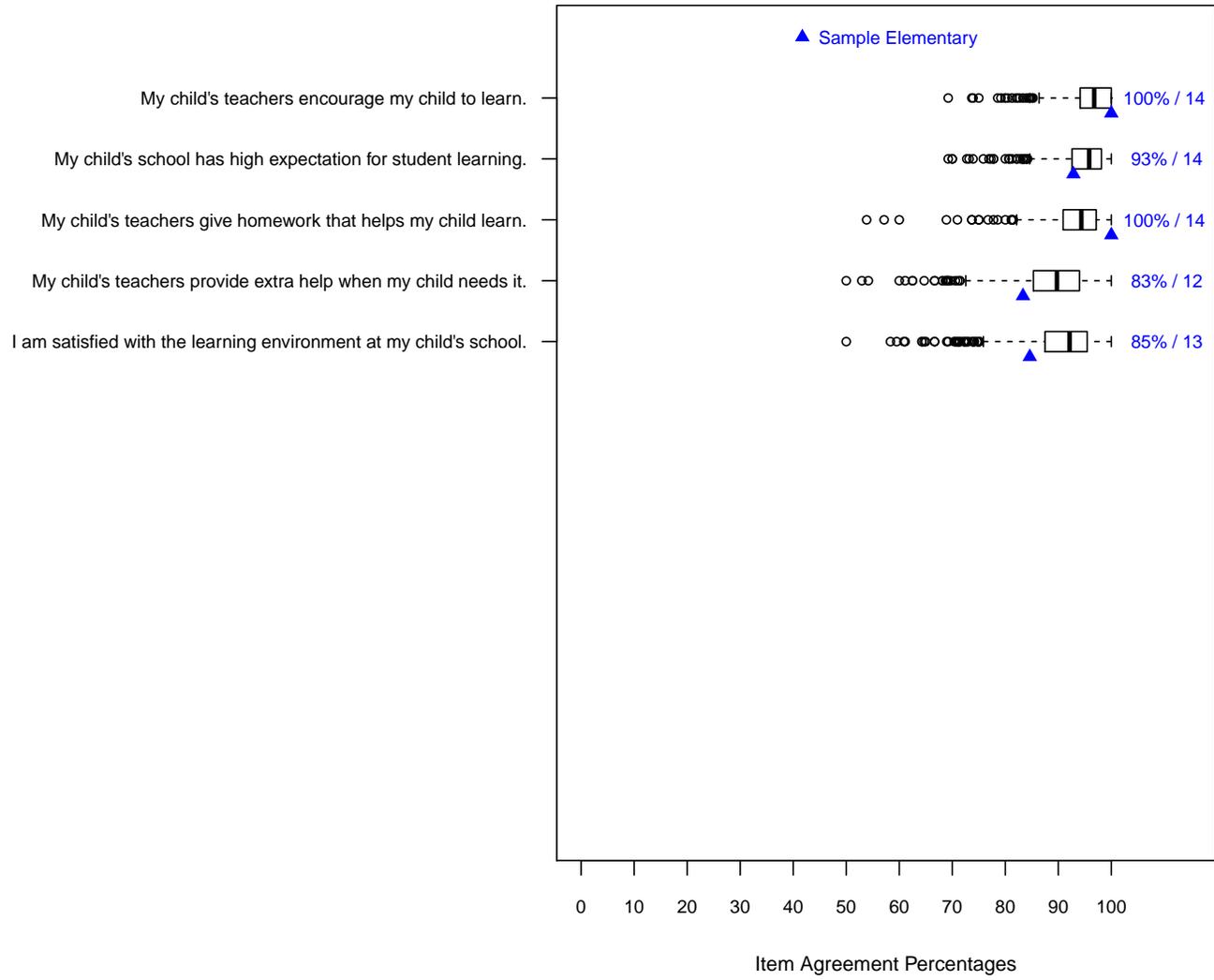
2015 Student Survey, Other Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



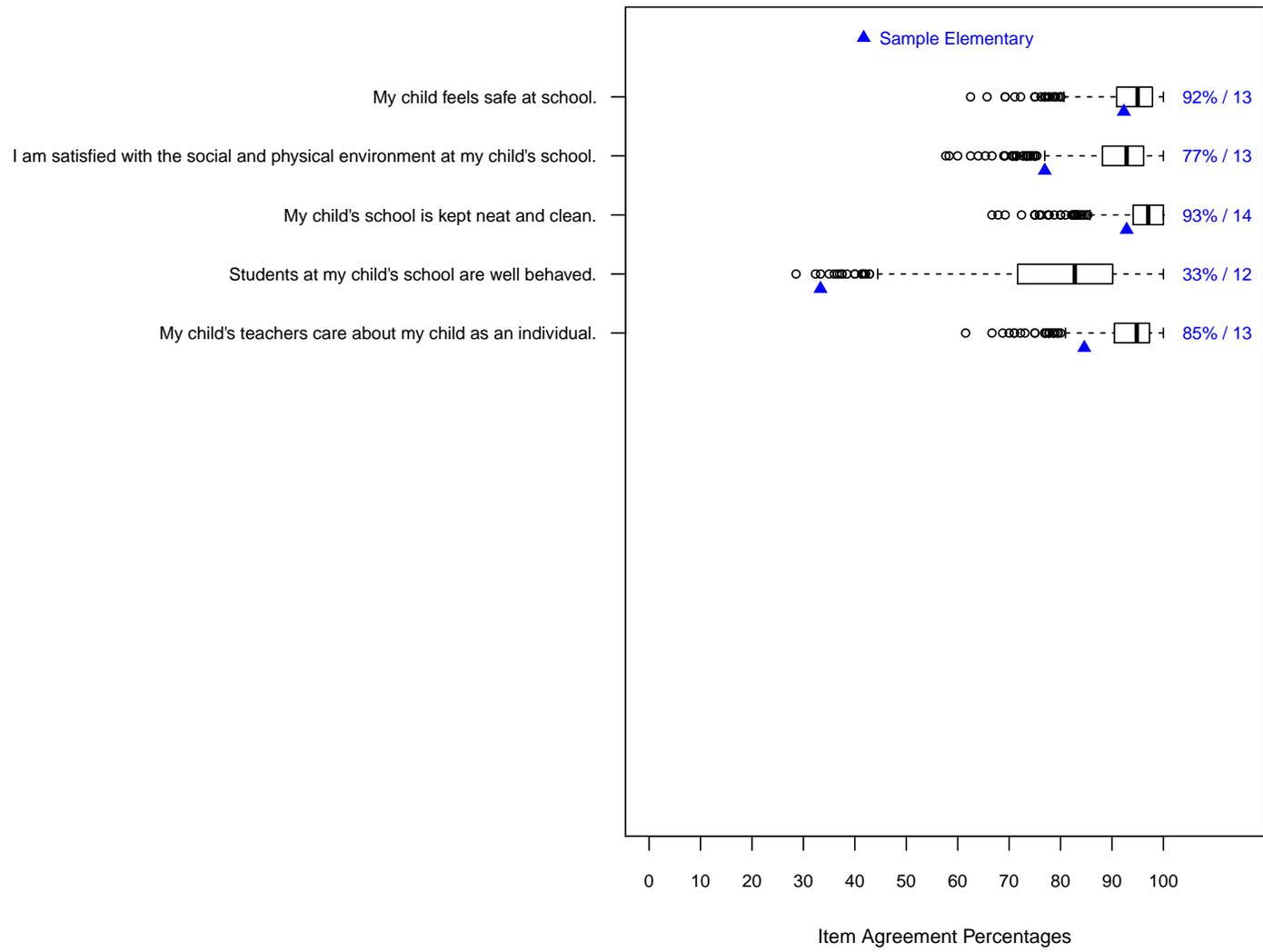
2015 Parent Survey, Learning Environment Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



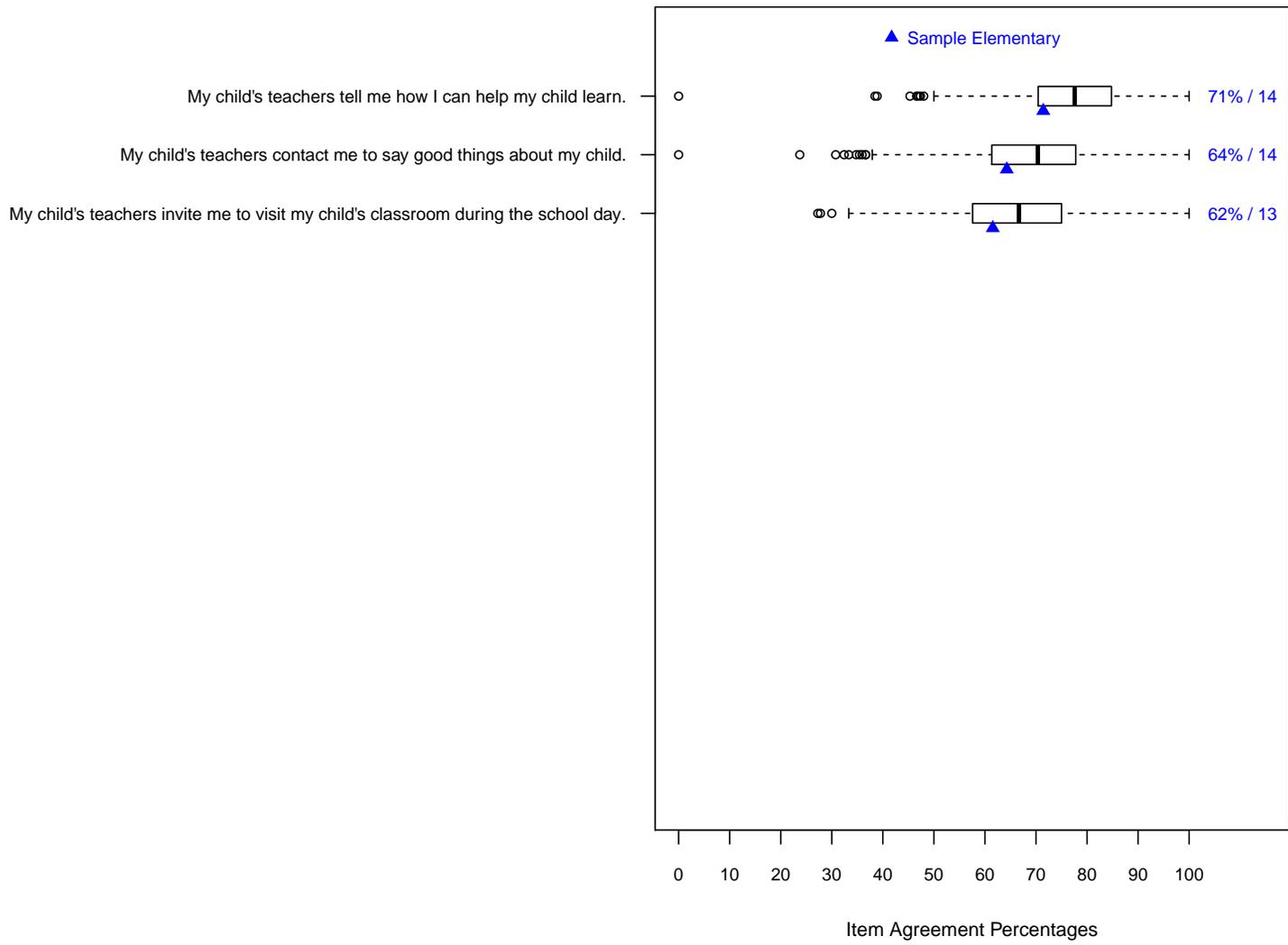
2015 Parent Survey, Social-Physical Environment Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



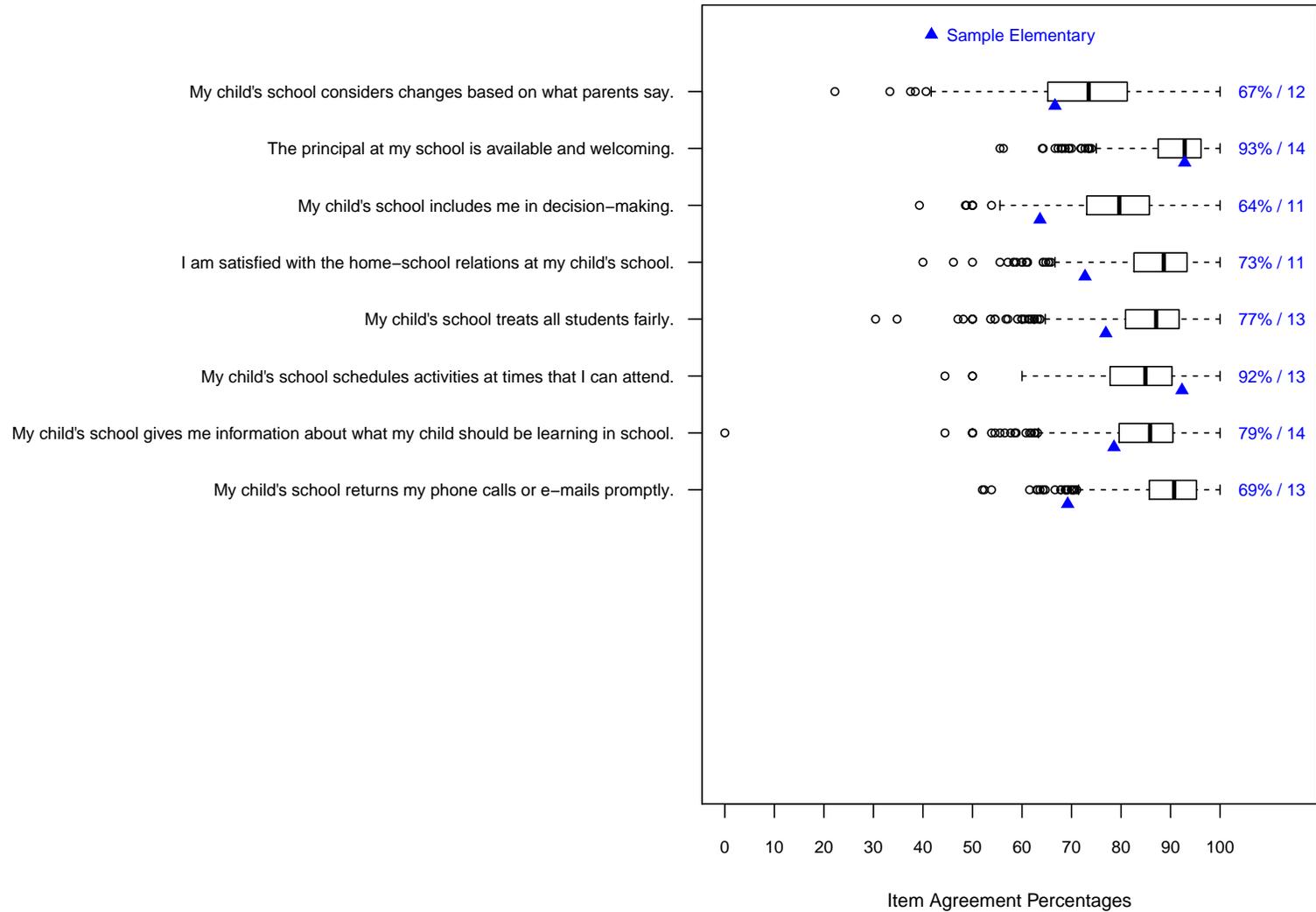
2015 Parent Survey, Teacher Care and Support Dimension Items  
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



2015 Parent Survey, Home–School Relationship Dimension Items  
Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Sample Elementary



## Data Notes

**Per School Insufficient Data Thresholds** For each stakeholder survey taken separately, if the number of respondents for a school was fewer than a threshold value, we did not publish percentile ranks for that school for confidentiality/privacy concerns, and model validity and reliability issues.

- The teacher respondent threshold was 10.
- The student respondent threshold was 15.
- The parent respondent threshold was 10.

**Imputation and Listwise Deletion Rules** For the purposes of deriving a school climate factor score, we included every survey with a sufficient number of items answered in the factor analysis used to compute school climate factor scores. A survey was judged to have a sufficient number of items answered if there were fewer than 25% missing responses per original survey subsection (Learning Environment, etc.). Missing response values were then imputed from the original survey subsection mean. Surveys with “don’t know” responses were listwise deleted.

**Standardization by School Organizational Level** We calculate the standardized mean factor score and factor percentile rank for each school within its organizational level (Elementary, Middle, or High). For schools with multiple report cards, we performed a separate standardization for each school organizational level with a published report card. For purposes of identifying which report cards a school would publish, we used the current year poverty index file, typically available from the SCDE (posted to its website) in mid-summer.

## Contact

For additional information, please contact:

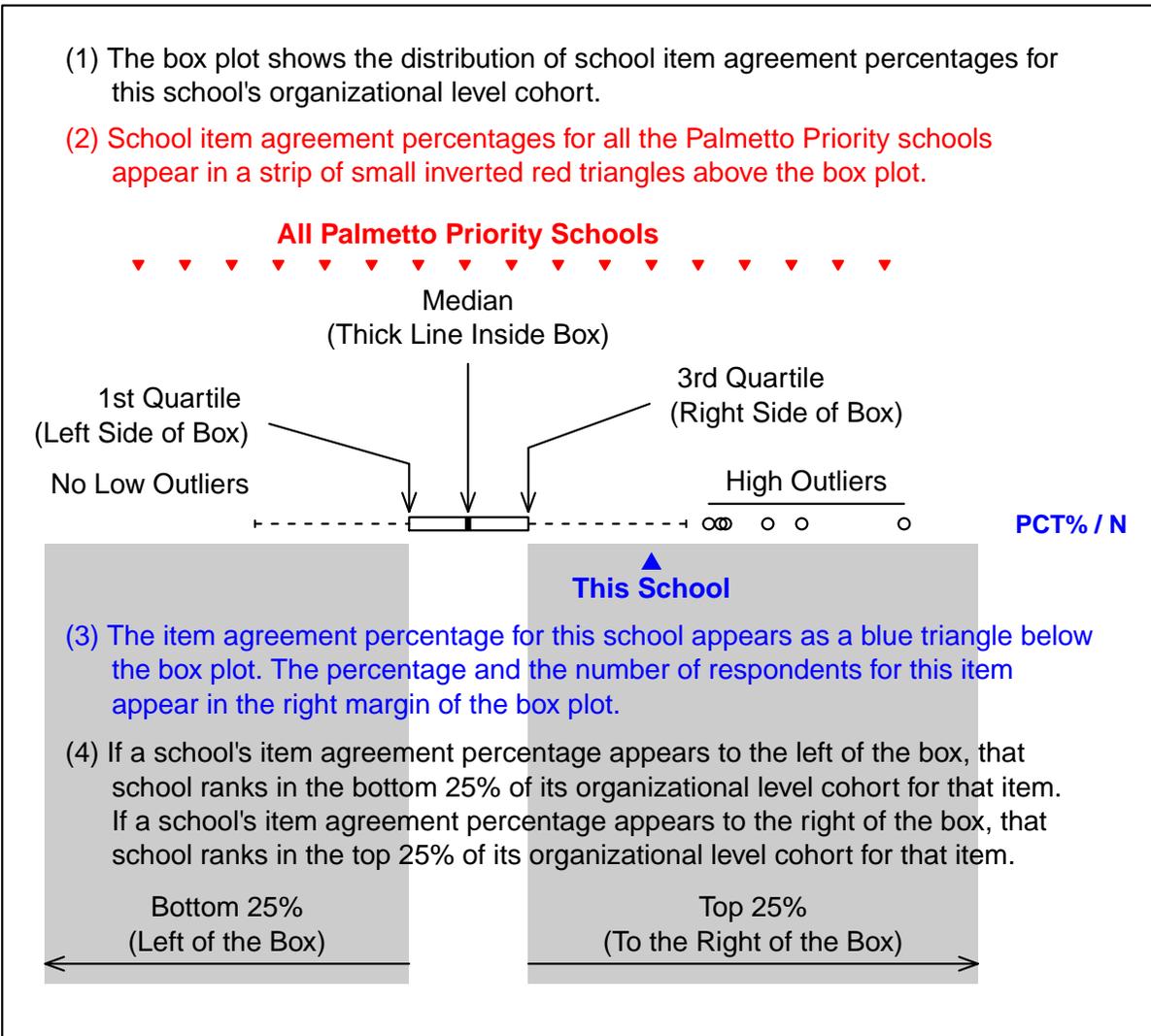
Diane M. Monrad, Director  
South Carolina Educational Policy Center  
College of Education, University of South Carolina





## Item Agreement Percentage Box Plots

July 26, 2011



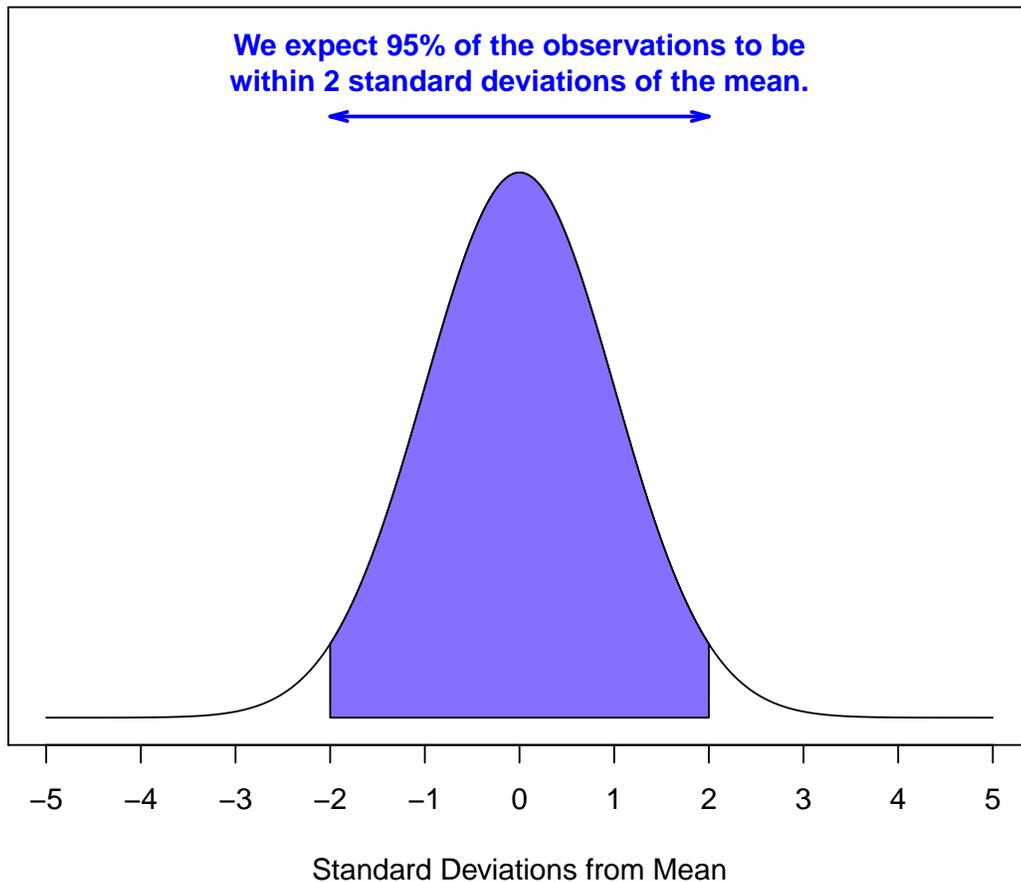
- The width of the box is the *Inter-Quartile Range*. The IQR is a measure of the spread of a distribution, like the variance or standard deviation. A relatively wide box indicates a distribution that is more spread out than a relatively narrow box.
- The whiskers extend from the edges box to the most extreme data point within 1.5x the IQR.
- Outliers appear as small black circles.



# The Empirical Rule: Standard Deviations and Percentages

May 17, 2011

## The Empirical Rule 1-2-3 and 67%-95%-99%



We expect only 1 in 100 observations to lie outside 3 standard deviations from the mean.

$s$ Standard Deviations from the Mean	Percentage Within $\pm s$	Fraction Outside $\pm s$
1	67	1 in 3
2	95	1 in 20
3	99	1 in 100
4	99.99	1 in 10,000
5	99.9999	1 in 1,000,000

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

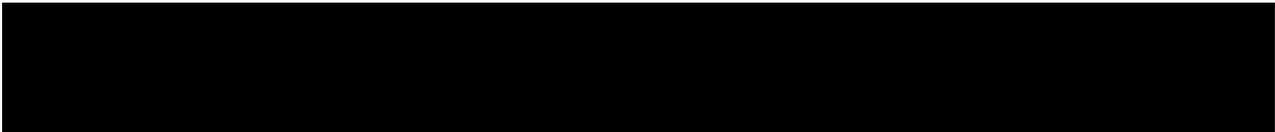
[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

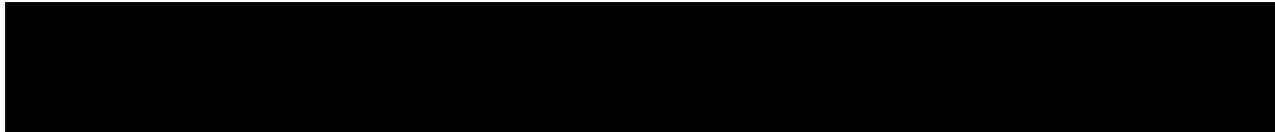
**Carolina Family Engagement Center (CFEC)  
Budget Justification**

**Personnel**

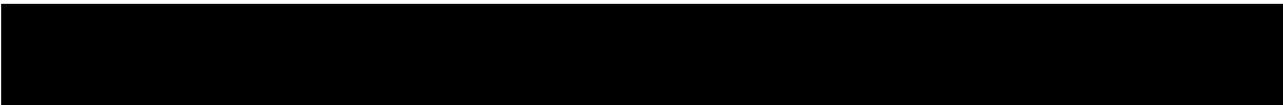
**Karen Utter, J.D., Project Director**, will devote 48% of her time annually to this project. Federal funds requested each year represent 23% of her time with 25% being contributed as match by the South Carolina School Improvement Council through the University of South Carolina's College of Education. As Project Director, she will assume responsibility for overseeing every aspect of the Carolina Family Engagement Center (CFEC), including personnel oversight, overseeing coordination of the network of organizations and partners with programs focused on family engagement identified in this proposal, overseeing development and implementation of the family engagement initiatives, and website and resources development and dissemination. She will work closely with the South Carolina Department of Education (SEA) as a primary partner in CFEC and all other identified partners.



**Tom F. Hudson, Co-Project Director** - will devote 41% of his time annually to this project. Federal funds requested each year represent 23% of his time with 18% being contributed as match by the South Carolina School Improvement Council through the University of South Carolina's College of Education. As Co-Director, he will work closely with Ms. Utter in providing oversight for CFEC activities, personnel, and network coordination, and will provide oversight in the development of website, social media, communications materials and dissemination, and outreach efforts of the CFEC.



**Dr. Gina M. Kunz, Co-Project Director and Family Engagement Specialist**, will devote 20% of her time annually to this project. As Co-Director and Family Engagement Specialist, she will assist PD Utter and Co-PD Hudson in grant-related activities, including overall large-scale grant management. She will also contribute her experience and expertise in the area of family engagement across all geographical contexts (e.g., urban and rural) for the development of CFEC materials, resources, and mechanisms aligned with standards in this field.



**Dr. Michelle Bryan, Diversity, Equity, and Inclusion Specialist**, will devote 13.3% of her time annually to this project. Federal funds requested each year represent 3.3% of her time with 10% being contributed as match through the University of South Carolina's College of Education. As a Specialist, she will contribute her experience and expertise in the area of

diversity, equity, and inclusion for the development of CFEC materials, resources, and mechanisms aligned with standards in this field. She will also serve as a representative of the UofSC College of Education on CFEC's Advisory Board, and will provide subject matter assistance in the area of family advocacy.

[REDACTED]

**Dr. Michele Myers, African American Families Specialist**, will devote 4.2% of her time to this project annually equivalent to \$2500 provided through requested Federal funds. As a Specialist, she will contribute her experience and expertise in the area of African American Families for the development of CFEC materials, resources, and mechanisms aligned with standards in this field.

[REDACTED]

**Dr. Heather Googe, Early Childhood Specialist**, will devote 3% of her time to this project annually equivalent to \$2500 provided through requested Federal funds. As a Specialist, she will contribute her experience and expertise in the area of Early Childhood Education for the development of CFEC materials, resources, and mechanisms aligned with standards in this field.

[REDACTED]

**Dr. Julia Lopez-Robertson, Latino Families Specialist**, will devote 3% of her time to this project annually equivalent to \$2500 provided through requested Federal funds. As a Specialist, she will contribute her experience and expertise in the area of Latino Families for the development of CFEC materials, resources, and mechanisms aligned with standards in this field.

[REDACTED]

**Dr. Yasha Becton, Family Advocacy for Minorities Specialist**, will devote 4% of her time to this project annually equivalent to \$2500 provided through requested Federal funds. As a Specialist, she will contribute her experience and expertise in the area of Family Advocacy for Minorities for the development of CFEC materials, resources, and mechanisms aligned with standards in this field.

[REDACTED]

**Dr. Catherine Compton-Lily, Literacy Specialist**, will devote 2% of her time to this project annually equivalent to \$2500 provided through requested Federal funds. As a Specialist, she will contribute her experience and expertise in the area of Literacy for the development of CFEC materials, resources, and mechanisms aligned with standards in this field.

[REDACTED]

**Claudia Parnell, Web Design and Communications Outreach**, will devote 23.09% of her time annually to this project. Federal funds requested each year represent 23% of her time with .09% being contributed as match by the South Carolina School Improvement Council through the University of South Carolina's College of Education. Under the direction of Co-PD Hudson, she will create, design, and manage the CFEC website and its content, coordinate social media postings, and assist in the design and production of communications, outreach, and other internal and external materials for the CFEC.

**Post-Doctoral Fellow**, TBD, will be responsible for contributing to the development of family engagement materials and other resources that draw from evidence-based practices. This fellowship will provide a unique opportunity for a post-doctoral fellow to acquire advanced knowledge and skills in family engagement in a coordinated network of organizations and entities throughout the state. Specifically, through this fellowship, the fellow will contribute his/her expertise in the related areas of family engagement and education, and he/she will also strengthen his/her knowledge and skills related to the specific family engagement frameworks and models that form the foundation for the CFEC resources and strategies. This fellow will work closely with all key and other project personnel to acquire and/or strengthen knowledge and skills related to a statewide Center of this nature, partner organizations including the SEA, districts, schools and community organizations focused on family engagement. The post-doc will also assist the PD/Co-PDs with early preparation for the Year 3 family engagement conference. The Post-Doc will be funded 100% in year 1 and 80% in year 2.

**Graduate Research Assistants**, four TBD, will be responsible for working closely with the Project Director and Co-Directors in developing and maintaining a comprehensive, user-friendly and accessible database as a central hub for information identified as relevant to this family engagement Center. They will routinely conduct database searches for articles and reports and other relevant sources of information, and they will gather and centralize the relevant information from all the partners collaborating in the statewide network. Even in this early stage of the Center, the graduate students will work with the project team to begin outlining the content and format for the Conference that is planned for Year 3. Four GRAs are budgeted for in project Year 1, as the Center project team will require accessing all of this information within the first year to be set up for implementation beginning in project year 2. Graduate students in fields of education and related fields will be recruited to fill these positions. The GRAs will be funded 100% in year 1 at a rate of \$19,000.

**Six Regional Family Engagement Liaisons**, TBD, will be responsible in years 2-5 for the following: building statewide infrastructure, working with liaisons from other partner organizations to make connections and answer inquiries for resources and trainings from any

district, school, or family in their region; meeting with schools in their region on at least a monthly basis to provide on-site training and technical assistance in planning, implementing, and evaluating a family engagement program; providing ongoing technical assistance between on-site sessions by phone, email, etc.; and planning and coordinating the annual regional parent leadership program, including arranging for visits from policymakers and other key stakeholders and providing ongoing technical assistance to participants. In addition, they will be responsible for providing technical assistance to any teachers in their region who are participating in the teacher/classroom family engagement plan stipend program. Years 3 & 5, Regional Liaisons will be responsible for assisting in organizing and carrying out a statewide family engagement conference. Each liaison will be compensated \$40,000 annually. Year 1 will only cover four months during the latter portion of the year for a total of \$80,000 and \$240,000 for the full year in years 2 – 5.

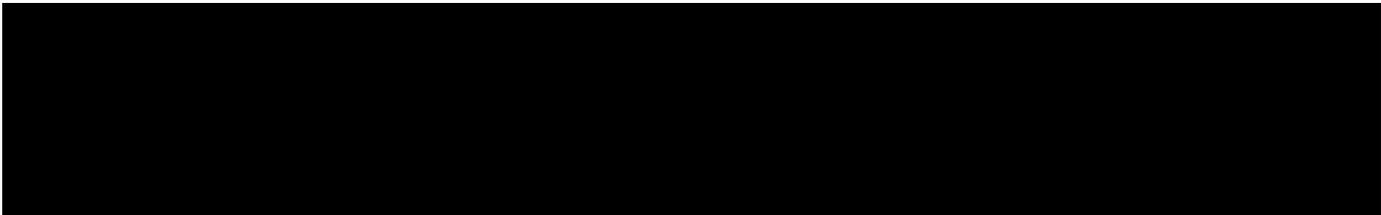


\*An incremental increase of 3% in salaries is incorporated in years 2 through 5 to cover cost of living increases.



## 2. Fringe Benefits

Academic year fringe benefits for all faculty and Post-Doc are calculated at the rate of 28.82%. This rate includes 20.46% for retirement, 6.20% for FICA, .01% for Unemployment Compensation, and .55% for Worker's Compensation. Fringe benefits for the Graduate Research Assistants are calculated using only the .55% rate for Worker's Compensation rate.



## 3. Travel

**Project Director Travel:** We are requesting \$5,000 in years 1 through 5 of the grant for the Project Director and two Co-Project Directors to attend the annual meeting in Washington, D.C with the sponsor. We anticipate that expenses to attend the meeting will include: (a) approximately \$600 for plane fare, (b) \$800 for room and board per person, and (c) \$267 for meals and other related travel expenses.

**Travel to State Sites:** During each year of the project, the Project Director, Co-Project Director and the Regional Liaisons will travel to designated school sites during each year of the project. Each of the partner schools are located in diverse populations state-wide. We request a total of \$102,000 over the course of the project for travel to these site. We are requesting \$45,000 in the

initial year of the project in order to finalize partnerships and increase recruitment for the project. Cost will include money to cover mileage and per diem as well as lodging if necessary. Costs for consecutive project years are estimated at \$14,250 in years 2 through 5 to maintain site relationships and monitor progress.

**Conference Speaker Travel, TBD:** Cost to cover the transportation, lodging, and per diem for Project conferences to be held in years 3 and 5 are requested at a rate of \$2,500 in both years. We anticipate two speakers and the associated cost per person will include: (a) approximately \$500 for plane fare, b) \$500 for room and board per person, and (c) \$250 for meals and other related travel expenses.

**Professional Development Conference Travel for Regional Liaisons,** Travel costs are requested to send the six Regional Liaisons to professional development conferences. These conferences will provide each liaison with necessary trainings to enhance their knowledge and skillsets related to family and community engagement practices and policies through conferences in which school and district administrators, educators, parents and families, community partners and/or others come together to focus on solutions that enhance and expand engagement through family-school-community partnerships. Examples of conferences include the following: Institute for Educational Leadership Annual Family and Community Engagement Conference; National Network of Partnership Schools Leadership Institute on Family and Community Engagement (Joyce Epstein's Johns' Hopkins Training); National Title I Annual Conference; Harvard Graduate School of Education Summer Institute on Family Engagement (Karen Mapp). We are requesting \$7,500 this travel in years 2 through 5 to cover \$500 for plane fare, \$800 for three night's room and board, \$950 for conference registration and \$250 for per diem and other related travel expenses per person.

**Professional Development Conference Travel for the Project Team,** Travel costs are requested to send the Director to professional development conferences. These conferences will provide each liaison with necessary trainings related to family engagement practices and policies, and they will also provide opportunities to disseminate information learned and findings through the CFEC. Examples of conferences include large, national annual conferences in fields of the PD and Co-PDs expertise, including the American Educational Research Association (AERA), American Psychological Association (APA), National Association of School Psychologists (NASP), Institute for Educational Leadership Annual Family and Community Engagement Conference; National Network of Partnership Schools Leadership Institute on Family and Community Engagement (Joyce Epstein's Johns' Hopkins Training); National Title I Annual Conference; Harvard Graduate School of Education Summer Institute on Family Engagement (Karen Mapp). We are requesting \$4,500 in year 1 for the Project Director and one Project Co-Director to attend these conferences. Cost will include \$500 for plane fare, \$500 for two night's room and board, \$1,000 for conference registration, and \$250 for per diem and other related travel expenses. In preparation for the larger conference in year 5, we are requesting \$15,000 for this travel in year 4. This travel is estimate for up to five project personnel to cover professional development conference travel for \$3,000 each. In year 5, \$5,000 is requested for the Project Director and one Project Co-Director to attend conferences. This will include conferences for professional development and dissemination of findings. Cost will include \$500

for plane fare, \$750 for two night's room and board, \$1,000 for conference registration, and \$250 for per diem and other related travel expenses.

**Travel total: \$186,500 (year 1 - \$54,500, year 2 - \$26,750, year 3 - \$29,250, year 4 - \$41,750, year 5 - \$34,250)**

#### **4. Equipment**

None requested.

#### **5. Supplies**

**Computer and Technology Purchases** - Funds are requested to purchase two desktop computers and six laptop computers. Computers will be used to establish a workspace for the Project Manager and the Web Design and Communications Outreach Coordinator. Laptops will be purchased for the six Regional Family Engagement Liaisons. The purchase will allow the liaisons to maintain mobile workspaces for use at the required site visits. \$11,500 is requested in year one for two desktop stations at \$1,500 each and six laptops at \$1,250 each. An additional \$7,500 is earmarked for additional computer and hardware purchases in year 3. An additional \$1,000 is requested in year 1 for the purchase or technical software, i.e. Adobe Creative Suite and mass storage licensure.

**Basic Supplies** - Basic supplies will be necessary to produce reports, analyze data and provide training to participants. This funding will be also used to necessary materials implement elements of the scope of work. Basic supplies requested are \$3,500 in year 1, \$1,000 in year 2, \$250 in year 3, \$5,500 in year 4 and \$1,000 in year 5. \$11,250 is requested in total for basic supplies.

**Printing and Dissemination Costs** – Funds are requested to cover printing costs for recruitment and resource materials, including brochures and information fliers for districts and schools as well as resource materials, tools and training materials such as training manuals/binders for the project team members, partners and Regional Family Engagement Liaisons. Costs are estimated at \$6,000 in year 1 and \$3,000 in years 3 – 5. Total printing and dissemination costs are \$15,000.

**Professional Membership Costs** - Professional organizational memberships for national family engagement organization and associations: Johns Hopkins University National Network of Partnerships Schools (NNPS) and the National Association of Family School and Community Engagement (NAFSCE). Organizational membership dues are approximately \$250-\$350 each. Funds are requested at a rate of \$750 per year for each year of the project. Total cost for the professional memberships is \$3,750.

**Marketing Tools** – Funds are requested to cover the purchase of marketing tools to distribute, recruit, and make connections with the districts, schools, and families in their region. These tools will be in the form of logo pads, pens, stationary, business cards, bookmark, brochures, etc. The marketing items will also be distributed at the planned conferences in years 3 and 5. Funds are requested for a total of \$7,500 (\$1,500 in all project years).

**Supplies request total: \$57,500 (\$24,250 in year 1, \$3,250 in year 2, \$13,000 in year 3, \$10,750 in year 4, and \$6,250 in year 5).**

## **6. Contractual**

### **Research, Evaluation, and Measurement Center**

Dr. Tammiee Dickenson (Lead Evaluator) and Ashlee Lewis (Co-Evaluator), research faculty members with the REM Center, will provide leadership on evaluation activities. Evaluation activities include monthly meetings with CFEC leaders and other stakeholders, development of data collection instruments, collection and analysis of evaluation data, technical report writing, and dissemination activities. Drs. Dickenson and Lewis will each will commit 25% effort annually. Drs. Dickenson and Lewis will be supported by research staff members, including a research associate at 50% effort, a grants manager at 15% effort, and a graduate research assistant at 20 hours per week annually. Travel is included in the evaluation budget for in-state travel to attend project meetings and to collect data, and for out-of-state meetings as required for the program and/or dissemination activities. Computing and educational supplies are included for software, recording devices, manuals, resource books, etc. Funding for contractual services is requested for printing and copying reports.



### **South Carolina Education Policy Center (SCEPC)**

The SCEPC will analyze South Carolina's school climate surveys each year of the project, 4-year school climate profiles for project schools, and provide training on the interpretation and use of the climate profiles. Under my direction, the SCEPC will: create 4-year school climate profiles for the 24 participating schools and the 24 comparison schools in years 2-5 of the project using data gathered from the South Carolina School Climate Survey administered annually to teachers, students, and parents, develop a school climate interpretation guide for use in training, and provide annual training on the interpretation and use of the school climate profiles for school improvement to project leadership staff.



### **Consultant - Ellen Still**

Ellen Still will serve as consultant to the CFEC. She will provide advice, research, writing/drafting, editing, and review of training offerings, programmatic resources, and other related materials to be utilized in the work of the CFEC as outlined in its full grant application.



### **Abe Wandersman, LLC**

Dr. Wandersman will devote approximately 450 hours to the project in Year 1 at an hourly rate of \$110, and Ms. Cook will devote approximately 1355 hours to the project in Year 1 at an hourly rate of \$30, and TBD 27.50 hourly rate for 1090 hours for an

estimated Year 1 total of \$120,000. In each of years 2-5, Dr. Wandersman will devote approximately 250 hours to the project, and Ms. Cook will devote approximately 585 hours, for an estimated annual total of \$45,000. This is a 5-year total of \$300,000 for approximately 5,145 hours being provided through Abraham Wandersman, LLC. The subcontract will facilitate the development, training, support, and administration for the Readiness Diagnostic Tool (RDT) for initial school readiness evaluation.

### **Perinatal Awareness for Successful Outcome (PASOs)**

PASOs funds will be used to maintain coordination of activities of our field staff with the six Regional CFEC Liaisons of the Carolina Family Engagement Center housed at UofSC. They have a staff of 22 employees, including statewide resource navigators who are devoted to providing resource navigation to the Latino community in seven areas of South Carolina through culturally responsive education on family health, early childhood, and positive parenting skills; individual guidance for participants in need of resources; and partnership with health care and social service providers to help them provide more effective services. They will also encourage families to participate in the activities offered through the CFEC.

### **Consortium for Latino Immigration Studies**

The Consortium for Latino Immigration Studies promotes and coordinates interdisciplinary and transnational research on the experiences of Latino/as in South Carolina and the Southeast. The Consortium also disseminates research findings and other information on Hispanic/Latino issues to academic and non-academic users through such venues as conferences, symposia, workshops and publications, and fosters application and translation of such findings into practice and policy. The Consortium also encourages and supports teaching related to Latinos, and collaborates with local communities as well as organizations and government agencies that are involved with the state's growing Latino population. Through its various activities the Consortium fulfills the University's mission to promote the wellbeing and improve the quality of life for all state residents.

### **Children's First Steps for School Readiness**

Children's First Steps for School Readiness will commit a portion of their Chief Partnership Officer's salary as well as the cost of printing materials developed through the proposed CFEC. First steps also have a pilot project related to family engagement that will serve as a portion of the match. they have developed publications for working with 4 year olds, but these publications have limited distribution; thus, it will

be mutually beneficial for us to have additional publication materials related to family engagement to distribute to the families we serve throughout the state.

### **South Carolina Center for Fathers and Families**

South Carolina Center for Fathers and Families will contribute match in the form of in-kind salary match from their President. They have committed to working with the CFEC Regional Family Engagement Liaisons to develop and disseminate the resources and training of CFEC, particularly related to critical issues of delivering father-centered engagement information through our six fatherhood programs operating in 12 communities across the state.

### **South Carolina Department of Education**

South Carolina Department of Education (SCDE) will provide regional family engagement trainings and share evidence-based best practices resources with the Carolina Family Engagement Center. SCDE will provide annual statewide conferences to include workshops on family engagement. SCDE will also provide statewide leadership and technical assistance in the field of family engagement through the Office of Family and Community Engagement.

### **Family Connection of South Carolina**

Family Connection of South Carolina will provide trainings and access to their statewide, established, respected infrastructure in local areas around the state, and true collaborative partnerships with state agencies, nonprofits, and community-based organizations. FCSC is trusted by families with the majority of the over 3,000 referrals a year coming from parents themselves looking for information, education, and support. FCSC uses five primary service delivery strategies to provide services. 1) Parent-Professional-Youth Engagement and Leadership trainings, 2) Communication and Technology, 3) Family Information Center: Statewide Call Center with centralized intake and referral, 4) Peer Support and 5) Community Engagement and Outreach. Each activity outlined in the strategy is updated annually and reflects the results from needs assessments and focus groups. All activities are evaluated, and results used to continuously improve service delivery.

## 7. Construction

None requested.

## 8. Other Direct Cost

**External Advisory Board Stipends** – Funds are requested to cover the cost of stipends for thirteen external advisory board members. Stipends are requested at a rate of [REDACTED] in year 1 [REDACTED] and [REDACTED] in each consecutive year [REDACTED] in years 2 through 5). Members will provide input to the project through phone, email and other forms of communication and participate in 6 meetings in person or virtually across the five years of funding. They will contribute ideas and provide feedback to training and resource materials as we are developing them and preparing them for dissemination through the project website and other mechanisms. They will receive a stipend of [REDACTED] in project year 1 for their time and involvement, including 2 meetings in year 1, and [REDACTED] in each of years 2-5 in which they will meet as a group once per year.

**Conference** – Funds are requested to host a CFEC Conference in years 3 and 5. Year 3 will consist of a one-day statewide conference on family engagement for approximately 150 stakeholders across all areas, including education, parents and families, and community organizations and other members, educational policy. Year 5 will consist of a day and half statewide conference for 200-250 stakeholders in these same areas. These conferences will serve multiple purposes, include working groups to inform practice as well as a mechanism for disseminating the tools, materials and other resources developed as part of CFEC, and findings from the focused evaluation project. Estimated costs are [REDACTED] in year 1 and [REDACTED] in year 5.

**Conference Speaker Honorarium** – Cost to cover honorariums for conference speakers, TBD, are included in years 3 and 5. National leading experts in the field of family engagement will be invited as keynote and other guest speakers to engage the audience as part of the Family Engagement Conferences. Costs are requested at [REDACTED] in year 3 (for approximately 1-2 national speakers) and [REDACTED] in year 5 (for approximately 2-3 national speakers) for their time and expertise as well as to cover travel-related costs.

**Title I / Head Start Teacher Stipends** – Funds are requested to cover stipends for teachers who complete the development and delivery of promising family engagement plans and report their findings to CFEC. Teachers will submit proposals to develop and deliver comprehensive and detailed family engagement plans, and we will select up to 10 best in years 2-5 based on the criteria outlined in the project narrative (e.g., using evidenced-based practices). The cost is estimated for ten teachers in each of years 2-5. Each teacher plan that is identified will receive [REDACTED] for work that is in addition to their regular teaching duties. Teacher Stipends total [REDACTED] per year in years 2 through 5 (total: [REDACTED]).

**Title I Parent Stipends** - Funds are requested to cover stipends for parents. The cost is estimated to allow fifteen Title I parents in each of years 3 and 4 to participate in an intensive and comprehensive Parent Leadership Program. Parents will apply to participate in this program that will consist of a series of 8 training sessions throughout the year. Each parent will receive





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

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

**1. Level of Evidence**

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

- Promising Evidence     
  Moderate Evidence     
  Strong Evidence

**2. Citation and Relevance**

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

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
Acosta, J., Chinman, M., Ebener, P., Malone, P. S., Paddock, S., Phillips, A., Scales, P., & Slaughter, M.E. (2013). An intervention to improve program implementation: findings from a two-year cluster randomized trial of Assets-Getting to Outcomes. <i>Implementation Science</i> , 8,87.	Within the treatment group of this nested and cross-sectional, cluster randomized controlled design study, there were significant differences in prevention capacity (the outcome of interest in the study) between those with greater exposure and use of GTO and those with less exposure and use of GTO. The programs with the highest number of technical assistance hours in Getting to Outcomes showed the most program improvement.	This study focused on outcomes for youth of middle and high school age, both of which will be included in CFEC. The community coalitions were spread out across the state of Maine, just as the school improvement councils who will use the GTO model in the CFEC project will be spread out across multiple regions of South Carolina.
Chinman, M., Acosta, J., Ebener, P., Burkhart, Q., Malone, P.S., Paddock, S.M...Tellett-Royce, N. (2013). Intervening with practitioners to improve the quality of prevention: one-year findings from a randomized trial of Assets-Getting to Outcomes. <i>Journal of Primary Prevention</i> , 34,173-191.	In this randomized controlled trial study, those using the GTO intervention showed greater improvement in their self efficacy to conduct the programming of interest in the study (assets-based programming). Conversely, those not using the Getting to Outcomes model actually demonstrated a decline in their self-efficacy to conduct the assets-based programming.	The 12 community-based coalitions who used the Getting to Outcomes model for this study consisted of people from a variety of sectors and roles (parents, youth, criminal justice, education), just as those who will be engaged in school improvement efforts for CFEC will be coming at the work from a variety of role.

## Instructions for Evidence Form

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

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

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

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

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202