

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 # U310A180062

Grants.gov Tracking#: GRANT12686446

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

Closing Date: Jul 30, 2018

PR/Award # U310A180062

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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.).

There were problems converting one or more of the attachments. These are: [Original_1238-MOUDocs.pdf](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text" value="EdVenture Group, Inc."/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="EdVenture Group, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>	
d. Address:		
* Street1: <input type="text" value="Two Waterfront Place"/>	Street2: <input type="text" value="Suite 1205"/>	
* City: <input type="text" value="MORGANTOWN"/>	County/Parish: <input type="text" value="Monongalia"/>	
* State: <input type="text" value="WV: West Virginia"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="26501-5964"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Lydotta"/>	
Middle Name: <input type="text" value="M."/>	* Last Name: <input type="text" value="Taylor"/>	
Suffix: <input type="text" value="Ed.D."/>	Title: <input type="text" value="President & CEO"/>	
Organizational Affiliation: <input type="text" value="The EdVenture Group"/>		
* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>	
* Email: <input type="text"/>		

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-062818-001

* Title:

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

13. Competition Identification Number:

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

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

1241-AREAS AFFECTED BY PROJECT.pdf

Add Attachment

Delete Attachment

View Attachment

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

West Virginia Family Engagement Center (WVFEC)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

AREAS AFFECTED BY PROJECT

Schools selected for participation in the West Virginia Family Engagement Center would initially be chosen based upon assessment of school performance. Schools would be identified by the WVDE and LEAs based upon the criteria of ESSA Comprehensive Support and Improvement Identified Schools. Within Elementary and Middle Schools, this selection criteria would be based upon academic achievement, academic progress, English Language proficiency, school level potential leadership capacity, and student success. At the High School level, selection criteria would be based upon academic achievement, graduation rate, English Language proficiency, potential leadership capacity, and student success.

Selected Comprehensive Schools would include 100 of the lowest performing schools **throughout the state**, and would automatically qualify for participation in the West Virginia Family Engagement Center as part of a cycle for continuous improvement for ESSA Comprehensive Support and Improvement Identified Schools.

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

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

Name of Institution/Organization

EdVenture Group, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	100,000.00
4. Equipment						
5. Supplies	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	750,000.00
6. Contractual	345,000.00	345,000.00	345,000.00	345,000.00	345,000.00	1,725,000.00
7. Construction						
8. Other	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	500,000.00
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 # U310A180062

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Lydotta M Taylor</p>	<p>TITLE</p> <p>President & CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>EdVenture Group, Inc.</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</p>

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1240-SFEC GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment



GEPA Statement

The West Virginia Family Engagement Center initiative is committed to providing equal opportunity to all participating schools, school administration, teachers, community organizations, stakeholders, parents, families, and students. The low-socioeconomic status of some participants could be considered a barrier to equal access to materials, transportation to locations, etc.

To combat this barrier, The EdVenture Group, the West Virginia Department of Education, and the West Virginia Family Engagement Center partners have included budget allocations to provide monetary incentives to each participating comprehensive school for the duration of the project. Incentives will be provided to 100 schools each year of the project for data collection. An incentive of \$1000 per school will be managed by the evaluation team to assist with data collection.

In addition to budget line items dedicated to supporting identified comprehensive schools and families throughout the process, The EdVenture Group, Inc. and the West Virginia Family Engagement Center project team is cognizant of the difficulty families and students, especially those qualifying as low-socioeconomic status, have with traveling to external locations. As such, the statewide family engagement center initiative programming will be implemented directly within the school setting or within a localized community organization to ensure every student and family within the identified comprehensive school has equal access to participate.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION EdVenture Group, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Lydotta Middle Name: M.
* Last Name: Taylor	Suffix: Ed.D.
* Title: President & CEO	
* SIGNATURE: Lydotta M Taylor	* DATE: 07/30/2018

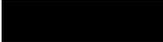
**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Lydotta	Middle Name: M.	Last Name: Taylor	Suffix: Ed. D.
----------------	------------------------	--------------------	----------------------	-------------------

Address:

Street1:	Two Waterfront Place, Suite 1205
Street2:	
City:	Morgantown
County:	Monongalia
State:	WV: West Virginia
Zip Code:	26501-5964
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
 [Redacted]	[Redacted]

Email Address:

 [Redacted]

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

1242-SFEC Exempt Research Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
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West Virginia Family Engagement Center: Exempt Research Narrative

This project involves research conducted in established or commonly accepted educational settings, involving the normal educational practices of family engagement support structures and initiatives. The proposed statewide family engagement center program grant would engage schools, families, and the community to transform family engagement across West Virginia based on current evidence-based practices in the field. By completing the family engagement surveys and attending the school-based and community-based events, students and families are consenting to participation. The research involved with this project will not involve any use of teacher or student PII. Administrative data based on student achievement will include only a student research ID, not the student name teacher names or any PII.

Because individuals will not be identified, there is no risk of damaging individuals' reputation, civic standing, or employability.

All results will be summarized and aggregated so that individuals cannot be identified.

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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Abstract Narrative

Multiple studies show that a family's engagement in their child's education is critical in improving academic outcomes for their children. Students whose families and school staff work together to support learning earn higher grades and test scores, are more motivated, and are more likely to graduate and further their education. In addition, through authentic partnerships with parents, schools gain improved teacher morale, lower rates of teacher turnover, more support from families, higher student achievement, and a better reputation in the community.¹

Greater family engagement is needed in all regions of the state of West Virginia but not all schools have developed the capacity to meet that goal. As well, too few West Virginia families have exercised their ability to partner with schools to positively impact student achievement. We believe that the responsibility for building positive productive relationships between school, home, and the community rests primarily with the school staff, especially school and county leaders, and with the WVDE.

While many schools have exerted great effort to strengthen family-school partnerships, many school staffs are continuing to use former family engagement strategies that do not address the needs of our 21st Century families. The proposed SEFC program grant would engage schools, families, and the community to transform family engagement across West Virginia based on current evidence-based practices in the field. Ensuring that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise is a key to school improvement and student success throughout the implementation process of the statewide family engagement center initiative in West Virginia.

¹ West Virginia Department of Education (2018)

Project Narrative File(s)

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Project Narrative

A. Significance

i. Statewide Significance of Family Engagement in Education

Beginning at birth, families are a child's most influential teacher. Multiple areas of research have shown that families play a vital role in helping to ensure that their student is successful from cradle to career. In West Virginia, recent studies have demonstrated that parent, family, and community involvement in education correlates with higher academic performance, student wellbeing and school improvement.¹ Positive family engagement includes staying involved in their student's education, focusing on their student's individual strengths, and having and expressing high expectations of academic achievement throughout their student's education. Regardless of socio-economic status, parent education, or family structure, ongoing and consistent family engagement contributes to school and community success.²

In West Virginia, this type of family involvement and engagement within the school setting includes a key component of participation of families in regular and meaningful communication concerning student academic learning and other school activities. Studies within the state have shown that children whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.³ Children do best in school if families can play a variety of roles in their learning: helping at home, volunteering at school, planning their children's future,

¹ West Virginia Expanded School Mental Health Family Engagement Toolkit (2017)

² Expanded School Mental Health West Virginia (2017)

³ West Virginia Department of Education Resource Hub for Families (2018)



and taking part in key decisions about school programs. Ultimately, when schools collaborate with families to help students learn, and when families participate in school activities and decision-making about their student's education, children do better in school, and schools improve.

ii. Supporting the Need for Family-School Partnerships in West Virginia Schools

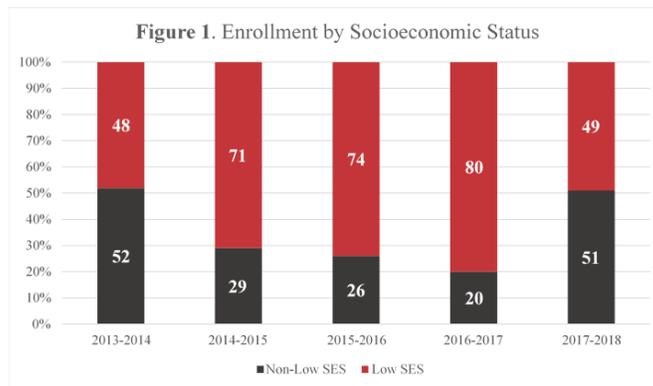
Despite the positive impact of increased family engagement promoting school improvement and student success, the state of West Virginia is presented with a unique set of challenges which can often create barriers in implementing successful family-school partnerships. A wide range of challenges in West Virginia stemming from extreme poverty and unprecedented drug addiction make the need for family-school partnerships, alongside enhanced opportunities for family engagement in students' lives both inside and outside of the classroom setting more vital now than ever before.

In 2016, West Virginia had the highest rate of opioid-related overdose deaths in the United States—a rate of 43.4 deaths per 100,000. The number of overdose deaths peaked at 733 deaths in 2016 with the majority of deaths attributed to synthetic opioids and heroin. Since 2010, deaths related to synthetic opioid deaths quadrupled from 102 to 435 deaths, and deaths related to heroin rose from 28 to 235 deaths.⁴ In addition to the astounding opioid epidemic facing the state of West Virginia, extreme poverty also plagues the state, with more than one in four West Virginia children living below the federal poverty line, the 13th highest poverty rate in the nation. According to the 2011 American Community Survey, 25.8 percent of West Virginia children (94,852) under the age of 18 lived in poverty compared with 22.2 percent of U.S.

⁴ National Institute on Drug Abuse (2017)

children.⁵ The factors that are most strongly associated with child poverty in West Virginia include family structure, drug addiction, incarceration, mental health, parents’ educational attainment, employment status, and disability.⁶ In addition, many of West Virginia’s children living in poverty are increasingly being taken care of by their grandparents. In 2011, over 20,000 grandparents in West Virginia were caregivers of grandchildren under the age of 18 compared to almost 16,500 in 2005. In 2011, approximately 12.5 percent, or just over 5,000 grandparents that were responsible for their grandchildren lived in poverty.⁷

During the 2017-2018 school year, West Virginia’s public school system enrolled a total of 270,613 students. As shown in Figure 1 (WVEIS, 2018), of those students, 49 percent were from families of low socio-economic status. Although this number is a significant improvement from recent years, the continued loss of viable employment opportunities and increase in drug-related addictions, alongside economic decline within the state promote enhanced barriers to learning and engagement affecting the state’s youngest residents and their families.



Source: WVEIS, 2018

⁵ National Center on Children in Poverty analysis of American Community Survey 2008-2010

⁶ National Center on Children in Poverty analysis of American Community Survey 2008-2010

⁷ West Virginia Center on Budget and Policy (2011)



During the 2016-2017 school year, local school officials in the highest poverty-stricken areas within the state of West Virginia estimated that up to 45% of all students in their district lived apart from their biological parents due to factors such as abuse, addiction, abandonment, neglect, incarceration, or death.⁸ This complex notion of family is becoming a societal norm throughout the state of West Virginia as an increased number of students no longer reside with their biological parents.

In 2010, 19,000 West Virginia children were identified as being cared for by Kinship Care—those other than their biological mother or father—a number that has increased by 27% in the last 10 years alone.⁹ Kinship refers to the process by which a child receives care from extended family members or other adults with whom they have a familial relationship, aside from the child’s biological mother or father.¹⁰ In West Virginia, specifically, this form of kinship is often shown through custodial guardianship by grandparents, great-grandparents, aunts, or uncles. This form of instability among guardianship can adversely affect children and youth’s health and mental health. Further, children who are cared for by kin as opposed to biological parents within the state of West Virginia are more likely to be faced with stressors of living in poverty. A recent study by the West Virginia Direct Action Welfare Group (2012) found that within the state of West Virginia, 63% of Kinship Care families were below 200% of the federal poverty line.¹¹

⁸ Reconnecting McDowell (2016)

⁹ West Virginia Direct Action Welfare Group (2012)

¹⁰ West Virginia Direct Action Welfare Group (2012)

¹¹ West Virginia Direct Action Welfare Group (2012)



In implementing successful family-school partnerships, it is vital, then, to understand the ways in which kinship plays an integral role in the lived experiences and stability, or lack thereof, among students within this state. Therefore, successful family-school partnerships do not incorporate merely parents, alone, but rather may also include grandparents, great-grandparents, aunts, uncles, or other extended kin caring for students within West Virginia schools.

Despite these negative setbacks that many of West Virginia's students face, however, there is considerable promise in the family-school partnerships created through the implementation of a statewide family engagement center to help alleviate barriers to education caused by stressors within the day-to-day lived experiences of students and their families. A statewide family engagement center within the state of West Virginia would provide much needed support services through all-inclusive, multifaceted programming including school-based wellness services, mental health services, financial and career planning, social skills and social competency training, mentoring, family resource centers, parenting programs, recreation and cultural enrichment, academic supports, and school retention and dropout prevention. Ultimately, this type of family-school-community centered engagement could change the relationship between social disadvantage and education.¹² By bringing multi-structured supports through school and community partnerships, out-of-school-time programming, and services supporting family engagement directly into the school setting and surrounding community, the achievement gap could also be lessened among students and families experiencing poverty and/or addiction related stressors in West Virginia schools.¹³

¹² Cummings et al., 2011

¹³ Nabors et al., 2004



In implementing a statewide family engagement center initiative, it would be possible for West Virginia's high-need, low-performing schools to transform classroom approaches while simultaneously developing collaborative programs with outside agencies to support family-centered learning. This form of family engagement-driven educational approach would enable educators, administrators, and community service providers to both teach and serve students and families from all racial, ethnic, geographical, and socio-economic backgrounds, helping to ensure that quality, student and family-centered education would be delivered to all West Virginia students.

iii. Cradle-to-Career Impact: Statewide Family Engagement Center

The purpose of the West Virginia Family Engagement Center (WVFEC) is two-fold in carrying out both parent education and family engagement in education programs, and providing comprehensive training and technical assistance to the SEA, LEAs, schools identified by the SEA and LEAs, and organizations that support family-school partnerships. The vision of the WVFEC initiative incorporates a unified responsibility in supporting cradle-to-career student achievement and school improvement through collaborative family, school, and community engagement, with a shared vision that learning and student success take place not only inside of the classroom setting, but also wherever the children learn—at home, in school, and in their community.

The West Virginia Family Engagement Center (WVFEC) would be a collaborative project of The EdVenture Group, Inc., an educational non-profit organization in Morgantown, West Virginia, and the West Virginia Department of Education (WVDE) in Charleston, West Virginia. The WVDE is committed to engaging families in their child's education, and they understand that a family's engagement in their child's education is key in improving academic

outcomes for their child. The EdVenture Group, Inc. joins the WVDE in wanting to authentically engage and listen to families so that they are equipped to act as effective partners and are prepared to share the responsibility in learning so that their children reach their full potential and graduate college and/or become career ready. The WVFEC initiative is built upon the foundational beliefs that: All parents have dreams for their children and want the best for them; All parents have the capacity to support their children’s learning; Parents and school staff should be equal partners; When parents are equipped with accurate, relevant, and timely information, they are better positioned to partner to support their children’s learning.¹⁴ Through a collaborative partnership of families, SEA, LEAs, school-level staff and personnel, and community based organizations, the WVFEC would support student achievement, school improvement, and would increase the number of high quality educational options available to families.

Family Engagement Capacity Building Initiatives

The capacity building initiatives of the WVFEC would engage families, SEA, LEAs, school-level staff and personnel, and community based organizations. The focus of capacity building initiatives would be to build the intellectual, social, and human capital of stakeholders engaged within the program. Key stakeholders would include: SEA Parent Engagement Specialist, SEA Coordinator of Literacy, SEA Coordinator of Numeracy, SEA Coordinator of School Counseling, LEA Family Engagement Points of Contact, School Family Engagement

¹⁴ West Virginia Department of Education Parent and Community Engagement

<https://wvde.us/special-education/parent-and-public-partnership/parent-and-community-engagement/>



Coach, Academic Family Teacher Teams. Capacity building initiatives would include training, professional development, teaching and learning, curriculum, and community collaboration which would provide opportunities for participants (both families and school staff) to think differently about themselves and their roles as stakeholders in their schools and communities.

Interactive, group-conducted school level activities for staff would include honoring and recognizing families' funds of knowledge; connecting family engagement to student learning; creating welcoming and inviting cultures; building respectful and trusting relationships at both home and school; learning in groups to focus on building learning communities and networks; and connecting families to teaching and learning goals for the students.

Interactive, group-conducted school level activities for families would include providing education and learning opportunities to assist families in monitoring their child's progress; supporting activities that build participation in school-related meetings; involving families in the decision-making process; building family and community relationships; providing educators and families time to connect in formal and informal settings; and providing participation that represents the diverse student populations as identified in Comprehensive Schools.

WVDE Evidence-Based Program Outcomes

The WVDE already has in place well established programming in support of family engagement initiatives in schools throughout the state. Since 1983, the Office of Special Education has coordinated the WV Parent-Educator Resource Center (PERC) Project. The purpose of the project was to build partnerships between parents and educators to ensure that children with disabilities receive the highest educational opportunities and achievement possible.

In 1983, WVDE started with 37 counties participating in the project. A parent of a student with a disability and a special education teacher teamed to staff each PERC. Counties



continue this work with a few only funding the parent coordinator position due to budget constraints. Nonetheless, the need for this work has soared and is more demanding. The parent coordinator and teacher coordinator working as a team support parents and their students through a number of activities as well as resources, often working with Title I Coordinators and the entire school staff. Today they are known as Family and Community Engagement Resource Centers (FCERC). County FCERCs (or PERCs) are housed in each county, usually in a centralized, accessible location such as a school, community center, board of education office, or library. County Coordinators are trained to work with all parents, gather and distribute information, and provide programming and support to parents and teachers to enhance their ability to equip all students for academic success.¹⁵

Based upon the successful FCERC/PERC model of family engagement, The EdVenture Group, Inc. and the WVDE would expand upon this family-centered framework in implementing the statewide family engagement center initiative. Through the WVFEC, families would be encouraged to be actively involved in their student's education at school, becoming full partners in educational planning for their children, and would be included, as appropriate, in decision-making, and on advisory committees to assist in the education of their child. These requirements support the idea that an inclusive family-school environment creates a culture of learners that involve families and the school's community in meaningful contributions to improve educational results of its students.

¹⁵ WVDE County Parent Resource Centers <https://wvde.us/special-education/parent-and-public-partnership/parent-and-community-engagement/county-parent-resource-centers/>



The WVFEC would additionally incorporate the Dual Capacity-Building Framework for Family-School Partnerships¹⁶ in which families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Within this framework, families and school staff are equal partners in decisions that affect children and families, and together inform, influence and create policies, practices, and programs.

WVDE Comprehensive School Selection

Schools selected for participation in the WVFEC would initially be chosen based upon assessment of school performance. Schools would be identified by the WVDE and LEAs based upon the criteria of ESSA Comprehensive Support and Improvement Identified Schools. Within Elementary and Middle Schools, this selection criteria would be based upon academic achievement, academic progress, English Language proficiency, school level potential leadership capacity, and student success. At the High School level, selection criteria would be based upon academic achievement, graduation rate, English Language proficiency, potential leadership capacity, and student success. Throughout the selection process, school improvement diagnostics including a School Climate Survey and a Parent Engagement Survey would additionally be utilized in the selection criterion sample. School selection would also include data derived from formal School Diagnostic Reports that are conducted in all WV ESSA Comprehensive Support and Improvement Schools.

¹⁶ U.S. Department of Education Dual Capacity-Building Framework for Family School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf>



Selected Comprehensive Schools would include 100 of the lowest performing schools throughout the state, and would automatically qualify for participation in the WVFEC as part of a cycle for continuous improvement for ESSA Comprehensive Support and Improvement Identified Schools. For the past decade, the WVDE has utilized the framework of the Standards for High Quality Schools and a school improvement process based on the research of Project ASSIST. This model has produced improved results in the Title I, Part A, 1003(g) School Improvement Grant (SIG) schools and the ESEA Flexibility Priority schools. However, moving forward this model will be adapted to reflect the US Department of Education promoted Cycle of Continuous Improvement because it includes focused consideration of evidenced based interventions.

Including this as part of the cycle of continuous improvement in an intentional way provides LEAs with an understanding of the importance around using relevant, evidence-based interventions to bring about rapid change to identified schools. This adapted framework will support LEAs in building capacity to work with their identified Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools to select and implement interventions that have the highest probability of improving student achievement.¹⁷ This process of Comprehensive School integration within the WVFEC will be elaborated upon in Figure 2.

¹⁷ West Virginia Department of Education Cycle for Continuous Improvement

<https://wvde.us/leadership-continuous-improvement/systems-of-support/cycle-for-continuous-improvement/>

Project Design and Management Plan

Description of Approach to Family Engagement in Education

The WVFEC initiative aims to increase meaningful family engagement in high-need schools by building school staff and parent/family capacity. Combined with this approach, is a comprehensive school improvement plan which would increase student achievement in literacy and numeracy by implementing evidence-based strategies for parent/family engagement in their child's education to improve student learning both inside and outside of the classroom setting. The statewide family engagement center will additionally develop and implement in partnership with the SEA, statewide family engagement in education policy and systemic initiatives that will provide a continuum of services to remove barriers to learning. The EdVenture Group, Inc. and the WVDE will create a high-impact cradle-to-career family, school, and community engagement center that is designed to provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children; that is purposefully designed and linked to school and LEA achievement goals; and that includes public-private partnerships to ensure meaningful and effective strategies that have the power to impact student learning and achievement.

The goals of the statewide family engagement center initiative include:

Goal 1: Carry out parent education and family engagement programs that include capacity building initiatives including training, professional development, teaching and learning, curriculum, and community collaboration;

Goal 2: Provide comprehensive training and technical assistance to SEA, LEAs, schools identified by the WVDE and LEAs, organizations that support family-school partnerships, and other such programs.



SEA Support of Statewide Family Engagement Center

Multiple studies show that a parent's engagement in their child's education is critical in improving academic outcomes for their children. In 2016 the WVDE began a new focus on family and community engagement to support today's learners. The department created their Lead Coordinator for Family Engagement position to focus on the further development of strong family and community partnerships that enhance student learning. The department began its journey to making parents equal partners in learning by gathering educators, parents, and community members to define family and community engagement and to develop core beliefs. The adopted definition was formulated: In West Virginia family and community engagement is the practice of authentically engaging and listening to families and community members so that they are equipped to act as equal partners and are prepared to share the responsibility of learning so that all West Virginia children reach their full potential and graduate college and or career ready. The team adopted and modified the core beliefs proposed in current research, as follows: West Virginia Department of Education Core Beliefs: All parents have dreams for their children and want to see them succeed; All parents have the capacity to support their children's learning; When parents are equipped with accurate, relevant, and timely information, they are remuneratively positioned to partner to support their children's learning; Parents and school staff should be equal partners with support from the community; and The responsibility for building positive productive relationships between school and home rests primarily with the school staff, especially school and county leaders.¹⁸

¹⁸ West Virginia Department of Education (2018)



Out of the development of these beliefs and a review of our state-wide assessment data with the assistance of collaborating entities, the WVFEC initiative was established. The WVFEC initiative is an aggressive campaign based on current evidence-based practices that engages West Virginia parents (and those in the role of parents) and community members into the 21st Century educational process to promote family engagement and to enhance student academic achievement in literacy and numeracy. Within this program capacity building occurs among families and county/school staff as follows: Capacity building of families includes: Tapping into underdeveloped skills; Developing Family Learning Communities; Fostering a growth mindset; Understanding math and literacy education in 21st century; Incorporating math and literacy into everyday home activities; Using technology to connect, learn, and share; and Improving school readiness for math and literacy acquisition. Capacity building of county/school staff includes: Building an understanding of FCE in the 21st Century; Fostering and valuing a competence in diverse family cultures; Cultivating a growth mindset and whole-school-approach culture; Aligning community assets to support math and literacy skill development; Building requisite knowledge of current research-based practices that work; Reviewing policies and practices that support family and community engagement; Using data to drive, inform, monitor, and evaluate FCE; and Using technology to learn, connect, and support.

Implementation

The WVFEC project will be implemented in five cohorts over the five-year project timeline. Cohort 1 includes piloting the West Virginia Family Engagement Center training in 20 high need, rural Comprehensive Schools in West Virginia as identified by WVDE based upon statewide performance measures. Within Elementary and Middle Schools, these performance measures include academic achievement, academic progress, English Language proficiency, and

student success. Within High Schools, these performance measures include academic achievement, graduate rate, English Language proficiency, and student success. Schools classified by SEAs and LEAs under the ESSA Comprehensive Support and Improvement Identified Schools system would be identified as Comprehensive Schools, and would therefore be eligible for participation in the West Virginia Family Engagement Center initiative.

The WVFEC initiative would target Comprehensive Schools within the state of West Virginia in support of low-performing, high need, rural students and their families. Initially, the West Virginia Department of Education would select 20 Comprehensive Schools based upon lowest performance to participate in the pilot year of the program. Cohort 1 will include 20 Comprehensive Schools in Year 1 of the program. Once this family engagement center initiative has been piloted in 20 West Virginia Comprehensive Schools in Year 1, the program will then expand to 20 additional Comprehensive Schools each year. Following the piloted programming of Year 1, the program will then include 40 Comprehensive Schools in Year 2. Following Year 2, the program will expand to include 60 Comprehensive Schools in Year 3, 80 Comprehensive Schools in Year 4, and 100 Comprehensive Schools by Year 5, totaling 100 Comprehensive Schools served throughout the duration of the funding cycle. A detailed look at the supports provided to each Comprehensive School Cohort is outlined in Figure 2, below.

Figure 2. Project Activity by Year
Year 1:
Cohort 1:



WVDE will identify and recruit 20 Comprehensive Schools, based on statewide performance measures, to participate in the West Virginia Family Engagement Center initiative

Each school participating in the WVFEC initiative will receive:

- School improvement diagnostics including school climate survey and parent engagement survey
- Education and learning opportunities to assist families in monitoring their child's progress
- Support activities that build participation in school-related meetings
- Provide participation that represents diverse student population in identified Comprehensive Schools

Year 2:

Cohort 2:

WVDE will identify and recruit 20 new Comprehensive Schools, based on statewide performance measures, to participate in the West Virginia Family Engagement Center initiative, totaling the number of participating schools to 40

Each school participating in the WVFEC initiative will receive:

- School improvement diagnostics including school climate survey and parent engagement survey
- Education and learning opportunities to assist families in monitoring their child's progress
- Support activities that build participation in school-related meetings

<ul style="list-style-type: none"> • Provide participation that represents diverse student population in identified Comprehensive Schools
Year 3:
<p>Cohort 3:</p> <p>WVDE will identify and recruit 20 new Comprehensive Schools, based on statewide performance measures, to participate in the West Virginia Family Engagement Center initiative, totaling the number of participating schools to 60</p>
<p>Each school participating in the WVFEC initiative will receive:</p> <ul style="list-style-type: none"> • School improvement diagnostics including school climate survey and parent engagement survey • Education and learning opportunities to assist families in monitoring their child’s progress • Support activities that build participation in school-related meetings • Provide participation that represents diverse student population in identified Comprehensive Schools
Year 4:
<p>Cohort 4:</p> <p>WVDE will identify and recruit new 20 Comprehensive Schools, based on statewide performance measures, to participate in the West Virginia Family Engagement Center initiative, totaling the number of participating schools to 80</p>
<p>Each school participating in the WVFEC initiative will receive:</p>

- School improvement diagnostics including school climate survey and parent engagement survey
- Education and learning opportunities to assist families in monitoring their child's progress
- Support activities that build participation in school-related meetings
- Provide participation that represents diverse student population in identified Comprehensive Schools

Year 5:

Cohort 5:

WVDE will identify and recruit 20 new Comprehensive Schools, based on statewide performance measures, to participate in the West Virginia Family Engagement Center initiative, totaling the number of participating schools to 100

Each school participating in the WVFEC initiative will receive:

- School improvement diagnostics including school climate survey and parent engagement survey
- Education and learning opportunities to assist families in monitoring their child's progress
- Support activities that build participation in school-related meetings
- Provide participation that represents diverse student population in identified Comprehensive Schools



School Leadership Team

Within the WVFEC, The School Leadership Team provides the leadership in the school for operating the statewide family engagement center. All Comprehensive Schools are required to establish a School Leadership Team that are trained to guide and sustain school improvement. Team members play an integral role in the success of the statewide family engagement center throughout West Virginia. In order to accomplish this goal, school team members will be trained in the current research, frameworks, and evidence-based practices associated with this program. In addition, the team's training provided through the school improvement process will strengthen their capacity to understand their school's culture, climate, and data, along with family roles in student success. Based on this information, individual school teams will select evidence-based strategies for best practices for family engagement.

School and Community-Based Partnerships

A key component to the WVFEC initiative is the incorporation of a wide range of school-based and community-based partnerships, particularly situated to serve disadvantaged children and families within identified Comprehensive Schools. The WVFEC has the opportunity to partner with multiple organizations throughout the state in collaborative support of family-school partnerships. Partners include Families Leading Change, Parent Engagement Family Resource Centers, State Pre-K Steering Team, Parent Training Information, Inc., June Harless Center at Marshall University, West Virginia Parent Teacher Association, 21st Century After School Programs, and the Grandfamilies Project of West Virginia State University. The EdVenture Group, Inc. and these community organizations that support family-school partnerships will provide professional learning, technical assistance (TA), funds, and supporting materials to the

local education agencies and identified comprehensive schools to support the implementation of the Dual-Capacity Building Framework for Family-School Partnerships. These partnering organizations provide families with a wide range of services and support structures including outreach and training to parents and teachers, parent and family advocacy, college and career readiness resources, parent and family resources, 21st Century afterschool programs, community learning centers, academic enrichment opportunities during after-school hours, literacy and other education services to families, training to grandfamilies, and locating community resources.

The EdVenture Group, Inc. will employ Family-School Partnership Specialists (FSPS) to scale-up implementation of the Dual-Capacity Building Framework for Family-School Partnerships in the identified comprehensive schools participating in the WVFEC initiative. With direct support from partnering community organizations, the WVDE, LEAs, and participating comprehensive schools will implement the steps/stages of the Dual-Capacity Building Framework for Family-School Partnerships. Additionally, an advisory committee will be established from this group of stakeholders, families, and partnering organizations. The composition of families on the advisory council will represent the diversity of families served through this project. Within this advisory committee, parents and families will constitute a majority of the membership, followed by representatives of education professionals holding expertise in improving services for disadvantaged children, representatives of local elementary schools and secondary schools including students, representatives of the business community, and representatives of the WVDE and LEAs. Within this advisory committee, stakeholders at all levels will be involved in developing a West Virginia Family-School Partnership Evaluation Plan to be implemented by the evaluation team of West Virginia University. Evaluation results will be disseminated by the WVDE, The EdVenture Group, Inc., and partnering organizations. The

EdVenture Group, Inc. and the WVDE will create and sign off on a WVDE data sharing agreement. Stakeholders will use evaluation results in a continuous cycle to modify and improve West Virginia Family-School Partnership implementation.

Goals, Objectives, and Evidence-Based Outcomes

Figure 3. West Virginia Family Engagement Center Process



The WVFEC initiative aims to enhance access to social capital through strong, cross-cultural networks of families, schools, and communities built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services.¹⁹ Figure 4, below shows the specific goals, objectives, and evidence-based outcomes of the project.

Figure 4. Goals, Objectives, and Evidence-Based Outcomes

Figure 4. Goals, Objectives, and Evidence-Based Outcomes	
Goal 1: Carry out parent education and family engagement programs that include capacity building initiatives including training, professional development, teaching and learning, curriculum, and community collaboration.	
Measurable Objective	Evidence-Based Outcomes
Comprehensive schools report an increase in family engagement	Increased exposure among SEA, county, and school personnel to address family-school

¹⁹ U.S. Department of Education Dual Capacity-Building Framework for Family-School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf>

<p>Comprehensive schools report an improvement in academic achievement</p> <p>Comprehensive schools report an increase in graduation rate</p> <p>Comprehensive schools report an increase in ESSA student success indicators such as attendance, behavior, on-track to graduate, and academic progress</p>	<p>partnership through implementation of evidence-based family engagement strategies.</p> <p>Implementation of Dual Capacity-Building Framework and improved school level programs and strategies to positively impact family engagement rates.</p> <p>Improved student outcomes at school level</p>
<p>Goal 2: Provide comprehensive training and technical assistance to SEA, LEAs, schools identified by SEA and LEAs, organizations that support family-school partnerships, and other such programs that positively impact math and reading outcomes.</p>	
Measurable Objective	Evidence-Based Outcomes
<p>Families report a more positive attitude towards engaging with their child’s education</p> <p>Families report enhanced engagement with school-based and community-based partnering organizations</p> <p>Families report that schools include them in decisions and activities that lead to their children’s improvement in reading and math</p>	<p>Improved collaborations with organizations that support family-school partnerships</p> <p>Improved relationships with school-based and community-based partnering organizations</p> <p>Improved academic performance</p>

Three primary partnering organizations will implement the WVFEC initiative: The EdVenture Group, Inc., the WVDE, and West Virginia University. The EdVenture Group will



oversee all aspects of the project, including recruiting and retaining school partners, training, technical support, coaching schools, families, and community organizations, and working with the external evaluation team. Dr. Lydotta Taylor, President & CEO, and Dr. Meaghan Cochrane, Education Researcher, will oversee the project. The WVDE will provide school and student data in recruiting high need, low performing Comprehensive Schools for participation in the WVFEC initiative. West Virginia University will serve as an external evaluator for the project.

Short-term outcomes from this collaborative project team would include increased capacity among SEA, county, and school personnel, and families to address family-school partnership through implementation of evidence-based family engagement strategies.

Intermediate outcomes would include implementation of Dual Capacity-Building Framework for Family-School Partnerships and improved school level programs and strategies to positively impact family engagement rates, alongside improved collaborations with organizations that support family-school partnerships. Long-term outcomes would include improved student outcomes at the school level, such as increased family engagement, academic achievement, graduate rates, and ESSA student success indicators including attendance, behavior, on-track to graduate, and academic progress.

Together, the EdVenture Group team and the WVDE will walk targeted high need, rural Comprehensive Schools in the project area through a five-step WVFEC implementation process: 1) Utilize WVDE and School Leadership Teams, 2) Analyze Data, 3) Identify Target Areas for Intervention, 4) Develop Goal for Comprehensive FCE Strategic Plan, and 5) Implement, Monitor, and Evaluate. This five-step process leads to a more positive school climate related to family engagement and student success, with direct correlation to student achievement.



B. A Collaborative Approach to Family Engagement in Education

The WVFEC initiative creates the opportunity for a child or student, or a family member on their behalf, to create a high-quality personalized path for learning. Through the WVDE Consolidated School Plan ESEA section 2101(d)(2)(J), a collaborative approach to family engagement in education, multiple key outputs are accomplished. These outputs include, trained personnel in Dual Capacity-Building Framework for Family-School Partnerships, trained staff and school personnel in West Virginia Family-School Partnership Implementation Manual, established Advisory Council, developed and disseminated West Virginia Family-School Partnership documents, website, and Internet-based tools, provided monthly Dual Capacity-Building Framework for Family-School Partnerships webinar, trained School Leadership Team on West Virginia Family-School Partnership, developed Family Engagement survey, West Virginia Family-School Partnership School Action Plans developed, developed Reflection Rubric, developed evaluation plan and data collection methods, collection of West Virginia Family-School Partnership evaluation data, and dissemination of West Virginia Family-School Partnership evaluation results.

i. Statewide Infrastructure: A Framework for Family Engagement and Improved Outcomes

In West Virginia, each school district is required to reserve at least one percent of its Title I funds to carry out parent and family engagement activities, including those described in the written policy section below. Ninety (90) percent of these “set-aside” funds must be distributed to schools, with priority given to high-need schools. The law further requires that parents and family members of low-income students must be included in decisions regarding how these engagement funds are spent. Funds must be used for at least one of the following activities: Training school staff regarding engagement strategies; Supporting programs that reach families



at home, in the community and at school; Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families; Incentives to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or Engaging in any other activities that the district believes are appropriate in increasing engagement. A state must provide an assurance in its state plan that it will provide school districts and schools with effective parent and family engagement strategies.²⁰

Within this statewide infrastructure for the WVFEC initiative, county and school commitments would include prioritizing family engagement as a key component of school improvement, committing to framing family engagement as the work of everyone, not only specified staff, and using resources to monitor the effectiveness of the program. Within each identified comprehensive school, Electronic Family Programming Enrollment would aid in working with existing grading platforms to house training choices for enrolling in family engagement training, allowing for tracking parents who attend trainings so to evaluate grant effectiveness, allowing for sustainability of work after grant. In implementing a statewide infrastructure for family engagement, parent and educator training will be offered at schools and in other appropriate community settings. Training will include gaining basic knowledge regarding 21st Century learning, special education parent training, math and literacy skills enhancement at home, and connections to community resources. Within this statewide infrastructure, schools and communities can build relationships and trust with students and their families, and build the capacity of parent and educator to support student achievement.

²⁰ West Virginia Department of Education (2018)



ii. Systemic Services for Family Engagement in Education

In the state of West Virginia, poverty influences the amount of time and energy family members have to promote development and learning. Although not all children who live in poverty have these characteristics, children who live in poverty are less likely to have gone to libraries, museums, and watch more television; they also come to school without some of the early reading skills that their peers have including knowing that in English we read from left to right, knowing how to tell where a story ends, and knowing letter sounds. Within the state, children who live in poverty may not have basic needs for school and may have incomplete immunizations, chronic health problems, inadequate health care, and lack of daily care needs.

Common barriers to inclusive family involvement include: schools not knowing how to form family/school partnerships; parents not knowing how to form family/school partnerships; parents not knowing the law, or their rights, responsibilities, etc.; transportation issues; timing of meetings conflicts; parents' fear of retribution; and family adversity and negative parental attitudes about school. Because of these barriers, in West Virginia, it is vital to ensure that systemic services and support structures are put into place to promote family engagement in education. These could include but are not limited to: leveraging community agencies, families, and stakeholders for systemic capacity and linkage building; developing resources to create a seamless training design for each year's cohort; training facilitators of the work; selecting high-needs counties/schools (Comprehensive and Targeted schools); preparing/training high-needs counties/schools for the work (train the trainers); forming advisory council; training county and school leadership in the process (purpose of initiative, definition of Family Engagement Center, Federal Programs requirements, policy considerations, disaggregated math and literacy data, using qualitative data to define family needs, components of project, capacity building, using

parents as trainers, etc.); refining and delineating program outcomes in specific counties/schools; and training in monitoring, evaluating, and resetting for effective program outcomes.

iii. Assistance for Effective Family Participation

As discussed, above, due to the wide range of barriers and individual differences, schools and communities throughout the state of West Virginia should allow for and promote family engagement and participation in various ways, at different levels of commitment, and at different frequencies. The most effective family involvement approaches: Offer a wide variety of ways to participate, support family participation in any school or community opportunity, account for cultural and individual differences, enable participation for all who want to contribute, regardless of skill level, and provide support to improve participation skills. ²¹

Strategies for cultivating family involvement include: meeting schedules that accommodate scheduling, transportation, and other family needs; staff development on welcoming and working collaboratively with families and students; supports and materials that reflect community diversity; and referrals to community resources. Through the WVFEC initiative, schools can increase parent and family involvement by providing teachers with information and supports on how to better communicate with and involve families. The statewide family engagement center initiative should cultivate an invitation for families to visit and create a classroom environment that welcomes them and helps them to feel comfortable, as well as offering school space for social events planned with families to celebrate families, students, teachers, and community. In addition, creating school-based or site-based advisory councils that

²¹ West Virginia Department of Education (2018)



include a representation of greater than 50% families to develop policies, practices, and curriculums for the school can assist in effective family participation.

iv. Evidence-Based Strategies Providing Services to Parents and Families

Despite widespread endorsement of family-school partnerships to support student learning, most educators in the United States have received little or no training in working effectively with families.²² Overall, the WVFEC initiative aids in assisting parents in participating effectively in their children’s education and helping their children meet state academic standards. Through family-school partnerships, the statewide family engagement center can develop and implement, in partnership with the state, statewide policy to provide services that will help to remove barriers for family engagement, as well as develop and implement parental involvement policies required in the ESSA. This includes a variety of evidence-based programs to provide student supports, academic enrichment, extended learning and afterschool, and family engagement programming.

Benefits of family involvement within the school include: gain parents’ trust, input and support, improved school leadership and staffing, better quality and variety of instructional programs, more professional development for teachers and staff, increased funding for health and safety initiatives, improved facilities at school, and better overall outcomes for the students. Benefits of family involvement for parents include: develop relationships, trust and bonds with the school, school gains an understanding of the parent’s viewpoints and needs, school climate improves because of health and safety initiatives, school facilities and programs improve, better overall outcomes for the students. Students whose parents remain involved tend to: have a

²² International Reading Association (2002)



positive attitude about school, earn higher grades, score higher on standardized tests, graduate from high school and enroll in post-secondary programs, refrain from destructive activities such as alcohol and drug use and violence, and have better overall outcomes.²³

v. Evidence-Based Strategies Promoting Literacy and Numeracy Achievement

There is a general lack of infrastructure to provide training and technical assistance to families in the areas of improving literacy and numeracy achievement in West Virginia schools. In West Virginia, the literacy and numeracy achievement priorities are focused on closing the achievement gap and ensuring all students are on target for grade-level expectations in literacy and numeracy with special emphasis on students with disabilities (SWDs), English language learners (ELLs), students with low socio-economic status (low SES), and race/ethnicity.

The literacy/numeracy achievement goals include: supporting high quality schools and workforce prepared to address literacy and numeracy standards; supporting identification of interventions and implementation of a system of support for students not reaching grade level proficiency in literacy and numeracy; ensuring West Virginia remains on track in closing the literacy and numeracy achievement gap; increasing the percentage of students demonstrating grade-level proficiency equivalent Lexile and Quantile scores. The literacy/numeracy achievement delivery of services includes: providing formula funding for all 55 districts for literacy and/or numeracy (primary focus on 100 comprehensive schools) where the District Steering Committee identifies local needs and implementation plan.

Within the implementation of the WVFEC initiative, there is a direct correlation between increased family engagement within the school setting and improved performance within both

²³ West Virginia Department of Education (2018)



literacy and numeracy among high need, low performing students. Effective action steps towards improved student performance in both mathematics and reading include: linking family and community engagement efforts to student learning; creating initiatives that will support families to guide their children’s learning, from preschool through high school; developing the capacity of school staff to work with families; focusing efforts to engage families on developing trusting and respectful relationships; and embracing a philosophy of partnership and willingness to share power with families. Ensuring that parents and school staff understand that the responsibility for children’s educational development is a collaborative enterprise is a key to school improvement and student success throughout the implementation process of the statewide family engagement center initiative in West Virginia. ²⁴

C. Project Evaluation

This project will include a robust evaluation designed to (1) produce promising evidence that meets the highest standards described in the What Works Clearinghouse Handbook, (2) measure objective progress toward the completion of project objectives, and (3) provide continuous performance feedback necessary for quality improvement. In order to achieve these goals, the evaluation team will conduct process, outcome, and impact evaluations designed answer the following questions:

Process Evaluation Questions:

1. At what level did the project team achieve its planned process objectives according to their assigned deadlines?

²⁴ Mapp (2004)



2. At what level did the project team maintain program fidelity when implementing the Family Engagement Center Treatment?

Outcome Evaluation Questions:

3. What is the association between exposure to the Family Engagement Center treatment and rates of family participation in relevant school activities?
4. What is the association between exposure to the Family Engagement Center treatment and initial changes in student perceptions of: (a) family engagement, (b) family support for academic goals, (c) family support for student behaviors conducive with academic success, (d) awareness of/connection to academic resources, including individualized pathways to academic success, and (e) positive school climate?
5. What is the association between exposure to Family Engagement Center treatment and initial changes in student achievement related to (a) literacy, (b) numeracy, and (c) college/career readiness?
6. How has educator, school, and community capacity to implement the Family Engagement Center treatment changed over the project period?

Impact Evaluation Questions:

7. What is the association between exposure to the Family Engagement Center treatment and long-term trajectory of student perceptions of: (a) family engagement, (b) family support for academic goals, (c) family support for student behaviors conducive with academic success, (d) awareness of/connection to academic resources, including individualized pathways to academic success, and (e) positive school climate?



8. What is the association between exposure to Family Engagement Center treatment and long-term trajectory of student achievement related to (a) literacy, (b) numeracy, and (c) college/career readiness?

Evaluation Design. The evaluation team will use a randomized control trial design with longitudinal, repeated, cross-sequential data collection over five years to collect the strongest possible evidence related to these questions.

Participants. One hundred comprehensive schools will be identified for inclusion in this project. These comprehensive schools will have demonstrated the lowest academic performance in the state of West Virginia and shown a lack of improvement over time. These comprehensive schools will include elementary, middle, and high schools throughout the state and be comprised of a high concentration of disadvantaged students. In West Virginia, students in comprehensive schools often include children experiencing high rates of poverty, jobless parents/caregivers, being raised by grandparents or other caregivers, and exposure to opioid addicted parents/family members.

Random Assignment and Timing of Exposure to the Treatment and Control Conditions. Within 60 days, identified comprehensive schools will be randomly assigned to treatment and control conditions using a modified cross-over design, with the timing of these experimental conditions outlined in Table 1 below. Using this design, we will collect data and (1) compare the effects of exposure to treatment and control conditions and (2) evaluate the impact of multiple years of exposure to the treatment condition.

Table 1. Modified Cross-Over Design – Timing of Exposure to Treatment Conditions

Year 1	Baseline Data Collection from All 100 Comprehensive Schools	One Year of Treatment – 20 schools		Control – 80 schools	
Year 2	Two Years of Treatment – 20 schools	One Year of Treatment – 20 schools		Control – 60 schools	
Year 3	Three Years of Treatment – 20 schools	Two Years of Treatment – 20 schools	One Year of Treatment – 20 schools	Control – 40 schools	
Year 4	Four Years of Treatment – 20 schools	Three Years of Treatment – 20 schools	Two Years of Treatment – 20 schools	One Year of Treatment – 20 schools	Control – 20 schools
Year 5	Five Years of Treatment – 20 schools	Four Years of Treatment – 20 schools	Three Years of Treatment – 20 schools	Two Years of Treatment – 20 schools	One Year of Treatment – 20 schools



Data Collection. This project will collect three types of data –student data, capacity development data, and ongoing process data. Below, you will find an overview describing our general approach to each of these three types of data collection.

Student data will be collected once per year using 1) student surveys collected at all participating comprehensive schools (online and paper/pencil), and 2) existing student records. For student surveys, teachers who have been trained to ensure the confidentiality of all participating students will administer an annual survey during the spring of each year in each comprehensive school with the assistance and support of the SFEC specialists and local school leaders. For paper and pencil surveys, Teachers will administer the student survey during one class period. After completing the surveys, students will place them in a folder that will be sealed by the last student to complete the survey, who will then sign their name across the sealed portion of the envelope. The SFEC specialist evaluator will collect these surveys from each school on the day they are completed and keep them in a locked storage area until they are collected by the evaluation team. The evaluation team will use secure survey scanning software housed on a university secure network to input all survey responses. All paper surveys will be shredded after successful data entry and a reliability check. The final student data spreadsheet will include data from both online and paper/pencil surveys, be de-identified, and stored on a university secure network. Student surveys will include data related to student perceptions of: (a) family engagement, (b) family support for academic goals, (c) family support for student behaviors conducive with academic success, (d) awareness of/connection to academic resources, including individualized pathways to academic success, (e) positive school climate, and (f) college/career readiness. Student surveys will be ethically administered and include all proper protections such as maintaining participant confidentiality, consent, the right to withdraw, and



data safety while preventing coercion in any form. Additionally, at the end of each academic year, our partners at the WVDE will provide data from existing student records related to rates of student achievement in literacy and numeracy as well as rates of problem behavior, attendance, course progression, and GPA. State-issued student identification numbers (WVEIS) will be used to link student survey responses to existing records prior to data analysis. All student data from existing records will be kept on a secure university network. Only evaluation team members will have access to the data collected.

Capacity development data include (1) rates of family/caregiver participation in school activities, (2) educator capacity to engage families/caregivers, and community/partner capacity to engage families/caregivers. Family/caregiver participation rates will be collected monthly and submitted online via a secure Qualtrics website. Examples of data will include event agendas, and Parent electronic registration for FEC activities/events. Educator and community/partner capacity data related to participation in trainings and attendance at meetings and relevant events will be collected monthly via the Qualtrics system as well. Community/partner data will also be collected monthly via Qualtrics and include information related to the membership composition and activities of the state-level project advisory committee (as outlined in the funding announcement) and local SFEC leadership teams established at each school. Additionally, annual online surveys will be given to members of the state-level project advisory committee and local school-based SFEC leadership teams that measure levels of engagement, attitudes toward engagement, and knowledge about policies and opportunities for family/caregiver engagement.

Ongoing process data will be collected monthly using a secure Qualtrics website. Each month, key personnel will log-on to our secure Qualtrics website and input ongoing process data related to the inputs, activities, and outputs described in the project logic model and



corresponding project objectives. The SFEC specialists will be responsible for aggregating and reporting local-level activities undertaken by themselves and participating schools. The overall project coordinator will be responsible for aggregating and reporting state-level activities undertaken by the PI, project coordinator, and state partners. Each assigned Qualtrics site will collect data by objective and allow for the entry of quantitative and qualitative data as well as back-up documentation. For example, scanned PDFs of meeting/training agendas and sign-in sheets, de-identified referral forms, or training certificates. All ongoing data will be stored on either the evaluation team's secure Qualtrics website or a secure university network. Only members of the evaluation team will have access to the ongoing data collected using this process.

Annual data quality trainings will be conducted to support collecting data in a confidential, secure, and low-impact manner. The evaluation team will provide these trainings prior to each academic year and include a training manual/videos that provide detailed assistance and examples of high quality data collection and entry methods.

Data Analysis-Experimental and Longitudinal. Longitudinal, repeated, cross-sequentially collected data related to student outcomes and capacity development will be analyzed as follows. Data will be organized and cleaned following well-established quality control procedures. Items' distributions and constructs' psychometric properties will be examined, and a comprehensive codebook will be updated at the end of each year. Most analyses will be run in Mplus, using maximum likelihood robust (MLR) estimation, a sandwich estimator that generates estimation with standard errors that are robust for non-normal data, including symmetric/platykurtic, non-symmetric, or zero kurtotic distributions. Mplus facilitates path analysis, latent variable modeling, and estimation of latent growth curves (LGC) and growth mixture models (GMM). Mplus can provide ML estimates for a range of distributions pertinent



to alcohol use and psychosocial outcomes, including binary, zero-inflated Poisson and negative binomial, and continuous data. Mplus implements Bayesian estimation and bootstrapping for better estimates of parameters, including those for indirect effect and conditional indirect effect models. Model fit will be evaluated using the criteria for χ^2/df , CFI, and RMSEA that Hu and Bentler¹⁵⁸ proposed.

Multilevel data. Our analyses will routinely incorporate nested data (youth nested in schools). When data are clustered Mplus adjusts standard errors via the multilevel pseudo maximum likelihood estimator (MPML).¹⁵⁹ The method is likelihood based and thus applies to multivariate outcomes from any parametric family of distributions, including for example the generalized linear models.

Missing data. Mplus provides unbiased, maximum-likelihood parameter estimates and reasonable estimates of standard errors in cases in which data are missing completely at random (MCAR) or missing at random (MAR).¹⁶⁰ Modeling data that are missing not at random (MNAR) is possible with full information maximum likelihood estimation using latent indicators of missingness in a mixture model context as specified by Muthén et al.¹⁶¹

Construct development. We will conduct confirmatory factor analyses of multi-item scales and assess measurement invariance for repeated constructs. We will examine intercorrelations between reporters and methods and, depending on the research question and convergence in perspectives, create multi-report latent constructs¹⁶² or model different reports/methods separately in predictive models.

Hypothesis testing. We will conduct hypothesis testing using multilevel LGC modeling (youth nested in schools) to test multiple variable relations specific to longitudinal research questions associated with student perceptions of family/caregiver engagement, literacy,



numeracy, and college/career readiness. A variety of models will be fitted, including testing appropriate distribution type (i.e., logit v. Poisson v. ZINB) for the dependent variables, and the best-fitting model will be selected using model fit criteria outlined above. Once we have established the best-fitting models, parameter estimates will be examined to test the hypotheses listed above.

Data Analysis-Monthly Ongoing Process Indicators. Data collected monthly (ongoing process, educator capacity, family/community capacity) will be analyzed and reported using the appropriate univariate statistics (for example, counts, rates, means).

Data Reporting, Data-Driven Decision-Making, and Continuous Quality Improvement. Ongoing process data and capacity development data related to rates of participation will be reported to the PI, project coordinator, SFEC Specialist, and state partners once per month. Using these monthly reports, key project personnel will be able to monitor cumulative progress toward project objectives in real time using a dashboard provided in their secure version of the Qualtrics site and use this information to make data-informed decision related to continuous quality improvement. The evaluation team will participate in monthly meetings where they present this data, answer questions, and provide technical assistance to all project personnel. Student data and capacity development data related to attitudes and knowledge about family engagement will be reported annually.

Further, each year a comprehensive written report will be developed that presents all cumulative data for the overall project, each SFEC specialists' region, and individual schools. This report will be made available to all key personnel. Additionally, the evaluation team will also provide an annual presentation to all key personnel in which they highlight key findings from this report. All data collected during this project will be reported to the PI, project



coordinator, SFEC specialists, schools, and state partners in a timely and accessible manner. This data will be presented using plain language and visuals accessible to families, educators, and policy-makers and will include both aggregated and de-aggregated information that may be useful for identifying disadvantaged groups in need of additional services and other planning purposes. Additionally, the SFEC specialists will be encouraged to present school-level findings to all members of each school, as well as interested family and community members, and help them to use project data to make informed and targeted decisions. The evaluation team will provide technical assistance and help the PI, project coordinator, SFEC specialists and school personnel translate the findings into effective practice. The evaluation team will also provide technical assistance designed to help state partners translate findings into effective policy.

Dissemination Plan. The effective use of evaluation findings requires the effective dissemination of those findings. For this project, evaluation findings will be disseminated in three primary ways that include dissemination to: (1) key personnel, (2) local school communities and leaders, and (3) non-participating education leaders and researchers as well as interested community members. As highlighted above, dissemination to key personnel will include monthly and annual reports/dashboards, meetings, presentations, and technical assistance. Dissemination to local schools will include monthly reports/dashboards as well as annual reports and presentations.

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West Virginia Family Engagement Center Logic Model				
Goals/Objectives	Activities	Inputs	Outputs	Outcomes
<ul style="list-style-type: none"> Carry out parent education and family engagement programs. Provide comprehensive training and technical assistance to SEA, LEAs, schools identified by SEA and LEAs, organizations that support family-school partnerships, and other such programs. Develop partnerships among students, families, and educators. 	<ul style="list-style-type: none"> The EdVenture Group, Inc. and organizations that support family-school partnerships will provide professional learning, technical assistance (TA), funds, and supporting materials to the local education agencies and identified comprehensive schools to support the implementation of the Dual-Capacity Building Framework for Family-School Partnership The EdVenture Group, Inc. will employ Family-School Partnership Specialists to scale-up implementation of the Dual-Capacity Building Framework in schools participating in the West Virginia Family-School Partnership With direct support from organizations, the SEA, and LEAs, schools participating in the West Virginia Family-School Partnerships will implement the steps/stages in the 	<ul style="list-style-type: none"> Improved state policy Enhanced existing programs Improved county policy Enhanced resources Best practices within family engagement Evidence-based design – The plan for the SFEC builds on what’s known from results from needs assessment Includes partners with track record of success in wide range of focal activities Includes local and state partners trusted by communities Fiscal sustainability planning – sources for matching funds and in-kind support Dedicated staff/resources within the SFEC 	<ul style="list-style-type: none"> Trained EdVenture Group personnel in Dual-Capacity Building Framework Trained EdVenture Group and school personnel in WV Family-School Partnership Implementation Manual Established Advisory Council Developed and disseminated WV Family-School Partnership documents, website, and Internet-based tools Provided monthly Dual-Capacity Building Framework webinars Trained school leadership team on WV Family-School Partnerships Developed Family Engagement Survey WV Family-School Partnership School Action Plans developed 	<ul style="list-style-type: none"> <i>Short Term</i> Increased exposure among SEA, county, and school personnel to address family-school partnership through implementation of evidence-based family engagement strategies. <i>Intermediate</i> Implementation of Dual-Capacity Building Framework and improved school level programs and strategies to positively impact family engagement rates. Improved collaborations with organizations that support family-school partnerships. <i>Long Term</i> Improved student outcomes at the school level (i.e. increased family engagement, academic achievement, improvements in mathematics and reading, graduation rate, and ESSA student success indicators including attendance, behavior, on-track to graduate, and academic progress.)



	<p>Dual-Capacity Building Framework</p> <ul style="list-style-type: none"> Stakeholders at all levels will be involved in developing a West Virginia Family-School Partnership evaluation plan to be implemented by West Virginia University; evaluation results will be disseminated by WVDE, The EdVenture Group, Inc., and partnering organizations; stakeholders will use evaluation results in a continuous cycle to modify and improve West Virginia Family-School Partnership implementation 		<ul style="list-style-type: none"> Developed reflection rubric Developed evaluation plan and data collection methods Collect WV Family-School Partnership evaluation data Disseminate WV Family-School Partnership evaluation results 	
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STATE OF WEST VIRGINIA
DEPARTMENT OF MILITARY AFFAIRS & PUBLIC SAFETY
DIVISION OF CORRECTIONS & REHABILITATION
BUREAU OF JUVENILE SERVICES

William K. Marshall III, Assistant Commissioner
1409 Greenbrier Street - Charleston, WV 25311
(304) 558-2036 Telephone – (304) 558-6032 Fax

JEFF S. SANDY, CFE, CAMS
CABINET SECRETARY

BETSY C. JIVIDEN
COMMISSIONER

July 27, 2018

The EdVenture Group
Dr. Lydotta M. Taylor
President & CEO
Two Waterfront Place
Suite 1205
Morgantown, WV 26501

Dear Dr. Taylor:

I write on behalf of the Bureau of Juvenile Services in support of The EdVenture Group's proposal to the U. S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center that will support student achievement, school improvement, and increase the number of high-quality educational options available to families in WV schools. We strongly support this grant application and the focus on increasing student achievement through effective family-school engagement practices in all WV schools, especially those that serve low-income families, parents of English learners, minorities, students with disabilities, homeless children and youth, and students in foster care.

As an organization which has always sought to better the lives of the youth in our care as well as youth throughout the State of West Virginia, we support any efforts to increase opportunities for young people to succeed. The Academic programs within our Youth Reporting Centers and Residential Treatment Centers comprises a positive, life changing program for the youth we serve and there is no limit to the impact that these programs have on our youth.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the Statewide Family Engagement Centers (SFEC) Program to include:

- Forming a genuine partnership to better the lives of young people in West Virginia
- Participating in planning, and committee meetings, facilitating interaction with the youth in our care, and making appearances to encourage youth and adult participation in the program.

The EdVenture Group will lead the design and implementation of the work of the Statewide Family-School Partnership Center.

We look forward to working with you in eliminating health disparities in our community and achieving health equity.

Sincerely,



Denny E. Dodson
Chief, Juvenile Operations

The EdVenture Group
Dr. Lydotta M. Taylor
President & CEO
Two Waterfront Place
Suite 1205
Morgantown, WV 26501

Dear Dr. Taylor:

I write on behalf of WV Universal Pre-K Steering Team in support of The Edventure Group's proposal to the U. S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center that will support student achievement, school improvement, and increase the number of high-quality educational options available to families in WV schools. We strongly support this grant application and the focus on increasing student achievement through effective family-school engagement practices in all WV schools, especially those that serve low-income families, parents of English learners, minorities, students with disabilities, homeless children and youth, and students in foster care.

The WV Universal Pre-K Steering Team, who guides implementation of statewide pre-k program, values the strong impacts of family-school partnerships for all students. Statewide Family Engagement efforts have been a primary goal of the West Virginia Universal Pre-K system through the West Virginia School Readiness Framework, which embeds Family-School Partnerships in its process.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the Statewide Family Engagement Centers (SFEC) Program to include:

- Continued focus on family engagement in the West Virginia School Readiness Framework.

The EdVenture Group will lead the design and implementation of the work of the Statewide Family-School Partnership Center.

We look forward to working with you in eliminating health disparities in our community and achieving health equity.

Sincerely,



*Janet Bock-Hager,
Pre-K Coordinator, Office of Early & Elementary Learning
West Virginia Department of Education*

The EdVenture Group
Dr. Lydotta M. Taylor
President & CEO
Two Waterfront Place
Suite 1205
Morgantown, WV 26501



Dear Dr. Taylor:

July 26th, 2018

I write on behalf of West Virginia Healthy Kids and Families Coalition and Families Leading Change in support of The Edventure Group's proposal to the U. S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center that will support student achievement, school improvement, and increase the number of high-quality educational options available to families in WV schools. We strongly support this grant application and the focus on increasing student achievement through effective family-school engagement practices in all WV schools, especially those that serve low-income families, parents of English learners, minorities, students with disabilities, homeless children and youth, and students in foster care.

As an organization, Families Leading Change engages parents and family members who are caregivers by teaching communication skills to build positive relationships with school staff and awards mini grants to parent/student/family led teams that wish to start an educational program or parent engagement group in a school or after school site.

We currently have 53 of these grant teams in 29 West Virginia Counties leading projects that implement Financial Literacy, STEM, Arts/Music, Early Literacy, Pragmatic Social Skills, Anti Bullying, School Gardening and Hydroponics, etc.

Families Leading Change targets families of low income, kinship care, special needs and disabilities, many in rural areas that are without resources such as transportation to participate in school activities.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the Statewide Family Engagement Centers (SFEC) Program to include:

- Forming a genuine partnership to help create a parent peer "Train the Trainer" program to engage families statewide
- Assist in creating a parent resource library in the family engagement centers or school sites which parents/family members can use tools and resources to help their students achieve and succeed in the classroom.

The EdVenture Group will lead the design and implementation of the work of the Statewide Family-School Partnership Center.

We look forward to working with you in eliminating health disparities in our community and achieving health equity.


Jennifer Anderson
Director, Families Leading Change



Thursday, July 26, 2018

RE: Flyer Connect support for the SFEC Grant Application

Dear Dr. Cochrane

I am writing on behalf of Flyer Connect (flyerconnect.org) to state our support of The EdVenture Group, Inc. and the West Virginia Department of Education's proposal to the U. S. Department of Education Office of Innovation & Improvement grant to fund the Statewide Family Engagement Centers.

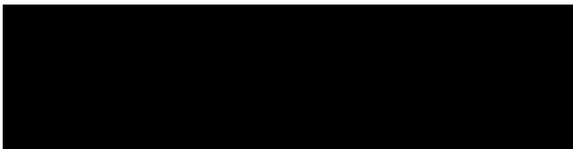
Flyer strongly supports this grant application and its focus on reducing disparities in family engagement and communication, specifically among West Virginia families of school age children. By increasing the delivery of evidence-based interventions, this program and its alignment with our organization's mission will improve educational access and equity across all populations, regardless of background, language or income level.

Through this letter, we acknowledge the specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we expect our role in the Statewide Family Engagement Center to include:

- Form a genuine partnership to reduce communication and engagement disparities in the community. Flyer will dedicate resources to ensure this effort is successful.
- Provide a best-practice consultative approach to analyze, design, deploy and measure the effectiveness of our family engagement platform.
- Work directly with schools to better engage with families and community as identified by the partnership.

We look forward to working with you in eliminating communication disparities in West Virginia communities and improving educational access and equity within schools.

Sincerely,



Zuben Bastani
Founder and CEO, Flyer Connect
3461 Ringsby Ct., Ste. 315
Denver, CO 80210





July 27, 2018

West Virginia Advisory Council for the
Education of Exceptional Children
100 Angus E. Peyton Drive
South Charleston, West Virginia 25303

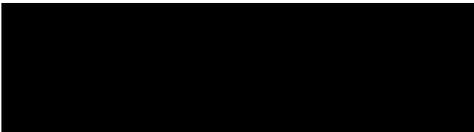
The EdVenture Group
Dr. Lydotta M. Taylor, President & CEO
Two Waterfront Place, Suite 1205
Morgantown, WV 26501

Dear Dr. Taylor:

Please accept the recommendation of the West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) to support the EdVenture Group's proposal to the U.S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center. The WV Advisory Council for the Education of Exceptional Children (WVACEEC) acknowledges that parent/family engagement in collaboration with supportive school focus on student achievement is essential for quality educational opportunities for all students, especially those with disabilities and high intensity needs.

The WV Advisory Council for the Education of Exceptional Children is authorized by the Individuals with Disabilities Education Act (IDEA) as a state advisory panel to identify the unmet needs of children with disabilities and to make recommendations to people, agencies and organizations who have the potential to correct or improve the status of children in need. Fifty-eight percent of teachers in West Virginia have less than three years of experience. These young teachers simply do not have the experience or training to address the intense needs of these children and parents in the complex society of today. In the most recent report to the West Virginia State Board of Education on June 13, 2018, the Council recommended that every effort be afforded to teachers, counselors and psychologists to enhance training for personnel to effectively engage parents and families through better communication strategies. Parent engagement is not a new issue, but it is critical for the success of children.

The WV Advisory Council for the Education of Exceptional Children has participated in the grant planning process and will continue to participate and support the grant implementation, if funded, by serving on the advisory board and continuing to share findings from parent and teacher perspectives from across the State as the Council travels to all areas of rural, remote and urban areas of West Virginia. Thank you for the opportunity to increase== positive family experiences and positive school outcomes for all students, families and communities across the State of West Virginia.



Susan A. White, Executive Director
WV Advisory Council for the Education of Exceptional Children



The EdVenture Group
Dr. Lydotta M. Taylor, President & CEO
Two Waterfront Place, Suite 1205
Morgantown, WV 26501

July 26, 2018

I write on behalf of in support of The Edventure Group's proposal to the U. S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center that will support student achievement, school improvement, and increase the number of high-quality educational options available to families in WV schools. We strongly support this grant application and the focus on increasing student achievement through effective family-school engagement practices in all WV schools, especially those that serve low-income families, parents of English learners, minorities, students with disabilities, homeless children and youth, and students in foster care.

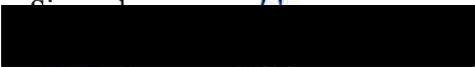
The West Virginia Parent Training and Information, Inc. (WV PTI) is a non-profit organization that operates the statewide federally funded Parent Training Center for WV and is the Family Voices State Affiliate Organization. WV PTI supports positive futures for West Virginia children and youth by working collaboratively with families, schools, and communities to improve opportunities for excellence in education and success in school and community life. WVPTI, Inc. is committed to empowering parents and families of children and youth with disabilities and special healthcare needs as advocates and partners in improving education, transition and healthcare outcomes for their children from birth to age 26. Our special focus is children with disabilities.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the Statewide Family Engagement Centers (SFEC) Program to include:

- Forming a genuine partnership to assist with the implementation of the goals, objectives, and activities submitted within the grant proposal;
- Appointing a member to the Family-School Advisory Council;
- Collaborating with the WVDE and EdVenture Group by Point of Contact;
- Assisting with data analysis relevant to family engagement;
- Supporting evidence-based strategies to increase positive family experiences and positive school outcomes for all students; and
- Delivering trainings to educators and parents about taking an active role in parent engagement.

The EdVenture Group will lead the design and implementation of the work of the Statewide Family-School Partnership Center.

We look forward to working with you in supporting the development of family friendly resources and outreach through trainings, data collection and reporting. This collaboration and cooperation with partnering agencies will support the proposed grant.


Brenda Lamkin, M.Ed.
Executive Director, WV Parent Training and Information, Inc.

July 26, 2018

The EdVenture Group
Dr. Lydotta M. Taylor
President & CEO
Two Waterfront Place
Suite 1205
Morgantown, WV 26501

Dear Dr. Taylor:

I write on behalf of West Virginia Congress of Parents and Teachers, Inc. (WV PTA) in support of The EdVenture Group's proposal to the U. S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center that will support student achievement, school improvement, and increase the number of high-quality educational options available to families in WV schools. We strongly support this grant application and the focus on increasing student achievement through effective family-school engagement practices in all WV schools, especially those that serve low-income families, parents of English learners, minorities, students with disabilities, homeless children and youth, and students in foster care.

As an organization which already has a structure in place with a state level, region level, and local unit (school) level, we can help direct parent trainings, programs and activities. We advocate for every child with one voice, working with the National PTA and our national representatives to ensure funding for these SFECs over the last 10 years. WV PTA also worked closely with the WV Department of Education to develop different aspects of our ESSA plan, including, among others, testing and the annual report card. Our local units provide food and clothing pantries, book drives to help flood victims, and educate students in the arts through the National PTA Reflections Program, which included hosting special artist workshops across the state. WV PTA has an annual convention where we provide trainings, and we've included a youth track, along with a special-needs track. We also do regional trainings annually that include discussions on being more inclusive of parents and guardians of our most at-risk students. WV PTA has a Diversity Chairperson who reaches out to special needs parents across the state to educate them about laws and engagement in schools. We recently completed work on trainings across the state to educate parents, teachers and legislators on Career and College Readiness Standards. These trainings also included advocacy, volunteer management, and recruitment, among others. WV PTA developed many strong state-wide partnerships over the last 18 months, but we're most proud of the WV Coalition for Public Education, bringing 23 organizations together to ensure that students leave high school either college or career ready.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the Statewide Family Engagement Centers (SFEC) Program to include:

- forming a genuine partnership to assist in increasing family involvement in schools to improve student development and academic achievement

- assist in providing professional learning and in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel to make every child's potential a reality by engaging and empowering families and communities (PTA mission statement).

The EdVenture Group will lead the design and implementation of the work of the Statewide Family-School Partnership Center.

We look forward to working with you to build stronger partnerships between families and schools.

Sincerely,



Melissa Jones
President-Elect
West Virginia Congress of Parents and Teachers, Inc.



July 25, 2018

Dr. Meaghan Cochrane
EdVenture Group, Inc.,
Two Waterfront Place
Suite 1205
Morgantown, WV 26505

Dear Dr. Cochrane:

This letter is written in support of the Support for Family and Community Engagement (SFEC) Program Grant. If funded, this proposal will provide an excellent support system for the families that have been involved in programs and activities designed by our Education Department at West Virginia State University. There is a critical need for the development of effective family engagement policies, practices, strategies and activities which will in turn support student achievement in our schools.

This is a vital mission for the teacher education candidates and the Faculty at West Virginia State University as we have partnered with our Professional Development Schools to work with schools and parents in the development of appropriate interventions and strategies for parents and children.

My colleagues in the Education Department are excited about the outcomes associated with the collaborative objectives that are proposed in the grant. A unified, supportive approach involving schools, families, community and higher education will be beneficial for the state of West Virginia. Thank you for this opportunity to enhance our candidates' skills and to provide assistance to parents and teachers in the state of West Virginia on behalf of the children that we serve. Please feel free to contact me at (304) 741-1608 if I can provide additional information.

Sincerely,


Patricia A. Wilson, Chairman
Education Department
wilsonpat@wvstateu.edu

cc: Nancy Cline, WVDE



1900 Kanawha Boulevard, East, Building 6 • Charleston, WV 25305
Steven L. Paine, Ed.D., State Superintendent of Schools
wvde.state.wv.us

July 27, 2018

The EdVenture Group
Dr. Lydotta M. Taylor
President & CEO
Two Waterfront Place
Suite 1205
Morgantown, WV 26501

Dear Dr. Taylor:

I write on behalf of the West Virginia Department of Education (WVDE) in support of The EdVenture Group's proposal to the U. S. Department of Education Office of Innovation & Improvement Statewide Family Engagement Centers (SFEC) Program Grant to fund the WV Statewide Family-School Partnership Center (WVSFSPC) that will support student achievement, school improvement, and increase the number of high-quality educational options available to families in WV schools. We strongly support this grant application because of its focus on increasing student achievement through effective family-school engagement practices in all WV schools, especially those that serve low-income families, parents of English learners, minorities, students with disabilities, homeless children and youth, and students in foster care.

The WVDE is committed to authentically engaging families in their children's learning. For many years as part of the ESSA and IDEA requirements, we have conducted parent engagement trainings for families and educators pertaining to student learning, school readiness, wellness and nutrition, school safety, mental health, career readiness, special education issues, and so much more. We have been and still are in collaboration with WV community organizations that promote learning and families. All WV school districts have participated these joint efforts.

Our Memorandum of Understanding with the EdVenture Group outlines the WVDE's role and responsibilities in this partnership in the event this proposal is funded, including:

- Making WVDE staff and resources available to support the EdVenture Group's work to engage in effective partnerships that enhance student achievement and school improvement to positively impact the number of high-quality educational options

- available to families;
- Strengthening our established efforts to form and expand school, family, and community partnerships that engage in continuous cradle-to-career practices and activities to create greater opportunities for all WV students and their families;
 - Supporting all aspects of the dual-capacity building framework for family-school partnerships that the EdVenture Group proposes; and
 - Providing access to established WVDE family focused groups and initiatives such as the WV Universal Pre-K Steering Team, WV Network for Educational Excellence, and the County Family Engagement Resource Centers (PERC/FERC).

With the EdVenture Group leading the design and implementation of the work of a SFEC, we welcome the opportunity to partner with you and other community organizations to ensure meaningful and effective strategies that have the power to positively impact student learning and achievement.

We look forward to working with you in transforming student learning in WV by focusing on building the capacity of schools and families through strengthening family and community partnerships.

Respectfully,



Jan Barth, Ed. D.
Assistant Superintendent
West Virginia Department of Education

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



Budget Narrative:

The EdVenture Group will serve as grant manager, fiscal agent and lead capacity builder for the WV Family Engagement Center project. The EdVenture Group will house the Family Engagement Center for WV and provide oversight and leadership.

Personnel

Year One

Dr. Lydotta Taylor, President & CEO The EdVenture Group [REDACTED] 20 hours to manage the project, work with WVDE, LEA's and other partners to direct, develop, manage, guide, report, and organize all aspects of the project.

Dr. Meaghan Cochrane, Education Researcher [REDACTED] 1456 hours for project and grant management, assist in directing the project, coordination of six LEA's, delivery of services and technical assistance.

Matt Wolfe, Education Manager [REDACTED] 0 hours for coordination of seven LEA's, delivery of services and technical assistance.

Jennifer Wotring, Sr. Program Manager [REDACTED] 40 hours for coordination of seven LEA's, delivery of services and technical assistance.

Amber Ravenscroft, Manager of Innovation [REDACTED] 208 hours for project and training materials development/edits.



Two Statewide Family Engagement Center Specialists, Individuals to be determined (retired educators from targeted areas of the state) [REDACTED] 600 hours per year for school and community support and network building.

Year Two

Dr. Lydotta Taylor, President & CEO The EdVenture Group [REDACTED] 520 hours to manage the project, work with WVDE, LEA's and other partners to direct, develop, manage guide, report, and organize all aspects of the project.

Dr. Meaghan Cochrane, Education Researcher [REDACTED] 1456 hours for project and grant management, assist in directing the project, coordination of six LEA's, delivery of services and technical assistance.

Matt Wolfe, Education Manager [REDACTED] 040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Jennifer Wotring, Sr. Program Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Amber Ravenscroft, Manager of Innovation [REDACTED] 208 hours for project and training materials development/edits.



Two Statewide Family Engagement Center Specialists, Individuals to be determined (retired educators from targeted areas of the state [REDACTED] 600 hours per year for school and community support and network building.

Year Three

Dr. Lydotta Taylor, President & CEO The EdVenture Group [REDACTED] 520 hours to manage the project, work with WVDE, LEA's and other partners to direct, develop, manage guide, report, and organize all aspects of the project.

Dr. Meaghan Cochrane, Education Researcher [REDACTED] 1456 hours for project and grant management, assist in directing, coordination of six LEA's, delivery of services and technical assistance.

Matt Wolfe, Education Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Jennifer Wotring, Sr. Program Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Amber Ravenscroft, Manager of Innovation [REDACTED] 208 hours for project and training materials development/edits.



Two Statewide Family Engagement Center Specialists, Individuals to be determined (retired educators from targeted areas of the state [REDACTED] 600 hours per year for school and community support and network building.

Year Four

Dr. Lydotta Taylor, President & CEO The EdVenture Group [REDACTED] 490 hours to manage the project, work with WVDE, LEA's and other partners to direct, manage guide, report, and organize all aspects of the project.

Dr. Meaghan Cochrane, Education Researcher [REDACTED] 1456 hours for project and grant management, directing, coordination of six LEA's, delivery of services and technical assistance.

Matt Wolfe, Education Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Jennifer Wotring, Sr. Program Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Amber Ravenscroft, Manager of Innovation [REDACTED] 200 hours for project and training materials development/edits.



Two Statewide Family Engagement Center Specialists, Individuals to be determined (retired educators from targeted areas of the state) [REDACTED] 600 hours per year for school and community support and network building.

Year Five

Dr. Lydotta Taylor, President & CEO The EdVenture Group [REDACTED] 440 hours to manage the project, work with WVDE, LEA's and other partners to direct, manage guide, report, and organize all aspects of the project.

Dr. Meaghan Cochran, Education Researcher [REDACTED] 1456 hours for project and grant management, coordination of six LEA's, directing, delivery of services and technical assistance.

Matt Wolfe, Education Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Jennifer Wotring, Sr. Program Manager [REDACTED] 1040 hours for coordination of seven LEA's, delivery of services and technical assistance.

Amber Ravenscroft, Manager of Innovation [REDACTED] 200 hours for project and training materials development/edits.



Two Statewide Family Engagement Center Specialists, Individuals to be determined (retired educators from targeted areas of the state) [REDACTED] 600 hours per year for school and community support and network building.

Fringe Benefits

Fringe costs are accumulated in a fringe cost pool and distributed to cost objects based on direct labor. Fringe costs include payroll taxes, vacation and paid time off wages, health and life insurance. The formula for calculating the fringe rate is: $\text{Fringe Costs} / \text{Total Labor} = \text{Fringe Rate}$. The current fringe rate is 48.89%

Travel

The EdVenture Group travel costs which are calculated at \$1,000 per school per year for coordination, delivery of services and technical assistance.

Supplies

Supplies are calculated at \$7,500 per year for each of the 20 new schools. Each year 20 new schools will be added to the project and supplies will be provided during the first year of participation. Supplies will include training booklets, books, other supplies as needed. The determination for each school will be based on the needs assessment.



Contractual Services

West Virginia University will serve as evaluators for the project for an amount of [REDACTED] per year.

Key Personnel

Alfgeir Kristjansson, PhD., Co-PI, FTE-22%. Dr. Kristjansson will serve as a co-principal investigator on the project and manage all grant activities with Dr. Mann. Additionally, he will oversee data collection, analysis, and reporting as well as provide expertise in quantitative research methods including survey design and statistical analysis.

Michael Mann, PhD., Co-PI, FTE-18%. Dr. Mann will serve as co-principal investigator on the project and manage all grant activities with Dr. Kristjansson. Additionally, he will be the primary project liaison with all partners, manage the all activities related to project planning, and provide expertise in school administration, child and family development, community/stakeholder engagement.

Megan Smith, PhD., Co-I, FTE-20%. Dr. Smith will serve as a co-investigator on the project. She will coordinate the integration of technology into all aspects of the project including the Qualtrics system, online surveys, scanning technology, etc. She will provide technical assistance related to technology and complete all monthly ongoing process reports.



TBA Project Coordinator, Staff, FTE-10%. Project coordinator will manage the daily operations of the project including data collection, report and presentation development, and project correspondence.

Year 1-5 Salary Total [REDACTED]

Calculated on percentages listed above.

Year 1-5 Fringe Benefit Total: [REDACTED]

The fringe benefit rate for FY18-19 for benefit eligible faculty and staff is 24.0.

Year 1-5 Supplies Total: \$500

General office supplies: printing, postage, paper, etc. We estimate a similar supplies expense each year.

Year 1 Travel Total: \$4,488

3 one-day trips to Charleston for 3 people: Total: \$420

Car rental \$35 per day (plus \$10 quickstart) *3 trips =\$135

Fuel \$35 per trip * 3 trips =\$105

Reimbursed meals \$10 * 2 meals * 3 trips * 3 people = \$180

**3 three-day round trips from Boise, ID to Morgantown, WV for 2 people: Total:
\$4068**

Airfare \$600 * 2 people * 3 trips = \$1800



Car rental \$35 per day (plus \$10 quickstart) * 2 days * 3 trips = \$210

Fuel \$25 per day * 2 days * 3 trips = \$150

Hotel \$150 per night * 2 nights * 3 trips = \$900

Per diem \$56 * 2 people * 3 days * 3 trips = \$1008

For project year 2, we estimate a similar travel expense to project year 1, but with only 2 trips from Boise to Morgantown instead of three trips (\$2712 instead of \$4068 in expenses).

For project years 3-5, we estimate only 3 one-day trips to Charleston for 1 person with the other team members telecommuting/participating via conference call. The administrative travel costs for those years will include:

3 one-day trips to Charleston for 1 person: Total: \$300

Car rental \$35 per day (plus \$10 quickstart) *3 trips =\$135

Fuel \$35 per trip * 3 trips =\$105

Reimbursed meals \$10 * 2 meals * 3 trips * 1 person = \$60

Year 1-5 F&A Total: \$29,033

The university F&A for this project will be 32.5% of direct costs during each project year.



Partnering Organizations

Partnering organization, MOU's included and pending, will be contracted to provide direct services to schools. The allotment of contract funds (totaling [REDACTED]) will be dependent upon the assessed needs of the schools. The contract funds will be used for direct services to build the parent engagement programs through services and technical assistance.

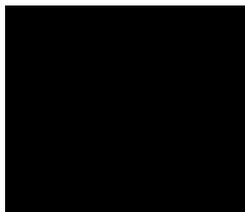
Other

Incentives will be provided to 100 schools each year of the project for data collection. An incentive of \$1000 per school will be managed by the evaluation team to assist with data collection.

Indirect Costs

Indirect Costs are calculated at a rate of [REDACTED]. The EdVenture Group does not currently have an Indirect Cost Rate Agreement approved by the Federal government. The EdVenture Group uses Modified Total Direct Costs as the base for the indirect rate. The EdVenture Group will use the temporary rate of [REDACTED] and submit a proposed indirect cost rate agreement within 90 days after the date of the grant award.

Total Cost





Matching Funds

Years 1-5

Lead Coordinator, Family Engagement WV Department of Education, 100% of Salary

██████████ Fringe, to assist with professional learning for parents, provide technical assistance on parent engagement to schools, and overall support of project.

Executive Director, Office of Special Education Teaching & Learning, WV Department of Education, 10% of salary ██████████ Fringe to serve on advisory committee, foster all department relationships across divisions at the department, and assist The EdVenture Group in resource development and technical assistance.

Coordinator, Office of Special Programs Teaching & Learning, WV Department of Education, 17% of salary ██████████ Fringe to provide assistance to The EdVenture Group in technical assistance, reviewing progress and report development.

Coordinator, Office of School Counseling, Accountability, WV Department of Education, 17% of salary ██████████ Fringe to provide assistance in increasing family engagement and technical assistance.