

**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 # U310A180070**

**Grants.gov Tracking#: GRANT12686550**

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

Closing Date: Jul 30, 2018

PR/Award # U310A180070

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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: 1246-Statement on GEPA\_RJR.doc, Original\_1246-Statement on GEPA\_RJR.doc

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The Federation for Children With Special Needs, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="529 Main Street"/>	
Street2:	<input type="text" value="Suite 1M3"/>	
* City:	<input type="text" value="Boston"/>	
County/Parish:	<input type="text" value="Suffolk"/>	
* State:	<input type="text" value="MA: Massachusetts"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="021291117"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Vivian"/>
Middle Name: <input type="text" value="H"/>		
* Last Name:	<input type="text" value="Swoboda"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Transitional Executive Director"/>	
Organizational Affiliation: <input type="text" value="Federation for Children with Special Needs"/>		
* 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.):**

Add Attachment

Delete Attachment

View Attachment

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

Massachusetts State Family Engagement Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

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

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

Name of Institution/Organization

The Federation for Children With Special Needs, 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	5,500.00	5,500.00	5,500.00	5,500.00	5,500.00	27,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	40,000.00
6. Contractual	550,000.00	550,000.00	550,000.00	550,000.00	550,000.00	2,750,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	13,250.00	13,250.00	13,250.00	13,250.00	13,250.00	66,250.00
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 # U310A180070

Name of Institution/Organization The Federation for Children With Special Needs, 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						
2. Fringe Benefits						
3. Travel		0.00	0.00	0.00	0.00	0.00
4. Equipment		0.00	0.00	0.00	0.00	0.00
5. Supplies		0.00	0.00	0.00	0.00	0.00
6. Contractual		75,000.00	75,000.00	75,000.00	75,000.00	300,000.00
7. Construction		0.00	0.00	0.00	0.00	0.00
8. Other		8,200.00	8,200.00	8,200.00	8,200.00	32,800.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Vivian H Swoboda</p>	<p>TITLE</p> <p>Transitional Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>The Federation for Children With Special Needs, 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.**

1246-Statement on GEPA RJR.doc	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Marilyn		Favreau	

Address:

Street1:	248 Bridges Lane
Street2:	
City:	North Andover
County:	
State:	MA: Massachusetts
Zip Code:	01845-2238
Country:	USA: UNITED STATES

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

Email Address:

--

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

**PROJECT ABSTRACT (CFDA 84.310A)**  
**Massachusetts Statewide Family Engagement Center (MA SFEC)**

The Federation for Children with Special Needs (FCSN,) in collaboration with consortia of family engagement organizations and State Education Agencies (SEAs), submits this Statewide Family Engagement Center (SFEC) application on behalf of the Commonwealth of Massachusetts to create a statewide, systemic and coordinated approach to family engagement from Preschool through Grade 12. More specifically, FCSN and its partners seek to establish the Massachusetts Statewide Family Engagement Center (MA SFEC) to provide training, technical assistance and support to families, schools and community organizations in the implementation and enhancement of systemic and effective family engagement policies, programs and activities that lead to improvement in student development and academic achievement while also creating opportunities to more intensely work in a number of diverse communities to more intentionally embed family engagement as part of school turnaround strategies.

Collaboration with the Massachusetts Department of Elementary and Secondary Education (DESE), Department of Early Education and Care (EEC), Parent Institute for Quality Education (PIQE), Collaborative Parent Leadership Action Network (CPLAN) and National Association for Family, School and Community Engagement (NAFSCE) will strengthen statewide efforts to effect systemic change. The project design calls for a statewide, comprehensive set of research-based approaches that address the need for a continuum of information, training, and technical assistance aimed at enhancing family engagement as well as opportunities to more intentionally engage families in policy making and design of policies, protocols and programs with schools and districts. Resources will be targeted to those communities and districts with the highest number of schools identified for improvement, as well as those with the greatest percentages of minority and limited-English proficient students, and students living in poverty. This approach ensures a statewide scope, while reaching the most disadvantaged families.

FCSN has a long history of serving the Commonwealth of Massachusetts as the MA Parent Information and Resource Center (Mass PIRC) from 1999 - 2011. This highly successful federally funded PIRC provided a comprehensive range of services to families and professionals to enhance their family engagement practices, and provided technical assistance to targeted school districts to develop family engagement plans. In recent years, the Federation has continued this commitment through its Family and Community Engagement Team (FACET) to provide professional development to families, schools and communities. The new MA SFEC will promote high-impact cradle-to-career family, school and community engagement strategies that build the capacity of families and professionals to engage in effective partnerships to support child development, literacy, student achievement and school improvement. The project, including the focus on communities in school turnaround, will be designed to enhance the capacities of parents, families, educators, administrators and other professionals (in rural and urban areas) to improve students' academic achievement through increased parental/family participation and through greater use of the provisions and options under the Every Student Succeeds Act (ESSA).

The proposed four goals are designed to build and enhance the establishment of a dual capacity framework for family engagement:

**Goal 1: Building State Capacity, Systems and Infrastructure for Family Engagement**

**Goal 2: Building the Capacity of Families to Support Student Achievement**

**Goal 3: Building the Family Engagement Capacity of Local Educational Agencies (LEAs), including school and district administrators and educators, and Community-Based Organizations (CBOs)**

Contact information: Vivian Swoboda, Transitional Executive Director [REDACTED]  
Federation for Children with Special Needs, 529 Main St Suite 1M3, Boston MA 02129. [REDACTED]

## Project Narrative File(s)

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

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**A-Quality of Project Design.** The Massachusetts Statewide Family Engagement Center (MA SFEC) includes a consortium of best-practice national, state and local family engagement organizations, led by the Federation for Children with Special Needs (FCSN), in collaboration with the Massachusetts Department of Elementary and Secondary Education (DESE), National Association for Family, School, and Community Engagement (NAFSCE), Parent Institute for Quality Education (PIQE), Collaborative for Parent Leadership Action Network (CPLAN) and English for New Bostonians (ENB). This proposal reflects a comprehensive philosophy for advancing family engagement through systemic, cross cutting and sustained strategic approaches which fulfill the purposes of the Statewide Family Engagement Centers grant program: to “(1) carry out parent education and family engagement in education programs, and (2) provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such programs” towards the “implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement,” as well as school improvement birth-to-grade 12, as envisioned in the Every Student Succeeds Act. The Dual Capacity- Building Framework for Family-School Partnerships identifies that there is a lack of opportunity in the field for families and school staff to build their capacity to engage in effective family-school partnerships. The MA SFEC will build the capacity of stakeholders at all levels to engage in and promote high-impact family engagement policies and practices that support child development, student achievement, and school improvement by (1) providing training to build the capacities of families, district and school personnel, and state level staff; and (2) providing statewide technical assistance on effective family engagement policies, programs, and activities to create sustained capacity building opportunities and promote

opportunity conditions for effective, high-impact family engagement.

The project design relies on research-based practices and approaches that meet the diverse needs of students and families, intentionally targeting the delivery of services to educationally and economically disadvantaged families in rural and urban communities. Underlying the goals are fundamental values and principles that are part of FCSN's and the partners' mission, to guide all MASFEC work, and are reflected in the research literature as essential for empowering parents and facilitating partnerships:

**Respect - Diversity.** Culturally responsive approaches are essential to bridge the barriers of race, language, culture and class. In all MASFEC products and practices and the approach proposed by the partners, attention is paid to ensuring cultural responsiveness, beginning with culturally diverse, multi-lingual diversity represented within the staff, Advisory Committee, product reviewers, and translators.

**Build Trust.** Trust and relationship building are recurrent themes in discussions with families. Broad social change such as envisioned by the Every Student Succeeds Act (ESSA) cannot be borne on the shoulders of a single workshop, conversation, publication, or through technology alone. Building relationships between and among trainers, parents, schools, and families who share the school culture and/or language is key to sparking larger change. Often, it is the one-to-one relationship with a staff person that opens the door to greater parental participation with a school. As a result of these reciprocal relationships, school personnel can learn from families' valuable information about children and how they access learning. MASFEC is dedicated to building strategic relationships with and between key school personnel and parent leaders/liaisons in order to broaden and deepen its ability to ensure that parents gain access to the information they need.

**Remove Barriers.** Many researchers stress the importance of practical approaches to removing barriers that limit a parent’s ability to participate in the life of a school or their children’s education. These include providing, as needed, transportation, childcare, and food; identifying community-based sites for activities; extending the notion of “parent” to welcome all who are involved in rearing a child; using the family’s first language where possible and appropriate translations of written materials (Boethel, 2003) and providing parent and caregiver English classes. MASFEC will work with school districts, community and faith-based organizations and other partners to ensure that the barriers are carefully addressed.

**Work With Others.** Supporting family engagement in the education of our state’s children and youth is a collective and intricately interwoven endeavor that requires the combined efforts of all concerned parties. At the local level, providing a comprehensive approach to meeting families where they are requires authentic collaboration from schools, community-based organizations (CBOs), faith-based organizations (FBOs), business, parent leaders, and other stakeholders. At the systems-level, collaboration and leveraging project resources between MA SFEC partners and the SEA is a basic and necessary way to successfully implement all MA SFEC goals and objectives.

**Technology as a “Both/And” Tool.** The use of technology to create 24/7 access to project materials and various social media to create communities of practice is critical to the operation of MA SFEC. The project design seeks to address the existence of a technology gap that exists for much of the targeted population through using a “both/and” approach. In addition to using technology, project materials will be provided in print as necessary and through personalized face to face outreach and training.

This comprehensive statewide and local approach defined in this application is founded on three goals:

**Goal 1: Building State Capacity, Systems and Infrastructure for Family Engagement**

Partner with the MADESE (SEA) to develop and implement statewide policies, initiatives, and activities to create sustained capacity-building opportunities for the field & promote local opportunity conditions for effective, culturally responsive, high-impact family engagement that supports child development, student achievement and school improvement. This goal includes the following objectives:

*Objective 1.1: Provide research-based technical assistance to DESE, SFEC Consortium partners and Advisory Council to implement statewide FE policy and systemic initiatives aligned to the Massachusetts' research-based prenatal-to-grade 12 family engagement framework.*

**Activity 1.1.1:** Provide research-based virtual and onsite coaching, workshops and trainings; facilitate intra- and inter-state professional learning communities to DESE, State Family Engagement Coalition, Advisory Committee, and other key partners on the design and roll-out of the Massachusetts Prenatal-to-Grade 12 family engagement framework, including family engagement policy and development of systemic initiatives that coordinate and align family engagement initiatives both within the SEA and among the partners organizations.

Outcome: Monthly technical assistance calls, workshops and trainings, and quarterly professional learning community engagements take place, resulting in the development of a statewide, pre-natal-to-grade 12 family engagement framework and DESE implementing systemic family engagement policies and practices aligned to their framework in partnership with the Advisory Committee, Statewide Coalition, and other stakeholders.

**Activity 1.1.2:** DESE and MASFEC will engage in NAFSCE’s 2019-2020 Reframing the Family Engagement Conversation National Communications Campaign and receive targeted state support. The MASFEC will extend the state learning to a national learning community by participating in the quarterly Community of Practice NAFSCE will offer for partner SFECs. NAFSCE is providing MA with technical assistance around the framework advancement, coalition development and if the MA SFEC is funded will provide technical assistance to FCSN and MASFEC.

Outcome: DESE staff, MASFEC partners, and 1 Advisory Committee will be trained in research-based strategic messaging around family engagement and will integrate strategic family engagement messaging into their work.

**Activity 1.1.3:** MA will participate in NAFSCE and National Education Association (NEA) Pre-service Family Engagement Initiative.

Outcome: A pre-service family engagement framework will be developed and will inform MA pre-service educator and administrator standards and educator quality evaluation systems, leading to the development of resources to support the pre-service family engagement framework.

*Objective 1.2: Collaborate with statewide community partners to coordinate outreach, information dissemination, training activities, and other supports to build family engagement in children’s educational programs.*

**Activity 1.2.1:** Establish and enhance the functioning of the MASFEC Advisory Committee to encompass a full range of community partners, including parents, students, researchers, early childhood organizations, schools, businesses, faith-based organizations, and representatives of

state agencies, such as DESE, Department of Early Education and Care (EEC), Department of Public Health (DPH) and Department of Children and Families (DCF).

Outcome: An Advisory Committee of up to 18 members from early childhood organizations, schools, constituent groups and state agency staff will be established within the first 3 months of the project. This diverse membership will enhance the quality of MASFEC services and support its sustained impact. The Committee will meet quarterly each year. (Appendix D: Letters of Support)

**Activity 1.2.2:** Create, advertise, and maintain an online statewide calendar of family engagement training activities to support collaboration among and across schools, community organizations and agencies to reduce duplication of effort.

Outcome: A statewide calendar will be up-to-date and located on the MASFEC homepage. Awareness of the calendar will be made through email blasts to parents, schools and other collaborators. Annual surveys will be conducted to evaluate the usefulness of this tool for parents and professionals.

Objective 1.3: *Conduct a needs assessment with family engagement practitioners, including SEAs, LEAs, and CBOs to determine resource development, training and family engagement supports for practitioners.*

**Activity 1.3.1:** In partnership with DESE and community partners, conduct an annual assessment of resource and training needs of practitioners (SEA, LEAs, including Title 1, and CBOs) using interviews, questionnaires, and/or input from partner organizations. The goal of the needs assessment would be aimed at supporting school personnel in developing their abilities to effectively communicate and engage with families.

**Outcome(s):** A needs assessment will be completed within first 3 months of project start date and annually thereafter. Prior to the needs assessment, the SFEC will partner with DESE to determine how the needs assessment can best assist LEAs, particularly Title 1 districts and schools, in developing their action plans and professional development opportunities

*Objective 2: Create and disseminate resources for family engagement practitioners within the SEA, LEAs and CBOs*

**Activity 1.3.2:** At the statewide level, the SFEC will work with DESE, LEAs, including Title 1 districts and schools, and CBOs to develop resources that will support Title 1 family engagement action plans and educator evaluation professional development plans related to family engagement. The professional needs of family engagement practitioners working in community-based organizations will also be supported. The SFEC will assist DESE with the identification and dissemination of state and local family engagement best-practices, as required by ESSA [SEC. 1111 (g) (2)(F)], through NAFSCE's newsletter, webinars, blog, and NAFSCE's searchable Resource Library. This will include providing Consortium Partners and Coalition Members (SEA, LEAs, and CBO's) with NAFSCE organizational memberships and professional development packages and an invitation to participate in a private online MASFEC network and learning community.

**Outcome(s):** The outcomes related to this objective include:

a clear plan between SFEC, DESE and partner organization for the development of resources that will meet the varied family engagement needs of practitioners in the field; the number of new and revised family engagement resources that are created for the field; and the number of practitioners within SEA, LEAs and community-based organizations that receive these varied family engagement resources.

## **Goal 2: Building the Capacity of Families to Support Student Achievement**

Implement broad statewide strategies to empower and enhance the ability of Massachusetts families, with a priority for economically and educationally disadvantaged families, to participate in their children's education, including: communicate effectively with their children's schools, understand key ESSA provisions, support school improvement, understand and make "school choice" decisions that best meet the needs of their children, and support their children's development, including literacy development and engagement in family literacy activities.

*Objective 2.1: Collaborate with DESE and other project partners in the creation and dissemination of resources for families about ESSA provisions related to opportunities for school improvement and Public School Choice.*

**Activity 2.1.1:** Produce easy-to-read (appropriate literacy level) family-friendly, Family FACTS on Education in English, Spanish, and Portuguese and disseminate to parent audiences statewide. MA SFEC Family FACTS will feature timely, practical research-based tips for how parents can support their children's developmental and academic success and progress in school.

Outcome: 120,000 Family FACTS will be distributed quarterly in three languages to parents, professionals, and schools. Family FACTS articles will also be distributed to 28,000 readers through *Newsline*, FCSN's newsletter.

**Activity 2.1.2:** Disseminate MASFEC Family FACTS and information to minority populations through CBOs/FBOs and through church bulletins, newsletters, local newspapers, conferences and announcements.

Outcome: 260 FBO/CBOs will receive information annually, with an increase of 10 % per year.

**Activity 2.1.3:** Provide in a timely manner brief (15 and 30 second) public service announcements in multiple languages as needed to 325 cable access stations statewide to be used to inform parents of key timelines for action/participation in ESSA provisions.

Outcome: 325 cable outlet stations will receive 15 and 30 second public service announcements (PSAs) 3 times a year on ESSA provisions and ways families can engage in children's education.

*Objective 2.2: Conduct outreach and public awareness activities to Massachusetts' communities with populations identified as economically and educationally disadvantaged.*

**Activity 2.2.1:** Participate in local community networks to collaborate with front-line organizations, such as the CPLAN, ABCD Citywide Boston Hispanic Center, Black Ministerial Alliance, and the Latino Education Action Network (LEAN).

Outcome: MASFEC staff will provide annual, customized on-site assistance to FBOs/CBOs in participating school districts, for a total of 30 new agencies per year. The agencies will indicate through annual data collection that they are aware of MASFEC activities and have used its materials.

**Activity 2.2.2:** Participate in local community events for families and children, such as resource fairs, parent meetings, back-to-school nights, and distribute resources for parents.

Outcome: MA SFEC staff will participate in 25 activities/events annually. Culturally competent staff will conduct outreach at these events in Spanish, Portuguese, and English. 20,000 pieces of literature in three languages will be distributed.

**Activity 2.2.3:** Develop and implement a specific communication plan and outreach strategies to provide resources on family engagement to families who are economically and educationally disadvantaged and living in rural areas.

Outcome: Collaborative partnerships with at least 5 CBOs, FBOs and schools will be established in rural areas of the Commonwealth, e.g. Berkshire County, Franklin/Hampshire County, and others. An outreach/communication plan to make contact with at least 5 agencies in 3 rural areas will be developed within two months of the project start date. The number of areas will be increased annually by 3.

*Objective 2.3: Increase the knowledge, skills and competencies of parents to engage in reciprocal communication between families, schools, and teachers.*

**Activity: 2.3.1:** Conduct an annual assessment of training needs of parents using interviews, questionnaires, and/or input from partner organizations.

Outcome: A needs assessment completed within first 3 months of project start date and annually thereafter. Sub-samples of parents and partner organizations statewide, including targeted urban and rural districts will be conducted. Assessment will be done in multiple languages as needed.

**Activity 2.3.2:** Update current menu of workshops and webinars and create new ones that respond to the informational needs identified during the annual assessment process.

Outcome: Four MA SFEC workshops, “Parents are Powerful,” “Understanding Your Child’s Learning Style,” “Family and Schools Together,” and one topical workshop, will be reviewed and revised annually. At least two new workshops on relevant topics for families, such as “school readiness in the early years” and “helping your child with homework” will be developed.

**Activity 2.3.3:** Recruit and train culturally competent trainers, including parents from racially, ethnically, and linguistically diverse backgrounds to conduct MA SFEC workshops.

Outcome: At least 6 workshop presenters will be recruited from all regions of the state to provide parent workshops. Presenters will receive content, methodology and instruction in Cultural Competence each year. At least 25% of presenters will come from diverse backgrounds.

**Activity 2.3.4:** Conduct workshops statewide and in targeted communities at times and locations convenient to parents and other family members on identified topics.

**Outcome:** 30 workshops will be conducted annually. Workshops will be available in Spanish, Portuguese, and English. 80% of families surveyed at end of workshop will indicate they now have additional knowledge and confidence.

**Activity 2.3.5:** Create informational and interactive workshops online for parents.

**Outcome:** Three 20-minute online workshops will be available in English, Spanish, and Portuguese on family involvement, parent/school partnerships and other topics.

**Activity 2.3.6:** Work with one city in Year 1 to plan and implement an English for Speakers of Other Languages (ESOL) for Parents and Caregivers pilot course that will enable immigrant parents to increase their English skills, ability to support their children's educational success, and engagement in school-/ district-wide leadership.

**Outcome:** One 12-week ESOL for Parents and Caregivers pilot program will be delivered by ENB, either in Fall River or Lowell.

**Activity 2.3.7:** Evaluate pilot program and work with officials in selected city, as well as area funders, to plan full 30-34 week ESOL for Parents and Caregivers course for subsequent year.

**Outcome:** Funding and implementation plan in place to run 30-34 week course incorporating findings from pilot evaluation, thus increasing knowledge of ways to insert parent voice in policy and practice as well as establishing Parents as Partners fellows as educational experts.

**Activity 2.3.8:** Form a statewide ESOL for Parents and Caregivers Community of Practice to support K-12 and community-based educators, leveraging English for New Bostonians' sub-contract with DESE to support Adult Basic Education system.

**Outcome:** A statewide ESOL for Parents and Caregivers Community of Practice will be established within the first 3 months of project, with up to 15 representatives from public schools/pre-schools with large immigrant and refugee populations. At least one third of representatives will be parents/caregivers. Community of Practice will support practitioners statewide, familiarize them with ESOL for Parents and Caregivers programming and support efforts to integrate it into school districts, and serve as liaison for parents/caregivers with limited English skills to participate in the statewide project.

**Activity 2.3.9:** With CPLAN guidance, develop a year-long fellowship program, Parents as Partners, designed to create parent engagement labs of innovation to build the capacity of parent leaders who are interested in launching their own education affinity groups. Two cohorts of fellows, an organizing team and an execution team, are planned for and by parents of color and underrepresented communities to ensure those most impacted are co-designing the next wave of education reforms. Fellows' Action plans will consist of developing relationships with community leaders, school administrators, parents and designing a campaign to amplify their issue of focus. The fellows will receive personal and professional coaching to support their vision and engage in public hearings, social media and other forms of advocacy.

**Outcome:** CPLAN Parents as Partners fellowship program will create space for parents to train one another, share their knowledge and experiences, and help one another develop their communication and community organizing skills. Upon completion, approximately 40 hours of training, parents will be "CPLAN Certified" and ready to implement their education advocacy action goals. 15 CPLAN Certified Leaders will receive stipends and be responsible for the recruitment and organizing efforts in their school systems to host such family events as retreats

and activities, networking events, organizing sessions, community building opportunities, convenings across sectors, community conversations and more.

**Goal 3: Building the Family Engagement Capacity of Local Educational Agencies (LEAs), including school and district administrators and educators, and Community-Based**

**Organizations (CBOs):** Provide technical assistance, including training and support to, LEAs schools, , and Community-Based Organizations (CBOs) that build their capabilities, connections, cognition, and confidence to (1) build the capacity of families, including establishing or expanding technical assistance for evidence-based family engagement programs; (2) improve process and organizational conditions, and (3) engage in effective family-school partnerships that support student achievement and school improvement. Literacy, which includes thinking, listening, speaking, reading and writing, will be a particular focus of this work, given that Grade 3 Literacy outcomes is one of two academic focus areas in the state’s ESSA plan.

Through MASFEC’s collaborative partnership (FCSN, DESE, NAFSCE, PIQE, CPLAN and ENB) the Massachusetts’ plan includes a statewide and local multi-directional approach in delivering the following objectives, activities and outcomes:

*Objective 3: Conduct a needs assessment with family engagement practitioners, including SEAs, LEAs, and CBOs to determine resource development, training and other family engagement supports for practitioners*

**Activity 3.1:** In partnership with DESE and community partners, conduct an annual assessment of resource and training needs of practitioners (SEA, LEAs, including Title 1, and CBOs) using interviews, questionnaires, and/or input from partner organizations. The goal of the needs assessment would be aimed at supporting school personnel in developing their abilities to effectively communicate and engage with families.

**Outcome(s):** A needs assessment will be completed within first 3 months of project start date and annually thereafter. Prior to the needs assessment, the SFEC will partner with DESE to determine how the needs assessment can best assist LEAs, particularly Title 1 districts and schools, in developing their action plans and professional development opportunities

*Objective 3.2: Create and disseminate resources for family engagement practitioners within the SEA, LEAs and CBOs*

**Activity 3.2:** At the statewide level, the SFEC will work with DESE, LEAs, including Title 1 districts and schools, and CBOs to develop resources that will support Title 1 family engagement action plans and educator evaluation professional development plans related to family engagement. The professional needs of family engagement practitioners working in community-based organizations will also be supported. The SFEC will assist DESE with the identification and dissemination of state and local family engagement best-practices, as required by ESSA [SEC. 1111 (g) (2)(F)], through NAFSCE's newsletter, webinars, blog, and NAFSCE's searchable Resource Library. This will include providing Consortium Partners and Coalition Members (SEA, LEAs, and CBO's) with NAFSCE organizational memberships and professional development packages and an invitation to participate in a private online MA-SFEC network and learning community.

**Outcome(s):** The outcomes related to this objective include: a clear plan between SFEC, DESE and partner organization for the development of resources that will meet the varied family engagement needs of practitioners in the field; the number of new and revised family engagement resources that are created for the field; and the number of practitioners within SEA, LEAs and community-based organizations that receive these varied family engagement resources.

*Objective 3.3: Provide technical assistance to targeted districts and schools in planning and implementing effective family engagement activities, as outlined under ESSA.*

**Activity 3.3.1:** Create with each district, a technical assistance action plan that supports districts in meeting their parent involvement obligations/responsibilities.

Outcome: Technical assistance plans for each district completed by 3 months of start date.

**Activity 3.3.2:** Provide customized technical assistance (on-site, telephone, online, products/materials/resources) that supports each district's plan to enhance parent involvement.

Outcome: MA SFEC will assist each district to form an annual, individualized TA plan that includes goals, objectives and outcomes that will be measured in the annual evaluation. 75% of participating personnel will indicate satisfaction with the effectiveness of the technical assistance received and the evaluation will show 75% goal attainment of plan objectives.

**Activity 3.3.3:** In Holyoke, Southbridge, Worcester and/or other immigrant-rich cities, work with city officials and local stakeholders to conduct needs assessment focused on family engagement needs of parents and caregivers with limited English skills to support planning and implementation of ESOL for Parents and Caregivers courses.

Outcome: Based on needs assessments and capacity identified in each district, ENB will develop ESOL for Parents and Caregivers initiative in 1 new community each year.

**Activity 3.3.4:** Provide ongoing technical assistance to ESOL for Parents and Caregivers programs on parent outreach, school-community partnership, incorporating school materials, working with diverse students, as well as all curriculum topics.

Outcome: Two days of on-site technical assistance will be provided by ENB to each ESOL for Parents and Caregivers on-site, plus email/telephone support.

**Activity 3.3.5:** Develop 8 customized location-specific activities for each city/town that will supplement main ESOL for Parents Curriculum. Topics to include school choice, district attendance policies, school calendar, report cards parent council and leadership opportunities.

Outcome: ENB will adapt ESOL for Parents curriculum and design 8 activities that are specific to policies/practices of targeted school districts.

*Objective 3.4: Increase the knowledge, skills, and competencies of educational professionals to enable them to strengthen family involvement through a method of reciprocal communication between families and their children's educational programs.*

**Activity 3.4.1:** Identify professional development needs of school related to culturally responsive family engagement on topics such as: Creating Family Friendly Schools, Understanding Six Types of Parent Involvement in Schools (Epstein, 1995; Epstein & Janson, 2004) or Learning About Learning/Schools Attuned, (Levine, M. 2006) aimed at supporting school personnel in developing their abilities to communicate effectively with parents.

Outcome: Gather data to determine professional development needs on parent involvement in the targeted districts, annually. Each targeted district will have identified their professional development needs and what MA SFEC resources are needed by the first 3 months of the year.

**Activity 3.4.2:** Train K-12 and ESOL teachers on ENB's 22-unit ESOL for Parents and Caregivers Curriculum.

Outcome: One-day ENB trainings will be held at statewide and local levels across 16 sites, in addition to training with System for Adult Basic Education Support (SABES).

**Activity 3.4.3:** Support PIQE K-3 Literacy Curriculum with family reading groups, strengthening English learning parents' skills reading to and with their children.

Outcome: ENB will provide 2 days of training/technical assistance to strengthen PIQE capacity relating to family reading groups targeting English learning parents.

**Activity 3.4.4:** ENB will work with FCSN, PIQE and other partners to develop resources and ESOL for Parents curriculum units specifically geared to parents of high school aged children.

Outcome: Education professionals will have access to resources and ESOL for Parents curriculum units appropriate to deliver for families and their educational programs.

**Activity 3.4.5:** ENB and FCSN will collaborate to incorporate content for families with children who have special needs into ESOL for Parents curriculum, and to help ensure that FCSN materials, conferences and trainings are well utilized by limited English speaking families.

Outcome: ESOL for Parents curriculum will be more inclusive for families with children with special needs, and FCSN materials, conferences and trainings will be more accessible for limited English speaking families.

**Activity 3.4.6:** Assist DESE with the identification and dissemination of state and local family engagement best-practices, as required by ESSA [SEC. 1111 (g) (2)(F)], through NAFSCE's newsletter, webinars, blog, and NAFSCE's searchable Resource Library.

Outcome: State best-practices will be highlighted by NAFSCE at-least annually and accessible to educators across the state, as well as the 2,500 monthly NAFSCE website users and 8,000 newsletter recipients nationwide.

**Activity 3.4.7:** MASFEC, its Consortium Partners and Coalition Members (SEA, LEAs, and CBO's) will receive NAFSCE Organizational Memberships and Professional Development packages and be invited to participate in a online MASFEC learning community.

Outcome: Practitioners and partners will have access to webinars; facilitated Communities of Practice; NAFSCE's searchable Resource Library of over 700 plans, tool kits, research, and best

practice parent resources; virtual policy and discussion and resource sharing through a private online MA-SFEC network and learning community leading to increased awareness, capacity and practice of high-impact family engagement.

*Objective: 3.5 Increase the knowledge, skills, and competencies of family members and educators through professional development focused on improving literacy skills including thinking, listening, speaking, reading, and writing.* Professional development sessions will model inclusive practices i.e. Understanding by Design (Meyer et.al.).

**Activity 3.5.1:** Family members and educators will participate in professional development exploring ways, including utilizing technology that will help facilitate daily conversations about learning that is happening in school, in homes and in communities. (Michaels, et.al.)

Outcome: Daily conversations about learning will strengthen verbal skills and deepen learning.

**Activity 3.5.2:** Family members and educators will participate in professional development focused on incorporating higher order thinking skills into conversations about adults' and children's learning. (Tankersley)

Outcome: People will utilize more thinking skills at the higher end of the continuum.

**Activity 3.5.3:** Family members and educators will participate in professional development focused on increasing vocabulary knowledge through conversations in schools, homes and in the community. (Beck, Swoboda)

Outcome: People will be better able to decode words that have become familiar, comprehend text that includes these words and incorporate new words in their writing.

**Activity 3.5.4:** Family members and educators will participate in professional development focused on "Habits of Mind" (Costa & Kallick).

Outcome: As people practice “Habits of Mind” learning will be strengthened and deepened and social and emotional skills will be enhanced.

**Activity 3.5.5** Family members and educators will participate in professional development on “Math Talk” (O’Connor). Participants will learn the five math talk moves of revoicing, repeating, reasoning, adding on and waiting and will incorporate them into conversations about mathematical learning.

Outcome: “Math Talk” moves will be practiced in math classes and in other settings. People’s understanding of math concepts and skills will be strengthened and deepened.

**Activity 3.5.6** Family members and educators will participate in professional development focused on creating cultures where helping others learn is the norm. Structures will be developed to facilitate people assuming responsibility for helping others to learn as well as being responsible for their own learning.

Outcome: Communities of learners will be created in schools, homes and in the community.

Social and emotional skills will be enhanced and learning will be strengthened and deepened.

**Activity: 3.5.7** Family members and educators will participate in professional development with people sharing verbally and in writing their own and their family’s stories.

Outcome: As stories are shared, social and emotional skills and cultural understanding will be enhanced and the community will be strengthened. Learning will be strengthened and deepened.

*Objective. 3.6 Serve as a statewide resource on family engagement and ESSA parental provisions regarding the development and implementation of parental involvement policies and practices at district and school levels.*

**Activity 3.6.1:** Assist DESE, in partnership with other project partners, in the development and implementation of statewide events focused on parental involvement.

Outcome: MA SFEC, along with statewide parent leaders, will assist DESE with planning and conducting 2 annual statewide and 5 regional professional development events/activities.

**Activity 3.6.2:** Provide concrete research-proven strategies and methods for schools and districts to support their implementation of quality parent involvement policies.

Outcome: MA SFEC will annually conduct 2 sessions in each of the 5 regions of Massachusetts.

**Activity 3.6.3:** Develop and disseminate with DESE a statewide resource guide on parent involvement that supports the implementation of Section 1116 in accordance with ESSA and the state’s Comprehensive Program Review process.

Outcome: 500 copies of the resource guide will be produced and disseminated to Title I directors and located on the website in multiple file formats.

Activity 3.6.4: Host annual leadership conference featuring nationally recognized leaders in parent involvement for families, parent liaisons, Title I personnel, educators, school administrators.

Outcome: 150 participants will attend conference. Information on trends and issues will be summarized and used to inform MA SFEC activities and materials design to enhance and improve the project’s quality of work across the state.

## B-Quality of the Management Plan and Project Personnel

### Advisory Committee

First Name	Last Name	Organization	Role
Oonagh	Brault	Plymouth DCF Area Board	Plymouth DCF Area Board Member
Ivelisse	Caraballo	Brockton Resident	Parent
Gayl	Crump Swaby		Parent
Elsa	Flores		Parent
Cheryl	Haddad	MAFF, FSC DCF Leader	Foster Adoptive Parent, MAFF President
Joselyn	Marte	Lawrence Public Schools	Parent
Jasmine	Mays		Parent
Carrie	Mays		Youth, Fenway High School Class of 2018, MLK Scholar
Dondi	Mitchell	Retired	Parent
Irelsa	Oliveras		Parent
Phuong	Phan	Dorchester Family Engagement Network Initiative	Parent Partner
Raquel	Quezada		Parent, SESP, PTIC Grad
Jennifer	Rambridge	FAC DCF, LGBT Committee member	Parent
Yaritza	Rizzo	Lawrence SEPAC	Lawrence SEPAC Chair, Parent
Zach	Rsetti	BU Wheelock College of Ed & Human Devlpmt.	Associate Professor of Special Education
Janet	Sauer	Leslel College-College of Liberal Arts and Social Science	Parent, Associate Professor of Special Education
Lori	Sousa	Lowell Family Resource Center (Grandparents group)	Grandparent
Mary	Toomey	Lawrence Public Schools	Assistant Superintendent LPS
Huong	Vu	Dorchester Family Engagement Network Initiative	Family Engagement Specialist
Sonia	Walmsley	New Bedford Public Schools	Executive Director of Educational Access and Pathways

**Qualifications of Partners: The MA Department of Elementary and Secondary Education**

(SEA) will fund a staff position at DESE to collaborate with the lead agency and the partners to support the implementation of the grant activities, including a partnership with the Department of Early Education and Care (EEC)

The **Collaborative Parent Leadership Action Network (CPLAN)**, led by **Julia Mejia** is a diverse group of community advocates in the city of Boston working to advocate for equitable access to high quality public education. The core membership of CPLAN includes parents, students, grandparents, educators, community leaders and others connected to charter, district, parochial and METCO schools. CPLAN will work with New Bedford PS and Lawrence (and any other communities working with PIQE in years 2-5) to activate parent networks once the 9 week curriculum is complete to continue to assist families and districts/schools in working together around policies, practices, program designs and protocols.

**The National Association for Family, School, and Community Engagement (NAFSCE)**, founded in September 2014, provides the necessary platform for advancing high impact practices, promoting evidence-based policies, building capacity and leadership in the field, and upholding family, school and community engagement as a core strategy for improving child development, student achievement, and school improvement. It achieves its goals through a professional membership program, a member online community, various Communities of Practice, nine webinars annually, a robust website and resource center containing best practices and policies, virtual and on-site special events. NAFSCE will provide TA services to SFEC Consortium Partners

and SEA to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition.

**Parents for Quality Education (PIQE)** provides seminars to train teachers, administrators, and school staff in its own best practices and offers a Nine-Week Parent Engagement in Education Program to their schools and communities. During these three-day intensive sessions, PIQE trains teachers to increase the effectiveness of parent involvement in their own educational system. The program covers topics including culturally relevant parent recruitment strategies, the selection and training of recruiters, the selection and training of facilitators, how to develop curricula through effective communication with parents, and how to measure program outcomes.

PIQE will support Lawrence and New Bedford in the implementation of the PIQE, 9-week curriculum (currently being funded by DESE); add 1-2 communities each year (e.g. Holyoke, Southbridge, Fall River, Worcester, Lowell) to support in implementing the curriculum.

**English for New Bostonians (ESOL)** has developed a high-quality, targeted system that prepares English language learners to pursue their educational, economic and civic aspirations. As part of the MA SFEC, ESOL will increase immigrant parents' English communication skills and ability to support their children's educational success.

**WestEd** will serve as the external evaluator for MA SFEC Project and be led by Paula Burdette, Ph.D., is a Senior Program Associate at WestEd and Natalie Lacireno-Paquet, Ph.D., a Project Director and Senior Research Associate in WestEd's Boston office.

Dr. Paula Burdette's work focuses on assisting state departments of education with systems improvement and supporting agencies, including school districts improve their services through program evaluations. Prior to this role, Burdette was a principal investigator for the Center on Online Learning and Students with Disabilities at the National Association of State Directors of

Special Education. In this role she researched parent engagement in fully online learning settings and built a community of practice for both teachers and parents. She has also served as the research evaluator for the Regional Resource Center Program, with a focus on program evaluation for the Mid-South Regional Resource Center. Later, she was the Delaware Department of Education's State Improvement Grant Director where she focused on multi-tiered systems of support and Universal Design for Learning. This work resulted in decreased inappropriate referrals and identification of students for special education.

Natalie Lacireno-Paquet, Ph.D., has extensive experience working collaboratively with local and state education leaders to conduct research and evaluation projects related to educator effectiveness, school improvement, and program evaluation of educational initiatives in the Northeast and around the country. She brings experience in the management of large, multi-year, multi-million-dollar contracts, and has extensive experience in evaluation planning, data collection, survey development, data analysis, and reporting. She frequently presents findings from her research and evaluation to state and local education agencies, practitioners and at academic conferences.

Dr. Lacireno-Paquet directs WestEd's research and technical assistance work for the Northeast and Islands Regional Educational Laboratory. She served as principal investigator on several REL-NEI studies of teacher effectiveness, including a correlational study of the relationship of teacher satisfaction and educator evaluation processes. Recently, she co-directed a multi-year formative and summative evaluation of the statewide implementation of the Kansas Multi-Tier System of Supports initiative. Dr. Lacireno-Paquet serves as Chair of WestEd's Institutional Review Board.

The proposed MA SFEC will serve the needs of parents, schools and school districts across the Commonwealth of Massachusetts with a particular focus on schools in need of improvement statewide and in targeted districts, efficiently and effectively. Systems and staff will be in place to ensure effective

management of the wide range of project activities. Project outcomes milestones are specific and identified within the evaluation plan.

The lead partner for the MA SFEC will be FCSN. Established in 1975 as a parent-run 501(c)(3) non-profit corporation, FCSN has successfully operated over one hundred state, federal and foundation grants and contracts consistent with its mission to provide information, resources, training and support to parents and their professional partners. (See C. Adequacy of Resources). FCSN's Board of Directors, which includes a majority of parents and also professionals from across the state and includes representation from disability and minority communities, is responsible for setting policy and overseeing the effectiveness of the FCSN's 16 projects and funded activities. Dr. Richard J. Robison, Executive Director since 1997 has announced his intention to retire in 2019. In July 2018, Dr. Vivian Swoboda, a retired school principal was appointed as the Transitional Executive Director and is responsible for the daily activities of the organization and reports directly to the Board of Directors. Dr. Robison has committed to actively work with FCSN during the transition period. Dr. Swoboda will provide the overall supervision and direction of all FCSN activities including the proposed SFEC. (See Appendices for FCSN Organizational Chart.). The proposed project will collaborate with other Education Centers at FCSN including the Parent Training and Information Center for Special Education and the Parent Information Center on Transition (LINK Center), as well as additional training and parent support activities for families. The agency requires a formal annual performance evaluation of all staff. Through this process, professional development activities intended to advance the employment of staff members are identified. FCSN's commitment to high-quality activities, efficient management of project resources, and timely delivery of services is reflected in the management strategies detailed in this section. All project work will be regularly supervised by the Executive Director and the project's co-directors through individual consultations and weekly staff meetings. Planning meetings with subcontracted partners will be held at

least monthly in person or by conference call. Regular email communications ensure proper development and planning of project activities. The proposed project staff will have new roles and responsibilities clearly defined and outline in revised job descriptions. A media and communications coordinator will ensure that the project web site, listserv, and online activities are maintained and regularly updated. The project will execute a detailed, written agreement with each of the Consortium partners to ensure a clear understanding of deliverables and timelines. Finally, an external evaluation team from WestEd will ensure that project performance is carefully measured and products are delivered in a high quality manner and that intended outcomes are achieved.

A collaborative team approach with MASFEC partners will be used in all project activities. There will be regularly scheduled monthly Leadership Team meetings (in-person and online) with all partnering agencies' Team Leaders and FCSN project staff during which updates, monthly goals and objectives, plans for next steps, problem-solving strategies related to the implementation of project activities, and evaluation results will be reviewed and discussed. All written materials for dissemination to project participants and the public through the project newsletter and/or website will be reviewed by the Leadership Team to ensure quality and appropriateness of all content. Project timelines and milestones have been established and will be closely observed. Each person working on MA SFEC objectives will keep records of activities completed and time required. An electronic database of all participants and project contacts will be maintained. Project expense reports are reviewed monthly for accuracy of recording by the project director and FCSN's senior administrative staff, including the Director of Finance, thus ensuring appropriate levels of spending. The project director will measure the progress of each project goal through regular review of evaluation documents and staff review. Project planning, constituent communication, materials

development and evaluation, and fiscal review activities will occur on a regular basis and should require no more than the allotted time for each staff.

**Key FCSN Staff on MA SFEC:** FCSN and its partners offer a diverse, highly qualified, and experienced staff to implement the work of the project. FCSN has a long-standing commitment to the employment and advancement in employment of qualified individuals with disabilities. We have a proven track record of providing supervision and support to workers with disabilities to advance their employment and ensure their success.

**Key Personnel Vivian Swoboda**, Transitional Executive Director and Project Manager for the proposed project and will provide general oversight, management and support for project activities and partners. Dr. Swoboda served as a principal in Newton and Boston Public Schools for seventeen years. In Newton, she lead a school change initiative that resulted in the school community receiving the 2005 MA Exemplary Reading Program Award from the International Reading Association

**Marilyn Favreau**, SFEC Project Co-Director – Professional Services, will provide overall management of SFEC Professional Development Activities, long and short range planning, management of daily program. Ms. Favreau is currently the Director of Professional Development for FCSN. She has over 30 years’ experience in all areas of education, including many years as a college instructor.

**Oanh Bui**, SFEC Project Co-Director – Family Outreach and Support Services, will provide overall management of SFEC Family Outreach activities including focus on culturally diverse families statewide as well as provide leadership in working with Vietnamese families and others. Ms.Bui is a senior FCSN outreach staff member who focus in primarily on reaching Vietnamese families in the

Boston area. She has first-hand experience navigating the US system for appropriate services for her child with multi-disabilities.

**Danielle Hardin**, Project Services Coordinator, will coordinate school-based family engagement activities i.e. MA SFEC webinars, workshops and events; manage the dissemination of resources; maintain database of contacts and mailing lists. Ms. Hardin is currently the Project Associate for the Recruitment, Training and Support Center (RTSC) and the Family and Community Engagement Team (FACET) programs at FCSN. Danielle previously worked at the Home for Little Wanderers as the Executive Assistant to the Vice President of Risk Management, Evaluation and Outcomes.

**Erin Anguish**, Director of Media and Communications for FCSN will develop and produce written materials for publications and MA SFEC web site. Ms. Anguish has been at FCSN for two years and produces publications and web design for its many projects. Erin has a background in media and film and is a producer of short videos and other forms of media. She also has an extensive background in social media applications and strategies.

**MA SFEC Team members:** Each of the Outreach Specialists listed below will provide training, outreach, support and technical assistance to families, schools, and community based organizations; identify and train parent ambassadors as cultural brokers for their schools and communities with focus on outreach to families whose first language is other than English.

**Aceriane Leal**, Training and Outreach Specialist for Portuguese-Speaking Families, serves as the Outreach Portuguese Coordinator both at FCSN and at Elliot Community Health Services where she provides training and support to parents about the special education process. She conducts outreach to the

Portuguese community to build relationships with families and help them engage with their children's school and special education services.

**Susan Ou**, Training and Outreach Specialist for Chinese Families, has been the Chinese Outreach Coordinator for six years at FCSN. Previously, she was a Chinese teacher at Chung Wah Academy which is a Chinese school. Being a parent of an ELL student with a disability and a family member of LEP adult with Intellectual Disability, she understands the importance of supporting the student's vision

**Olga Lopez**, Training and Outreach Specialist for Latina/Hispanic Families, is the Latino Outreach Coordinator for FCSN where she provides information and training to Latino families and professionals. She was a Special Education teacher and education coordinator at Boston Public Schools. Olga recently completed the LEND Fellowship Program (Leadership and Education in Neuro-Developmental Disabilities) through the Shriver Center at UMASS Medical Center and holds two master's degrees, one from Medellin, Colombia in Special Education and the other in Early Childhood Education from Cambridge College.

**Elaine Arsenault**, Training and Outreach Specialist for Rural families, will provide outreach and access to rural families, primarily in Central and Western Massachusetts. Elaine has been a family engagement specialist at the previously federally funded MassPIRC at FCSN for 10 years.

**TBD, Family Literacy Specialist** will be recruited and hired within the first year of the project to provide technical assistance to schools and families to enhance student literacy and academic outcomes.

**Graduate Student Interns** will assist MA SFEC with research, development of materials, data collection and evaluation activities. Two interns will be recruited per semester. MA SFEC has a

strong relationship with Boston University & Lesley University who are represented on the MA SFEC Advisory Committee.

### **C. Adequacy of Resources**

FCSN will be the lead agency of MASFEC. It is a parent-run organization, whose mission is to support parents, families, and professionals through the provision of relevant information, resources, training and technical assistance in the areas of family, school, healthcare and community partnership. FCSN is recognized statewide and nationally as a pioneering organization that advocates for quality education, strong parent participation and access to quality health care services for *all* children. FCSN staff work in the areas of children's health, family engagement, early intervention, special education, elementary and secondary education, parents' basic rights, inclusion and transition/self-determination. FCSN plays a pivotal role in the dissemination of information and training to parents and families including: English, Spanish, Vietnamese, Chinese and Portuguese. FCSN has reached out to economically and culturally diverse families in need of supports and services in multiple languages From 1999- 2012, FCSN operated the Massachusetts Parent Information and Resource Center (MassPIRC) with funding from the US Department of Education.. Mass PIRC accomplished its mission by building the capacities of parents, families, communities, schools, and school districts, in both rural and urban areas statewide to advance children's school readiness and students' academic achievement through increased parental participation and greater use of ESEA provisions and options. FCSN has established a decades' long track record of partnership with the Massachusetts Department of Elementary and Secondary Education (DESE) and LEAs to shape policies, to develop and implement professional development opportunities, both online and in-person, in general and special education. Some key recent accomplishments include: Conducting professional

development trainings on family engagement, cultural proficiency, cultural brokering, and how to outreach to families of diverse cultures. Invited to conduct webinars on cultural brokering for the National Center for Cultural Competence (NCCC) of Georgetown University and for the Association of University Centers on Disabilities (AUCD) and TASH.

Having a pool of bicultural bilingual staff, FCSN has provided emotional and educational support to various non-English speaking communities including Chinese, Portuguese, Spanish, and Vietnamese. and has been expanding their outreach to other language groups such as Arabic, Haitian Creole, Somali and South Asian. Collaborating closely with key social media channels to increase access and outreach to the most underserved communities including monthly radio program for both Spanish and Portuguese, monthly face to face trainings and Facebook live broadcast for the Vietnamese community. Recently, two trainings in Haitian Creole were converted into mp3 format for easy access for the Haitian Creole community.

From 1999 to 2017, in partnership with DESE developed and provided online graduate level Professional Development courses addressing family and community partnerships.

From 2015 to present, FCSN is approved by DESE to conduct Special Education Summer Professional Development Institutes and Special Education Professional Development Series on the early childhood topics of Partnering with Families of Young Children with Disabilities Transitioning into Pre-K and Positive Solutions for Families Building strong connections to Latino, Chinese, Vietnamese and Portuguese families, providing the sources of support for their children with disabilities and guiding them in creating partnerships with their children's schools. FCSN provides regular trainings and webinars to families and education professionals to increase their awareness of issues related to special education topics and family engagement.

FCSN convenes its annual A.P.P.L.E. (Advancing Parent and Professional Leadership in Education) Institute which is designed to develop parents' leadership skills, support increased diversity of representation, and build collaborative relationships between parents and school professionals.

### **Massachusetts Department of Elementary and Secondary Education (DESE)**

The Massachusetts Department of Elementary and Secondary Education (DESE) serves as the State Education Agency for the Commonwealth of Massachusetts. The goal of the Massachusetts public K-12 and adult education system is to prepare all students for success in life. DESE's strategic plan identifies five core strategies to accelerate the pace of school improvement. (full report may viewed on DESE web site.)

- 1. Strengthen standards, curriculum, instruction, and assessment. (2) Promote educator development t. Support social-emotional learning, health, and safety.**
- 2. Turn around the lowest performing districts and schools. Enhance resource allocation and data use.**

Within each of these strategies Massachusetts focuses on improving literacy in the early grades, mathematics in the middle grades, provide career pathways for high school students, and increase equity for historically underperforming groups of students.

DESE is committed to developing family engagement strategies that are culturally responsive, collaborative, and demonstrates an understanding of different languages, norms, and values with a goal of contributing to improved student outcomes in all developmental areas. To this end as part of the *Support Social-Emotional Learning, Health and Safety* strategic priority referred to as the Heart Strategy, DESE has developed a plan to build capacity at the state and local to effectively implement family engagement strategies that are inclusive and culturally responsive.

Through the Council of Chief State Schools Officers (CCSSO) consortium on family engagement, in partnership with the National Association for Family, School and Community Engagement, the Commonwealth of Massachusetts has created a cross-secretariat team to develop a Prenatal-to-Grade-Twelve family engagement framework. The team, co-led by DESE, the Department of Early Education and Care (EEC) and the Department of Public Health, includes representatives from DESE, EEC, DPH and also Department of Children and Families, Department of Transitional Assistance, Department of Mental Health, Children's Trust, Department of Higher Education, University of Massachusetts- Boston/Institute for Community Inclusion, and Massachusetts Board of Library Commissioners. The team expects to have a full draft ready by December 2018. This framework would likely serve as a guiding document for future agency work on family engagement.

In addition, an internal family engagement workgroup is finalizing a common definition of family engagement. Last spring, the workgroup participated in trainings in the Dual Capacity-Building Framework for Family-School Partnerships, which informed the group's work this year. Soon, offices across the Department will adopt this definition to guide their family engagement work. The definition, which will be the basis of the work of the MASFEC reads as follows and continues to receive feedback both internally to the Department and from external partners and practitioners, including families:

*“Family Engagement is a process of building relationships that develop into meaningful partnerships rooted in the strengths and assets of families, educators, and the community in order to facilitate shared responsibility for the healthy development, learning, and growth of children from infancy into adulthood. Effective family engagement is culturally responsive, collaborative, and demonstrates an understanding of different languages, norms, and values with*

*a goal of contributing to improved student outcomes. These practices can take place in schools, in community, and wherever students live and learn.”*

DESE also recently selected 15 members for the Parent and Community Education and Involvement Advisory Council to the Board of Elementary and Secondary Education (BESE), including parents, nonprofit leaders, and administrators. The council has begun to meet and is not only advising on DESE’s family engagement work but also has been actively engaged in the initiative to develop a Prenatal-to-Grade 12 Family Engagement Framework. MASFEC will collaborate with the work of this Council.

DESE recently contracted with the Parent Institute for Quality Education (PIQE), a partner in this grant application, to implement a pilot family engagement program that is a collaborative effort between the 21st Century Community Learning Centers (21CCLC) Grant Program (Title IVB of ESSA), the Office of Language Acquisition (OLA), the Office of Special Education Policy and Planning (SEPP), and Adult and Community Education Learning Services (ACLS). The goal of this project is to pilot the researched based PIQE curriculum in two of the states highest need school districts and then use those schools/Districts as models to assist the Department in determining the best way to scale the model. The pilot will focus on building capacity using a coaching model at the state, local and community level and will provide direct services that includes a 9-week family engagement in education program that will be conducted in the native language of the families in the pilot districts, a K-3 early literacy nine-week program, teacher professional development workshops, the adult education two generation model as well as address the need to build capacity and demonstrate long-term sustainability.

Adult and Community Learning Services (ACLS) funds family literacy programming in adult education programs known as Community Adult Learning Centers. ACLS programs help both

generations in the family succeed by building the capacity of adult students to improve their language and literacy skills while learning how to better support their children's learning including helping parents communicate more effectively with their children's teachers and engage more effectively in their children's learning.

Massachusetts requires that certain districts and schools establish English Learner Parent Advisory Councils, known as ELPACs. ELPACs promote the success of English learners (ELs), close equity gaps, and ensure that equitable learning opportunities are accessible to all students. ELPACs provide advice on matters related to ELs, such as reviewing proposals for new language acquisition programs and advising on school or district improvement plans.

### **Collaborative Parent Leadership Action Network (CPLAN)**

CPLAN has two core objectives: (1) to create more culturally responsive school climates in which the needs of students with diverse backgrounds, learning abilities, and experiences are supported to thrive and (2) to improve school culture/climate and increase access to high quality educational experiences and outcomes for students of color with social/emotional needs as a result of trauma from violence, homelessness, immigration, and poverty.

**English for New Bostonians:** Since 2001, English for New Bostonians (ENB) has created opportunities for immigrant parents and workers to learn English and pursue their educational, economic and civic aspirations. ENB supports 20+ high quality programs for 1,100 adult English learners from over countries yearly. ENB programs work for immigrants with low native language literacy, those with advanced degrees, and everyone in between. ENB trains teachers and provides them with tools, such as customized curricula and access to tutors, to provide high quality instruction responsive to each student's starting points and goals.

### **Parent Institute For Quality Education (PIQE)**

Founded in 1987, PIQE has offices in California and nationwide and is serving 14 states. PIQE has delivered its Signature Nine-Week Parent Engagement in Education program and other programs to public K-12 schools to over 680,000 families and impacted the academic careers of over 2.7 million students. The program is focused on teaching parents how to engage within the education system, foster a college-going culture for their children, and improve their understanding of academic and financial requirements for students to enter college.

Many families, particularly low-income, immigrant families, lack the experience and knowledge to get more involved in the education of their children. PIQE has played a key role in recognizing that parents in low-income communities often face language barriers, lack of time, and the lack of awareness about school procedures. PIQE's mission continues to bring schools, parents and community together as equal partners in the education of every child to provide all low-income students with the option of a post-secondary education.

### **The National Association for Family, School, and Community Engagement (NAFSCE).**

The National Association for Family, School, and Community Engagement (NAFSCE), a 501(c)(3) founded in September 2014, is the first membership association focused solely on advancing family, school, and community engagement (FSCE). NAFSCE provides the necessary platform for advancing high impact practices, promoting evidence-based policies, building capacity and leadership in the field, and upholding family, school and community engagement as a core strategy for improving child development, student achievement, and school improvement. It achieves its goals through a professional membership program, a member online community, various Communities of Practice, nine webinars annually, a

robust website and resource center containing best practices and policies, as well as virtual and on-site special events. Based on the approval of its Strategic Framework, NAFSCE is now pursuing strategic initiatives that address the systemic obstacles to the advancement of FSCE policy and practice. These strategic initiatives partner with some of the premier national education organizations.

### **Quality of Project Evaluation**

MA SFEC will use a developmental approach in its evaluation. Developmental evaluation is appropriate for complex, uncertain contexts where extensive change is desired. Developmental evaluation is particularly appropriate in initiatives that require collaboration among partner agencies and with stakeholders from different systems, and when there is a need for real-time learning and development to adjust an initiative in response to the needs of stakeholders (Dozois, et. al., 2010). The evaluation will be designed so that it gives rapid, real-time feedback about the website, documentation, templates, tools, training and technical assistance, including professional development (PD) for teachers and leaders. Formative data will be provided about the immediate and short-term outcomes of the MA SFEC, and will include the Program Measures of quality, relevance, and usefulness. Summative data on the impact of the MA SFEC on statewide, or targeted schools and districts/local educational agencies (LEA), family engagement and measures of effectiveness reaching SFEC goals of improving LEA capacity to continue improving family engagement (sustainability) will be provided. Data on the annual performance measures will be also be collected and used for both formative and summative information. Data will be collected and reported annually on: 1) the number of parents who are participating in MA SFEC activities designed to provide them with information to understand the annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions; 2) the

number of high-impact activities and services provided to build a statewide infrastructure for systemic family engagement that includes support for SEA- and LEA-level leadership and capacity-building; 3) the number of high-impact activities and services implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, including how to support learning in the classroom through activities at home and participate in state and local decision-making. The evaluation will provide rapid, honest feedback to MA SFEC Leadership Team (co-directors) and Team Leads to drive continuous improvement and objective reports of results to OII. The evaluator will work closely with SFEC in the first year of the grant to develop and embed tools in the SFEC website, documents, tools, templates and T&TA, including PD, to track data relevant to its intended outcomes. For example, as the MA SFEC is planning its initial strategic planning for work in an LEA, the WestEd Evaluation team will provide input into Year 1 interview/survey question development so that when appropriate, some questions may also be utilized as a baseline assessment of knowledge, capacity, and quality. The evaluator will also work closely with the Leadership Team and Team Leads throughout Year 1 to develop milestones aligned with the logic model to support the execution of the MA SFEC T&TA/PD, tool and template development, knowledge development, and coordination and communication activities.

**Instruments.** Data will be collected through several instruments in order to develop conclusive results. These instruments include: (1) the use of a **rubric** to review tools, templates, and trainings for alignment with needs; (2) **rapid feedback surveys** immediately after LEAs or parent groups use a tool, template, or receive TA; (3) **in-depth annual online surveys** to all LEAs receiving services to track changes in understanding of best practices and improved school and LEA capacity; (4) **follow up interviews** with selected schools/LEAs and parent

groups to understand gaps or changes in knowledge/understanding of best practices in family engagement, changes in policies and practice, and capacity; and (5) **field-visit guides** that will be used for **case studies** of selected intensive TA LEAs' changes to policies, programs, practices, or operations that contribute to increased LEA capacity to engage families.

Rubrics to analyze the alignment between SFEC-developed trainings, tools, and templates and the needs of the audience will ensure a strong foundation for improvement of family engagement. A WestEd team of family engagement experts will conduct external reviews of materials and provide feedback to SFEC staff so they can provide the highest quality, most relevant, and useful materials, trainings, and technical assistance.

Rapid feedback surveys allow stakeholders in an initiative to react when their experience is fresh. Participants are able to share feedback on the style, tone, content, and effectiveness of an experience. They can also begin to anticipate how they will use the information. With rapid feedback, the MA SFEC team can continually refine their materials and approach so that they effectively improve school/LEA and parent group stakeholder capacities to increase and improve the quality of family engagement. For example, rapid feedback surveys may be used to provide feedback after a training session, a presentation, or use of a template or tool.

The longer, in-depth annual surveys and follow up interviews will work in tandem. In the first year, the WestEd Evaluation team, in collaboration with Team Leads will provide input into the recruitment tool questions so that, when appropriate, questions in the recruitment tool will also be utilized as a baseline assessment of knowledge, capacity, and quality for evaluation purposes, in addition to T&TA/PD planning for the MA SFEC. In subsequent years, LEAs will first receive an online survey that will then be followed within a few weeks by an in-depth interview by WestEd's evaluators with a sub-set of LEAs. LEAs selected for the in-depth

follow up interviews will be obtained from a purposeful sample based on LEA family engagement characteristics and/or other unique characteristics derived from the survey responses. This two-phase, mixed methods approach directly connects qualitative and quantitative methods to complement each other and build a more in-depth and accurate assessment. Through this method, evaluators will develop initial findings from each survey and use those results to design interviews to dig deeper into specific areas of need. This method looks at each developmental stage of the family engagement framework as a layered process and adds a feedback loop to allow us to immediately integrate any initial findings into the data collection process as they emerge. The WestEd evaluators have found that this method both allows deeper, comprehensive analysis, and builds buy-in from stakeholders because they have been heard in the process.

In-depth case studies will be completed with a sub-set of LEAs and parent groups receiving intensive T&TA/PD to monitor changes in statewide capacity. The number of LEAs to be studied will be determined in coordination with the Leadership Team and the Advisory Committee. To conduct these case studies, evaluators will develop field-visit guides that include interviews with representatives from LEAs and parent groups, an in-depth review of existing data, and guided, group discussions that help explain context. These case studies will help evaluators understand both experiences with MA SFEC and the outcomes experienced by select LEAs and parent groups.

**Other Data Sources.** Several additional sources of data will be used in the evaluation. **Web statistics** will be used to document the number of visits to the site, how frequently different pages are visited, time on each page, and type of visitor on each page. The WestEd evaluators will also coordinate with the MA SFEC team to design **tools for tracking** what products have

been developed and delivered, and any observed outcomes of the work. Finally, WestEd will utilize **other publicly available family engagement data sources** such as LEA and parent group websites, LEA annual performance reports and applications for state and federal family/parent engagement funding, as available.

**Analysis.** Findings will be strengthened by use of mixed-method design with multiple sources of data. This use of multiple data collection methods across different groups, asking several of the same questions, opens the analysis to richer, more reliable information to use for improvement and accurate reporting. Both qualitative and quantitative data will be used for this evaluation to ensure reliability and power. The mixed-method approach, analysis methods, and statistical tests will help control for and mitigate Type I and Type II errors (i.e., finding outcomes when there are none and not finding outcomes when there are some). The analysis of the data collected for the SFEC evaluation will be carried out as follows:

***Data review and preparation*** is a critical first step in any analysis. Before analyses are performed on any data, data quality will be reviewed, and data will be prepared for analysis. Technology will be used when possible to minimize data entry errors (such as administering surveys online).

***Quantitative data***, information expressed in numbers, will be analyzed using statistical approaches that summarize data (such as frequencies) and group results by population, program, or organization/agency (such as cross tabulation). Data summaries can help validate data; for example, if one record seems unusual, it can be cross-checked with program staff to confirm accuracy.

***Descriptive statistics*** methodology will be used, including frequencies, percentages, means, and standard deviations to describe outcomes across all schools/LEAs and parent groups. In

addition, cross tabulations with significance tests will be conducted to compare results across focus areas, systems, and school/LEA characteristics. Sample size estimation will be used to determine how many schools/LEAs and parent groups should be included in the analysis for a deeper dive into documenting changing practices and outcomes. Analysis of variance (ANOVA) will be used to determine the extent to which different groups experienced different outcomes, such as those receiving universal versus intensive T&TA. ANOVA tests will be run on means of survey and interview items that are the same across protocols and populations (i.e., parents, teachers, leaders).

*Qualitative data*, information expressed in words and images, will be highly valuable to understanding the impact of the program and contextual factors that promote or hinder success. Qualitative data will be analyzed using a common approach called **Constant Comparison Grounded Theory**. This process uses four steps: (1) prepare the data by organizing items as responses to key questions, usually in a spreadsheet; (2) review a sample of the data (e.g., notes from 3 of 15 interviews) and generate a list of themes to watch for in the full dataset; (3) review all the data and code to note where the data lines up with themes from Step 2, and note additional themes that emerge. Assign all data to one or more themes; (4) determine if any of the themes can be aggregated in to master theme(s) or finding(s).

*Using Evaluation Results to Examine MA SFEC Implementation:* In developmental evaluation, the evaluator uses synthesis (bringing together multiple sources of data) and intervention (helping implementers use data to refine initiatives). The MA SFEC evaluation will serve multiple purposes. **Data will be used for continuous improvement** - available at regular intervals and reviewed with partners and other key stakeholders. Each month, the evaluator will participate in monthly coordination meetings with the Leadership Team that will help ensure

the availability and quality of data. Quarterly, the evaluator will present brief data summaries and make recommendations for improvement. **Data will inform decisions about sustainability** - through analysis of which strategies led to the greatest outcomes, allowing the partners to determine which aspects of its services to sustain, improve, or eliminate. **Data will be used to demonstrate outcomes** – with quarterly progress reports, annual performance reports, and a final performance report describing cumulative impact. **Data will be available to assist in replication** – including detailed descriptions of implementation and the efficacy of different strategies. This will be particularly valuable where other large, systems-change efforts need guidance about strategies that were effective.

*Proposed Schedule for Data Collection and Reporting:* The proposed schedule for data collection and reporting as part of the external evaluation includes Year 1 activities, timelines, and benchmarks by quarter of the MA SFEC (referred to as “Center”). It also includes an overview of Years 2-5 activities. Please see Appendix External Evaluation Team Years, Activities and Benchmarks

#### Impact of Services (Logic Model)

The logic model for the MA SFEC, included in Appendix , is aligned to the MASFEC Conceptual Framework and provides an illustration of how SFEC will achieve its outcomes and, through this achievement, demonstrate the impact of its services. In addition, the logic model illustrates how MA SFEC will integrate T&TA program performance measures (quality, relevance, and use) into its formative evaluation efforts to contribute to continuous improvement.

The top row of the logic model shows the Center goals describing what MA SFEC intends to achieve; the activities column shows the means by which the SFEC will achieve those goals;

and outputs column lists the expected accomplishments associated with the activities; and the outcomes columns document what should be different as a result of the SFEC's work immediately (as soon as the target audience interacts with the SFEC), in the short-term (with improvements each year), and in the long-term (after numerous improvements are made). Measures developed to evaluate the degree to which the outputs and immediate, short-term and long-term outcomes are achieved are included in each column.

The logic model will guide SFEC staff and external evaluators in making decisions about the initiative, designing the evaluation methods, and analyzing formative and summative data. It will help SFEC remain focused on the tasks and implementation strategies that will lead to the intended outcomes and make mid-course corrections to enhance performance and outcomes.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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



FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS

### **Preliminary Memorandum of Understanding**

between

The Federation for Children with Special Needs, Inc. (Federation) as SFEC Lead Partner  
and

Massachusetts Department of Elementary and Secondary Education (DESE)

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the Federation and DESE to provide expertise, supports and services to the Massachusetts Statewide Family Engagement Center (SFEC).

#### **Purpose**

The purpose of the US Department of Education Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Educational Agencies and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Federation goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Massachusetts Department of Elementary and Secondary Education and Massachusetts LEAs and organizations to support family-school partnerships.

In support of these objectives, the DESE will provide the following services contingent on the Federation as Lead Partner receiving the funds requested from the U.S. Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- **Proposed Partnership Period:** 10/1/2018 through 9/30/2023
- **Funding Amount:** \$147,500, one year budget for the initial 12 months (10/1/18-9/30/19). Budget for years 2-5 to be determined each year based on scope of services.
- **Potential Scope of Services:**

DESE will:

- Build a system to strengthen internal capacity of SEA to support LEAs in implementing effective Family Engagement practices.
- Help to inform a needs assessment for Family Engagement practices, training and professional development.

- Provide technical assistance to SFEC partners, the Statewide Family Engagement Coalition, and SFEC Special Advisory Committee to implement statewide Family Engagement policy and systemic initiatives.
- Coordinate completion of Pre-Natal-Grade 12 Family Engagement Framework and use it to inform SFEC implementation. Will revise framework based on SFEC evaluation findings.
- Assist with the identification and dissemination of state and local family engagement best-practices.

If the grant is awarded, DESE will execute a contract for services described in this agreement with the Federation for Children with Special Needs as the SFEC Lead Partner, formalizing the commitments outlined in this letter, within 12 months of the project award date.

<i>Vivian Swoboda,</i>	<i>William Bell</i>
<hr/>	<hr/>
<i>Transitional Executive Director</i>	<i>Senior Associate Commissioner/CFO, Center for Administration and Finance</i>
<hr/>	<hr/>
<i>Federation for Children with Special Needs</i>	<i>Massachusetts Department of Elementary and Secondary Education</i>
<hr/>	<hr/>
<i>July 30, 2018</i>	<i>July 30, 2018</i>
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**Preliminary Memorandum of Understanding**

between

Collaborative Parent Leadership Action Network (CPLAN)

c/o Health Resources in Action (HRiA)

and

Federation for Children with Special Needs

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the CPLAN c/o HRiA and the Federation for Children with Special Needs to provide expertise, supports, and services to the Massachusetts Statewide Family Engagement Center (SFEC).

**Purpose**

The purpose of the Department of Education Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Educational Agencies and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

CPLAN's goals under this grant opportunity are to accelerate the development and support the long-term sustainability of the FCSN by providing FCSN leadership and partners with parent and family perspectives in an ongoing and authentic fashion.

In support of these objectives, CPLAN will provide the following services contingent on the Federation for Children with Special Needs receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

**Proposed Partnership Period:** 10/1/2018 through 9/30/2023

**Funding Amount:** \$125,000 per year for 4 years.

**Potential Scope of Services:**

CPLAN will:

- CPLAN will build upon and activate parent leadership networks in priority communities through the CPLAN Fellows Program emphasizing those cities participating in the nine-week PIQE curriculum.
- CPLAN will work to prepare local parents and families at the district and school levels to effectively work with decision-makers around policies, practices, program designs and protocols.



- Furthermore, CPLAN leaders from across the state will be trained to help promote the resources developed through the statewide family engagement center (FCSN) with specific audiences:
  - 52 Health Centers (access to pediatricians, social workers and others in regular, direct contact with families)
  - METCO families from both sending/receiving school districts
  - Families experiencing homelessness and families with incarcerated adults
  - Families led by English language learners
- Advise on the establishment and convening of the SFEC special advisory committee
- Recruit and prepare parents and youth active and equitable participation as members of the Advisory Committee.

If the grant is awarded, the Federation for Children with Special Needs will execute a contract for services described in this agreement with CPLAN c/o HRiA, formalizing the commitments outlined in this letter, within 12 months of the cooperative agreement start date.



Julia Mejia

Vivian Swoboda

Executive Director and Founder

Transitional Executive Director

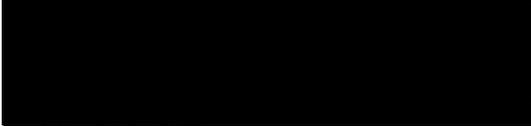
Collaborative Parent Leadership Action Network (CPLAN)

Federation for Children with Special Needs

7/30/18

Date: 7/26/18

Date: 7/30/2018



Steven Kidani

President and CEO

Health Resources in Action (HRiA)

Date: 7/26/18





FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS

**Preliminary Memorandum of Understanding**  
Between

The Federation for Children with Special Needs, Inc. (Federation) as SFEC Lead Partner

And

The Parent Institute for Quality Education (PIQE)

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the Federation and to provide expertise, supports and services the Massachusetts Statewide Family Engagement Center (SFEC).

**Purpose**

The purpose of the US Department of Education Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Educational Agencies and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Federation goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Massachusetts Department of Elementary and Secondary Education and Massachusetts LEAs and organizations to support family-school partnerships.

In support of these objectives, the Parent Institute for Quality Education (PIQE) will provide the following services contingent on the Federation as Lead Partner receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- **Proposed Partnership Period:** 10/1/2018 through 9/30/2023
- **Funding Amount:** \$110,000 for the first year of the grant to the Parent Institute for Quality, with funding for years two through five to be negotiated during the first year of the initiative.
- **Potential Scope of Services:**  
The Parent Institute for Quality Education (PIQE) will:
  - Conduct professional development for two districts per year on PIQE's family engagement model

- Provide technical assistance on an on-going basis to SEA, SFEC partners, the Statewide Family Engagement Coalition, and SFEC Special Advisory Committee to implement statewide FE policy and systemic initiatives across the SEA
- Build the capacity of two school districts a year through training sessions and weekly coaching to coordinate and facilitate the implementation of some of the following PIQE programs: parent engagement in education program, teacher workshop program, family financial literacy program, K-3 early literacy program, and the early childhood education program.
- Assist with the identification and dissemination of state and local family engagement best-practices as needed.

If the grant is awarded, the Parent Institute for Quality Education (PIQE) will execute a contract for services described in this agreement with the Federation for Children with Special Needs as the SFEC Lead Partner, formalizing the commitments outlined in this letter, within 12 months of the project award date.

 <hr/> <i>Vivian Swoboda,</i> <hr/> <i>Transitional Executive Director</i> <hr/> <i>Federation for Children with Special Needs</i> <hr/> <i>July 30, 2018</i> <hr/>	<hr/> <i>Dr. Alberto Ochoa</i> <hr/> <i>Chairman of the Board</i> <hr/> <i>Parent Institute for Quality Education</i> <hr/> <i>July 30, 2018</i> <hr/>
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**Preliminary Memorandum of Understanding**  
between  
Federation for Children with Special Needs  
and  
National Association for Family, School and Community Engagement (NAFSCE)

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between Federation for Children with Special Needs and the National Association for Family, School and Community Engagement (NAFSCE) to provide expertise, supports and services to the Massachusetts Statewide Family Engagement Center (SFEC).

**Purpose**

The purpose of the U.S. Department of Education (USDE) Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Education Agencies (SEAs) and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

The Federation for Children with Special Needs' goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement (FE) programs, and to provide technical assistance and training to the Massachusetts Department of Elementary and Secondary Education (DESE) and Massachusetts LEAs and organizations to support family-school partnerships.

In support of these objectives, NAFSCE will provide the following services contingent on Federation for Children with Special Needs receiving the funds requested from the USDE for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- **Proposed Partnership Period:** 10/1/2018 through 9/30/2023
- **Funding Amount:** \$20,000 per year, \$100,000 over 60 months
- **Scope of Services:**  
NAFSCE will:
  - Provide technical assistance (virtual and onsite coaching, workshops and trainings; facilitate intra- and inter-state professional learning communities) to DESE, SFEC partners, the Statewide Family Engagement Coalition, and SFEC Special Advisory Committee to implement statewide FE policy and systemic initiatives across the SEA based on NAFSCE's Opportunity Canvas already conducted for DESE□
  - Establish, coordinate and facilitate NAFSCE inter-state professional learning community among all NAFSCE SFEC partners nationally

- Assist with the identification and dissemination of state and local family engagement best-practices through NAFSCE's newsletter, webinars and NAFSCE's searchable Resource Library
- Provide NAFSCE Organizational Memberships (up to 20) and Professional Development packages to SFEC, its Consortium Partners and Coalition Members (DESE, LEAs, and CBO's)
- Establish a private online SFEC network and learning community
- Advise on the establishment and convening of the SFEC special advisory committee

If the grant is awarded, the National Association for Family, School and Community Engagement will execute a contract for services described in this agreement with Federation for Children with Special Needs, formalizing the commitments outlined in this MOU, within 12 months of the cooperative agreement start date.

	Vito Borrello
	Executive Director
Federation for Children with Special Needs	National Association for Family, School, and Community Engagement
Date: 7/30/18	Date: 7/26/18



# english for NEW BOSTONIANS

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*Lori Yarvis*  
ARCHSTONE LAW GROUP

## Preliminary Memorandum of Understanding

between

The Federation for Children with Special Needs, Inc. (Federation) as SFEC Lead Partner  
and  
English for New Bostonians, Inc.

This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the Federation and English for New Bostonians to provide expertise, supports and services the Massachusetts Statewide Family Engagement Center (SFEC).

### Purpose

The purpose of the US Department of Education Statewide Family Engagement Center program is to provide financial support to organizations that provide technical assistance and training to State Educational Agencies and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

Federation goals under this grant opportunity are to carry out high impact and evidence-based parent education and family engagement programs, and to provide technical assistance and training to the Massachusetts Department of Elementary and Secondary Education and Massachusetts LEAs and organizations to support family-school partnerships.

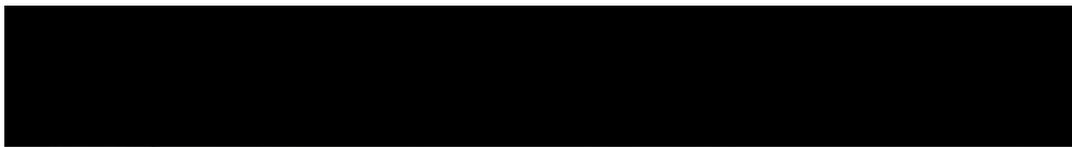
In support of these objectives, English for New Bostonians will provide the following services contingent on the Federation as Lead Partner receiving the funds requested from the Department of Education for a Statewide Family Engagement Center. Details of the proposed agreement are as follows:

- **Proposed Partnership Period:** 10/1/2018 through 9/30/2023
- **Funding Amount:** \$ 60,000 per year, \$300,000 in 60 months
- **Potential Scope of Services:**

English for New Bostonians will:

- Work with LEAs and community based partners to develop ESOL for Parents and Caregivers pilot courses (1 new site per year).
- Build on ENB's ESOL for Parents and Caregivers Curriculum to incorporate FCSN and PIQE themes as appropriate, and to reach middle and high school families;
- Adapt curriculum units to local district policies, structure, opportunities.
- Provide technical assistance to SEA, SFEC partners, the Statewide Family Engagement Coalition, and SFEC Special Advisory Committee to implement statewide FE policy and systemic initiatives across the SEA
- Develop a statewide ESOL for Parents and Caregivers Learning Community of K12 and community-based educators.
- Coordinate and facilitate ESOL for Parents and Caregivers training activities.
- Assist with the identification and dissemination of state and local family engagement best-practices.

If the grant is awarded, English for New Bostonians will execute a contract for services described in this agreement with the Federation for Children with Special Needs as the SFEC Lead Partner, formalizing the commitments outlined in this letter, within 12 months of the project award date.



<i>Vivian Swoboda,</i>	<i>Claudia Green</i>
<i>Transitional Executive Director</i>	<i>Executive Director</i>
<i>Federation for Children with Special Needs</i>	<i>English for New Bostonians</i>
<i>July 30, 2018</i>	<i>July 30, 2018</i>



excellence in research, development, and service

July 25, 2018

Vivian Swoboda  
Transitional Executive Director  
Federation for Children with Special Needs  
c/o The Schrafft Center  
529 Main St. Suite 1M3  
Charlestown, MA 02129

RE: Statewide Family Engagement Center – Massachusetts, External Evaluator

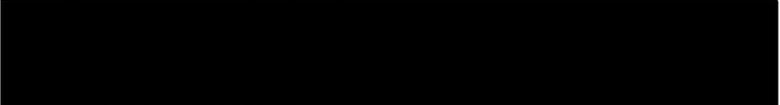
Dear Ms. Swoboda,

On behalf of Project Director Paula Burdette, WestEd is pleased to submit this proposal to serve as subcontractor to the Federation for Children with Special Needs in response to the U.S. Department of Education, Office of Innovation and Improvement's FY 2018 Statewide Family Engagement Centers Program Grant, CFDA Number: 84.310A.

WestEd is a preeminent educational research, development, and service organization with over 650 employees and 14 offices nationwide, including Boston, MA, Washington D.C., and Burlington, VT. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures. We have a long-standing commitment to the field of education at all levels and a combined experience base of over 50 years of educational leadership. Additionally, we have substantial qualifications in the technical areas called for in this project. Specifically, WestEd boasts a strong background in program evaluation, including design, data collection, analysis, program improvement, reporting, and data security, and we bring to this effort our understanding, sensitivity, and commitment.

WestEd is a result of a Joint Powers Agreement (JPA) between Far West Laboratory for Educational Research and Development (FWL) and Southwest Regional Laboratory (SWRL) dated December 1, 1995. Both parent agencies were originally formed under JPAs in 1966. Both FWL and SWRL come under the signature authority of the states of California, Arizona, Nevada, and Utah. As a Joint Powers Agency, WestEd has been determined by the IRS to be a public agency exempt from income taxes under Section 115 (1) of the Internal Revenue Code of 1954, (EIN 94-3233542).

If you have any technical questions regarding this proposed work, please contact Paula Burdette at 703.424.1781, or via email at [pburdet@wested.org](mailto:pburdet@wested.org). For contractual questions, please contact the Contracts Management Department at 415.615.3136 or via email at [contracts@wested.org](mailto:contracts@wested.org).



Michael Neuenfeldt  
Director of Finance & Contracts

Cc: Paula Burdette, Senior Program Associate, Learning Innovations, P-12941

730 Harrison Street • San Francisco, California • 94107 t: 415.565.3000 f: 415.565.3012 • [WestEd.org](http://WestEd.org)

PR/Award # U310A180070

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# Federation for Children with Special Needs

Board of Directors (13)  
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Transitional Executive  
Director  
V. Swoboda

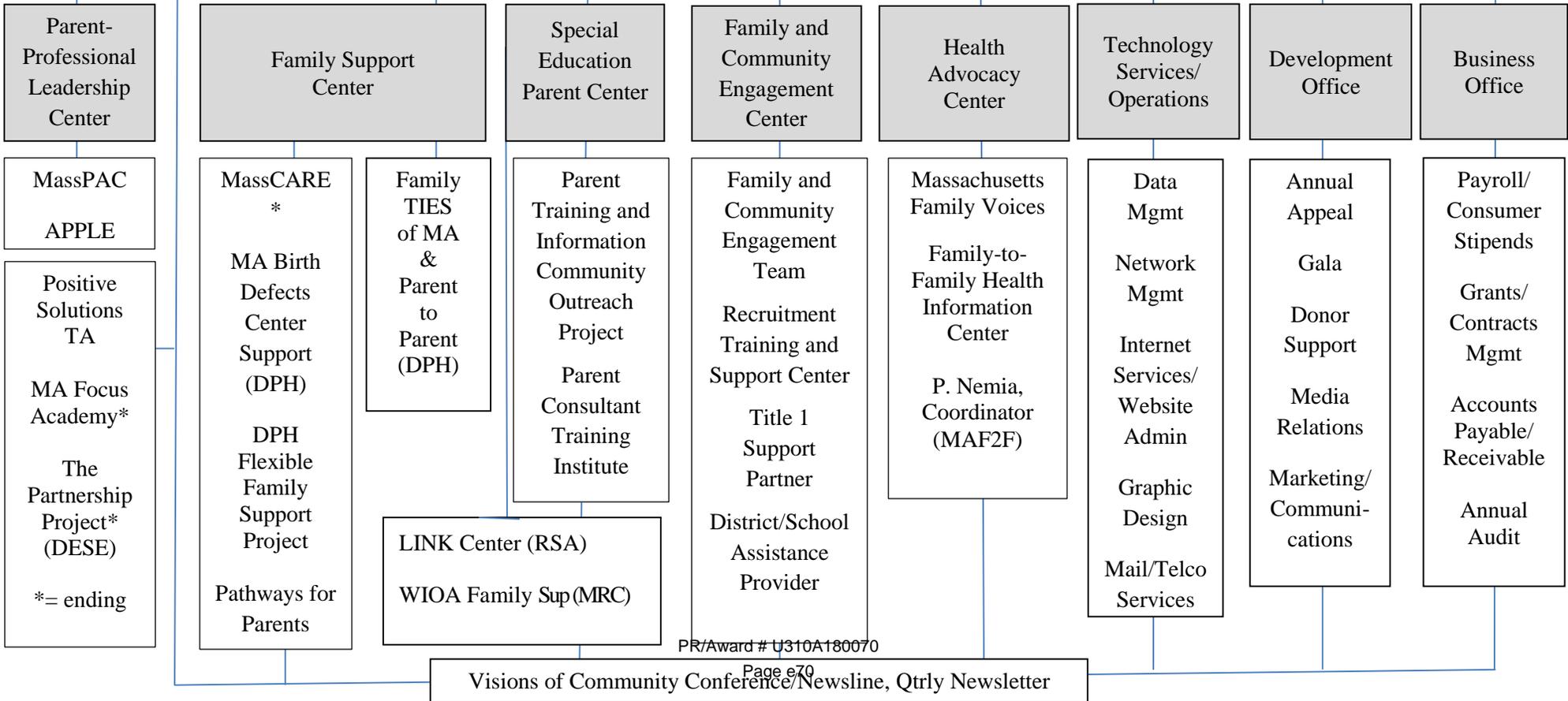
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Resources:  
Orient/EAP/PD  
J. Hyatt

Director of Information &  
Technology C. Putta

Dir of  
Development

Dir Finance  
(Interim)

Project Directors (6): L. Noble (FT), N. Mader (LINK), Vacant (FACET)  
R. Diaz (PTI), R. Williams (RTSC), M. Favreau (PD), L. Leslie (MassPAC)



## **FCSN IT-Infrastructure and Operations:**

### STATE OF THE CURRENT INFRASTRUCTURE

#### ***Network and related infrastructure***

The Federation maintains a secure Local Area Network (LAN), which can also be remotely accessible using Microsoft's Terminal Server with file sharing, Email and Internet capabilities for all staff statewide. At its main office, the LAN consists of a Citrix XenCenter, Virtual Server running Microsoft Windows 2008 Server R2, Windows 2008 Terminal Server, and MS Exchange Server 2010. Thirty-eight workstations run the Windows 7 Professional and fifteen laptops have Windows 10 Operating Systems. Our wireless capability extends over to two-Ubiquiti Networks Access Points connected on 10/100 Ethernet model CAT5e and CAT6 switches.

All computers on the Federation network use the centrally managed Webroot Secure Anywhere Endpoint Protection v9.0 anti-virus software tool to protect against viruses and malware. Information and operations shared over the network include resource databases, Contact Management Systems (Access databases) across all projects, Parent Training and Information Call-center Intake Records. Its robust broadband network pipeline from Comcast for Business Internet allows access and high-speed connectivity to the domain servers and email MS Exchange servers.

The LAN employs 2 network printers, including a new color Kyocera copier/printer/scanner(s), and an HP LaserJet 5500 color printer.

#### ***Business and productivity applications and infrastructure***

We support Microsoft Office 2013 for word processing, MS-Excel for data analytics and data visualization, spreadsheets and workbooks; MS-Access as agency wide data management application for data collection, data storage and data visualization, which is primarily helpful for our yearly, half-yearly and quarterly reporting and data retrieval process to Federal and State reports and analysis. MS-PowerPoint for agency wide is our go to presentation program used for simple class-room trainings to complex multimedia presentations.

Other software applications deployed throughout the FCSN network includes Microsoft Office Professional Plus 2013, Adobe Creative Suite 6 Design and Web Premium, and several different Web browsers and plug-ins. Our monthly webinar platform is presented through GoToWebinar service and FrontStream. The Parent Center survey is collected and compiled via Survey Monkey evaluations. The Federation employs the use of GoToMeeting and GoToWebinar, web-based application software for virtual meetings and events. All staff have access to other presentation equipment including fully-equipped laptop computers and LCD Projectors. The agency's phone system features a T-1 voice line, toll-free numbers, a TTY, conference-call capabilities, as well as voicemail for all users.

### ***Digital signage***

The Federation also has a digital signage and content sharing display screens for prospective contacts or internal staff members that show cases our upcoming events, trainings and also a glimpse of past events such as our annual Visions of Community conference and Gala.

### ***Email and remote access***

The Windows environment operates MS-Outlook email client on all workstations. In addition, emails can be accessed through the Outlook Web App (OWA) through an Internet-browser. All Staff members at remote offices, home or traveling, can use the agency's Terminal Server to connect electronically with the central office and access network folders anytime, anywhere. Through the remote access connection staff will be able to connect to our robust online web-based Contact Management Systems and Caller Intake databases; which is being housed on MySQL backend data storage system. The Federation email Outlook is configured and accessible on all portable devices such as iPads, mobile phones as well as through an Outlook Web App (OWA), our web-based portal.

### ***Website and related tools***

The Federation hosts its robust, interactive webpages on the WordPress Content Management System (CMS) to allow for a more direct updating of web content by staff who are able to maintain, update changes and deploy content-driven materials across digital media channels to increase visibility of our services. We also use Adobe Creative Cloud for all our digital and print materials for the web development, design and maintenance.

The Federation websites are routinely reviewed to ensure they meet the disability accessibility guidelines of the World Wide Web Consortium's (W3C) Web Accessibility Initiative. The website employs the use of a combination of online tools including the WAVE and AIM Checker, as well as manual reviews of cascading style sheets (CSS) and other web design coding. Combined web stats on the Federation domains receive over 1,000,000 visits per year.

The website contains an events, workshops calendar and a Family Resource Directory. An online registration for workshops presented and trainee list is available throughout the state on topics such as Basic Rights in Special Education, An IEP for My Child, Transition, Self-Determination, accessing health care benefits and services and many others. The site contains information and links to help parents better understand their child's educational, developmental and health care needs, and how/where to obtain information about the range of options and resources available for their child.

### ***Graphic design and dissemination platforms***

The Federation maintains in-house capacity for document preparation, graphic and web design, and printing to translate materials into many different languages including Spanish, Portuguese, Vietnamese, Chinese and Arabic and low-literacy levels. The Federation hosts several statewide list serves, blog posts on Social Media platforms such as Facebook, Twitter, Yahoo Groups and Instagram for parents and professionals, and nine distinct web domains.

FOR THE GRANT:

The Federation's IT vision is to leverage next-generation, cost effective cloud-based

frameworks, tools and systems.

- Upgrade our current training rooms to Virtual Meeting Rooms (VMR).
- Replace existing video conferencing solutions in every training room, with affordable off-the-shelf hardware and adding cloud video conferencing through tools such as Zoom-Rooms which allow users to join remotely. This will empower our teams with easy to use video meetings and wireless screen sharing.
- Replace our analog phones with cloud-based IP and Power over Ethernet (PoE) phone system.
- Equip teams with laptops and webcams to present webinars using the GoToMeeting service.
- Migrate our video(s) content to AWS S3 as our static website hosting capability coupled with AWS Media Services storage solution which delivers an affordable, easy to access cloud-based platform.
- Finally, upgrade every FCSN machine (desktop and/or laptop) to Windows 10 Operating Systems. Eventually migrate to Office 365 or G-Drive and deliver an integrated experience of apps and services designed to collaborate with teams, from anywhere, anytime, and enable users to setup meetings from their mobile devices or remote desktop locations.

### ***Learning Management System (LMS) for the Federation***

For the Federation to deliver and exceed its learning, training and dissemination goals, we would like to invest in a web-based software application which leverages **learning management systems (LMS)**. This (LMS) system helps the trainer deliver materials to Parents, Students or District Educator, administer assignments and tests, track student progress and help manage record-keeping.

In order to disseminate our webinar videos and training content to end users with low latency and high-data transfer speeds, we will require a web-based hosted service, one that is cloud storage solution such as AWS Media Services. Such a solution, encodes live video for broadcast and streaming to any device. This not only enables us to provide live event(s) but also deploys channelized content 24/7.



FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS

# Outreach Plan

## **The following outreach guidelines are provided to Federation staff and volunteers in order to assist them in implementing culturally competent services:**

- Find out where the members of the group get their information (churches, community groups, local community newspaper, etc.) and distribute Federation information through these outlets and media.
- Organize a team of local minority community members to advise you.
- Establish a local alliance/coalition which includes other agencies, community, faith-based, and civic groups.
- Share the stage with community leaders from diverse community groups.
- Ask one of the members from your “advisory team” to accompany you on field visits and demonstrations to increase your credibility among other members of the community and to build your advisor’s confidence in your intentions and honesty.
- Hold meetings in locations where minority community members are comfortable.
- Encourage new connections to identify their needs in their own language.
- Avoid using slang terms or agency/bureaucratic jargon.
- Ask different minority community groups to establish goals, and try to connect these goals with the mission of the Federation.
- Establish special projects that foster a spirit of mutual aid and cooperation.
- Use visual and hands-on methods of educating and informing.
- When written communication is necessary, translate material into clear language written at a sixth grade level—the sixth grade level is standard for communicating with any group.
- Some practical reminders: not all parents use technology (reminder 101) or the same technology, Provide childcare/refreshments for group meetings, empower parents, remember all materials, signs, posters are translated, flyers are translated, use simultaneous interpretation as needed.
- Connect to MA State Departments such as:(DESE, DDS, DPH, DMH, MRC, MCDHH); Human Service providers; Family Support Centers; Health Care Providers; Community Health Clinics; School districts; Community-based agencies and Faith-based organizations.

## Language Access Plan

The Federation will employ a **Language Access Plan** for its work with English as a Second Language families and groups. This LAP includes: a.) hiring bi-lingual staff; b.) identifying “in-house” interpreter (oral) /translator (written); c.) contracting professional interpreters/translators or identifying volunteer interpreters/translators; d.) have access to telephone interpretation services; and e.) recruit volunteers from the community served as well as bilingual professionals. In preparing materials, training information and/or workshops for cultural and language minority families, the Federation will pay close attention to: Specialized terminologies about Special education law; have bilingual staff/volunteers present workshops/training for parents in the community they serve (avoid confusion over English expression and novel terminologies which might not exist in their native language, not word to word translation); Utilize principles of universal design and culturally linguistically training materials; Provide sample letter template for families to request school provide materials in the language of the home and/or to request school provide qualified interpreter at meetings with parents; ensure written documents available and accessible to LEP individuals; provide training and workshop in alternate ways to reach families (radio, TV channel, YouTube, faith-based organization); provide training using interpreter (review materials with interpreter prior to the meeting); and ensure the location to hold workshop is where community members feel comfortable, safe and can talk openly.

The Federation will identify parent leaders from the community, encourage them to attend the Parent Consultant Training Institute at the Federation, mentor them to be the leaders for the community. Bilingual Federation staff will maintain monthly support group for families, connect with state funded DDS Family Support Centers to support parents around special education law, and work to build trust and relationships within the community.

Federation bilingual outreach staff members will be the “frontline” for outreach. They will have access to the FCSN website, social media, and email listservs to support their efforts. They will provide translated flyers to inform the LEP communities about the availability of language assistance services, provide announcements for non-English media (TV, radio, newspaper and website) to inform community groups about the availability of workshop/training as well as services providing in other languages, share with health providers, school district, faith-based, community-based agencies to distribute flyers about workshops/trainings and ensure website has link to other language accessible to LEP individuals. The Federation will utilize multiple channels to reach out to families: word of mouth, phone calls, mailings, pamphlets, posted announcements, newspaper, radio announcement, local cable TV channel and utilize multiple mailing organizational lists from multiple service providers to distribute information to make the PTIC visible in targeted communities.

# Communication plan

## To communicate internally and with project-wide coordinators:

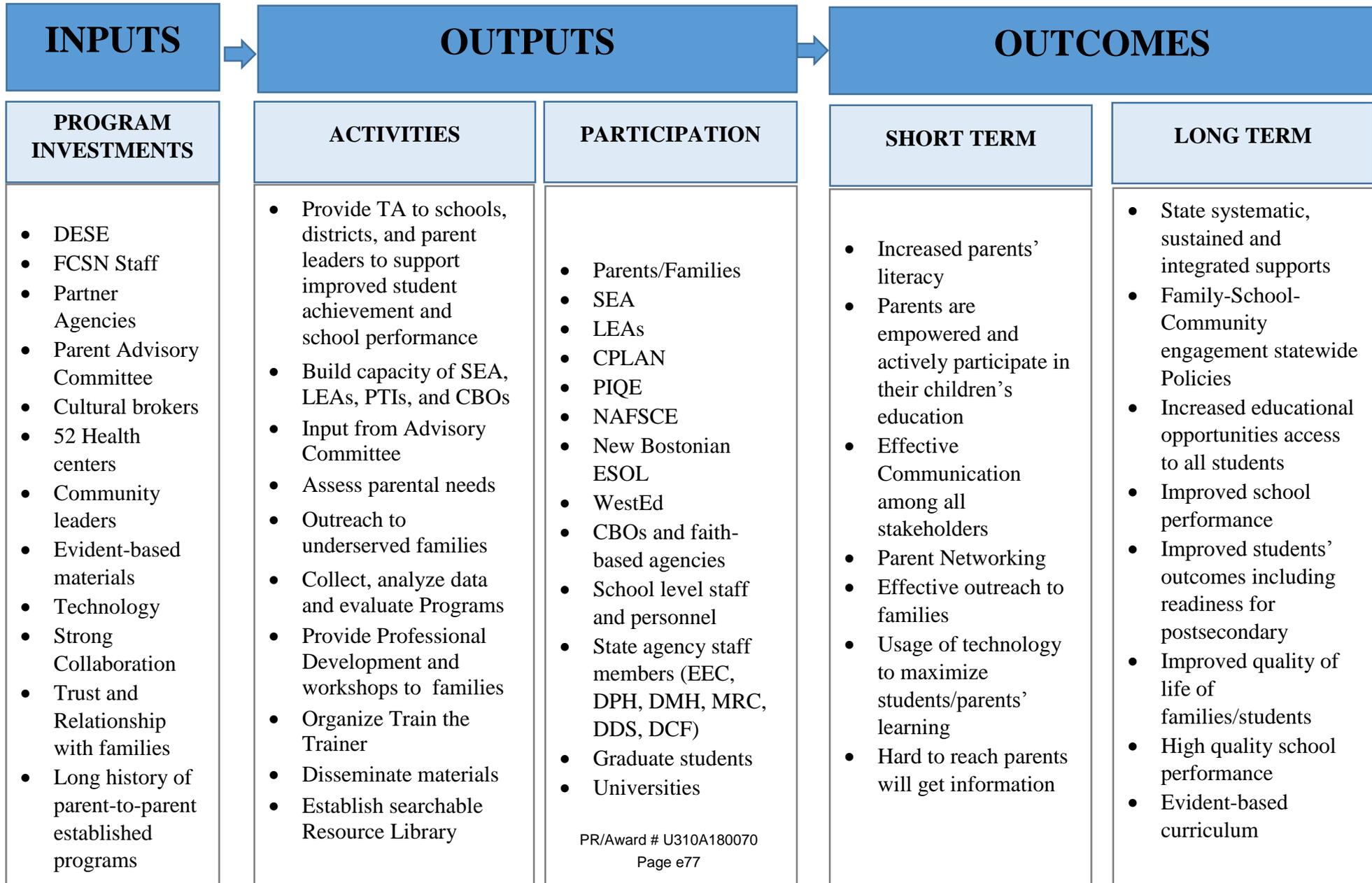
- Email
- Phone
- Teleconference
- Google Docs
- GoTo Meeting
- Doodle (Scheduling meetings)

## To communicate and disseminate information externally:

- SFEC Newsletters
- Social Media (Facebook, Twitter, LinkedIn, etc.)
- Webinars
- FCSN Website
- FCSN listserves
- Partners' Websites
- Partners' Blogs
- Family TIES - Directory
- Reminders (remind parents about workshops/training)
- Annual Conferences
- Constant Contact (Mass Email System)
- Special Events
- Event postings on 10+ Platforms (Eventful, American Towns, Town Planner, etc.)
- External Meetings:
  - FACs and DCF connection.
  - System of Care meetings with The Home for Little Wanderers and the Suffolk County Sherriff's Dept. (US attorney general's office, DPH, DMH, SCSD, and CPLAN, among others are in attendance monthly.
- School district websites
- Community-based organizations
- Faith-based agencies
- Parent Support Groups
- Universities
- SEPAC
- PTA
- An App would be a good addition for communicating with parents

## FCSN – SFEC Logic Model

**Theory of Action:** If the MA SFEC provide high quality, relevant and useful information and resources, training activities, and collaboration with all stakeholders including families, parents, educators, SEAs and LEAs, school personnel and community based organizations, students’ outcomes will be increased and high quality educational opportunities will be available to all families.



# MA SFEC Evaluation Logic Model

Goals >>

1. Improve Statewide capacity to provide direct services to parents and families through evidence based-activities.

2. Provide families with evidence-based strategies for promoting literacy

		Formative Evaluation		Summative Evaluation	
		OUTPUTS	IMMEDIATE OUTCOMES	SHORT TERM OBJECTIVES	LONG-TERM OUTCOMES
TASKS & ACTIVITIES	<p>Leadership</p> <p>Training and Technical Assistance</p> <p>Template and Tool Development</p> <p>Knowledge Development</p> <p>Communications and Dissemination</p>	<p>Website, templates and tools for MA SFEC staff, LEAs, and parent groups use and Universal on-demand TA</p> <p>Clear comprehensive set of evidence-based resources</p> <p>Targeted TA including F2F trainings, webinars, practice groups, conference calls</p> <p>Intensive TA including strategic plans, action plans, lists of staff responsibilities and timelines with select LEAs</p> <p>Surveys and other ongoing monitoring tools</p>	<p>Products and services will be deemed to be of high quality</p> <p>Products and services will be deemed to be highly relevant</p> <p>Products and services will be deemed to be highly useful</p> <p>Technical assistance will be cost effective</p> <p>Measured by:</p> <p>Initial interviews with audience</p> <p>In-depth annual surveys</p> <p>Brief, real-time surveys following TA or use of tools</p> <p>Review by panel of independent experts and target audiences</p>	<p>LEAs and Parent Groups understanding of evidence-based family engagement practices</p> <p>LEAs and Parent Groups will have improved capacity to provide direct services</p> <p>Measured by:</p> <p>Technical assistance and training records</p> <p>Follow-up interviews and site visits</p> <p>Use of tools</p> <p>Web statistics</p>	<p>LEAs will have high family engagement</p> <p>Families will have the information necessary to understand their annual school report cards</p> <p>Parents can effectively engage in activities that will improve student academic achievement</p> <p>Parents report an enhanced capacity to work with schools and service providers effectively in meeting academic and developmental needs of their children</p> <p>Measured by:</p> <p>Numbers of parents participating in SFEC activities using school report cards</p> <p>Numbers of parents trained and reporting use of high impact activities to improve student achievement</p> <p>Number of parents who report enhanced capacity to work with schools effectively</p> <p>Number of teachers showing high competency for engaging families</p>

## FAMILY AND COMMUNITY ENGAGEMENT

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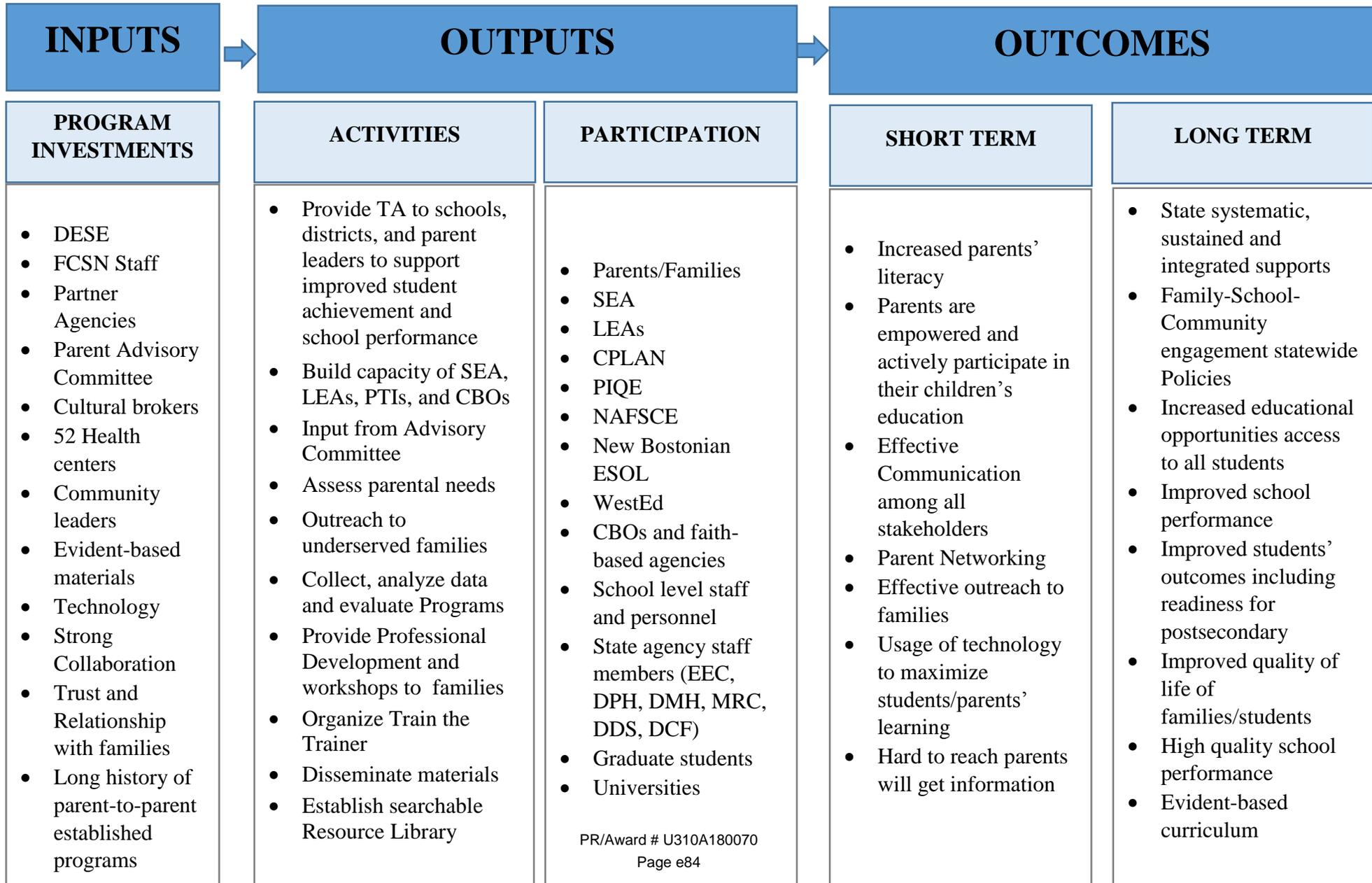
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## FCSN – SFEC Logic Model

**Theory of Action:** If the MA SFEC provide high quality, relevant and useful information and resources, training activities, and collaboration with all stakeholders including families, parents, educators, SEAs and LEAs, school personnel and community based organizations, students’ outcomes will be increased and high quality educational opportunities will be available to all families.



# MA SFEC Evaluation Logic Model

Goals >>

1. Improve Statewide capacity to provide direct services to parents and families through evidence based-activities.

2. Provide families with evidence-based strategies for promoting literacy

		Formative Evaluation		Summative Evaluation	
		OUTPUTS	IMMEDIATE OUTCOMES	SHORT TERM OBJECTIVES	LONG-TERM OUTCOMES
TASKS & ACTIVITIES	<p>Leadership</p> <p>Training and Technical Assistance</p> <p>Template and Tool Development</p> <p>Knowledge Development</p> <p>Communications and Dissemination</p>	<p>Website, templates and tools for MA SFEC staff, LEAs, and parent groups use and Universal on-demand TA</p> <p>Clear comprehensive set of evidence-based resources</p> <p>Targeted TA including F2F trainings, webinars, practice groups, conference calls</p> <p>Intensive TA including strategic plans, action plans, lists of staff responsibilities and timelines with select LEAs</p> <p>Surveys and other ongoing monitoring tools</p>	<p>Products and services will be deemed to be of high quality</p> <p>Products and services will be deemed to be highly relevant</p> <p>Products and services will be deemed to be highly useful</p> <p>Technical assistance will be cost effective</p> <p>Measured by:</p> <p>Initial interviews with audience</p> <p>In-depth annual surveys</p> <p>Brief, real-time surveys following TA or use of tools</p> <p>Review by panel of independent experts and target audiences</p>	<p>LEAs and Parent Groups understanding of evidence-based family engagement practices</p> <p>LEAs and Parent Groups will have improved capacity to provide direct services</p> <p>Measured by:</p> <p>Technical assistance and training records</p> <p>Follow-up interviews and site visits</p> <p>Use of tools</p> <p>Web statistics</p>	<p>LEAs will have high family engagement</p> <p>Families will have the information necessary to understand their annual school report cards</p> <p>Parents can effectively engage in activities that will improve student academic achievement</p> <p>Parents report an enhanced capacity to work with schools and service providers effectively in meeting academic and developmental needs of their children</p> <p>Measured by:</p> <p>Numbers of parents participating in SFEC activities using school report cards</p> <p>Numbers of parents trained and reporting use of high impact activities to improve student achievement</p> <p>Number of parents who report enhanced capacity to work with schools effectively</p> <p>Number of teachers showing high competency for engaging families</p>

















































































Natalie Lacireno-Paquet, Ph.D., a Project Director and Senior Research Associate in WestEd's Boston office, has extensive experience working collaboratively with local and state education leaders to conduct research and evaluation projects related to educator effectiveness, school improvement, and program evaluation of educational initiatives in the Northeast and around the country. She brings experience in the management of large, multi-year, multi-million-dollar contracts, and has extensive experience in evaluation planning, data collection, survey development, data analysis, and reporting. She frequently presents findings from her research and evaluation to state and local education agencies, practitioners and at academic conferences.

Dr. Lacireno-Paquet directs WestEd's research and technical assistance work for the Northeast and Islands Regional Educational Laboratory. She served as principal investigator on several REL-NEI studies of teacher effectiveness, including a correlational study of the relationship of teacher satisfaction and educator evaluation processes. Recently, she co-directed a multi-year formative and summative evaluation of the statewide implementation of the Kansas Multi-Tier System of Supports initiative.

Dr. Lacireno-Paquet serves as Chair of WestEd's Institutional Review Board.



# Massachusetts Libraries

## BOARD OF LIBRARY COMMISSIONERS

July 27, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St Suite 1M3  
Boston, MA 02129

Dear Vivian:

As consultant for Library Services for underserved populations for the Massachusetts Board of Library Commissioners (MBLC), it gives me great pleasure to provide support to The Federation for Children with Special Needs (FCSN,) application to create a statewide, systemic and coordinated approach to family engagement from Preschool through Grade 12. The MBLC has worked for many years to build partnerships to benefit libraries and family support organizations that serve children, parents and caregivers in our state.

Our office has developed and managed federally funded grant programs to libraries with a focus on Early Learning such as “Mother Goose on the Loose” (for children 0-2), Mind in the Making: Creating Play spaces in Libraries, Full Steam Ahead: Science, Technology, Math plus Arts as well as programs for older learners that focus on STEM and technology in both school and public libraries. We have a consistent track record providing support for programs that serve underserved urban and rural communities including children (from birth to age 17) from families with incomes below the poverty line.

We believe the FCSN offers an important partnership that will extend family engagement opportunities to more underserved populations. We see this opportunity to explore how libraries can continue to optimize their play spaces to promote family engagement and applaud this new initiative. We are eager to demonstrate the impact that libraries, in partnership with likeminded organizations, can provide to young children and families, and are delighted with the opportunity to continue to work with such a committed organization.

Sincerely,



Shelley Quezada, Consultant, Library Services to the Unserved

### Massachusetts Board of Library Commissioners

98 N. Washington Street, Suite 401, Boston, MA 02114

P: 800-952-7403 (in-state only)

P: 617-725-1860

F: 617-725-0140

[mass.gov/libraries](http://mass.gov/libraries)  
(consumer portal)

[mass.gov/mblc](http://mass.gov/mblc)  
(agency site)



@mbclibraries



# Massachusetts Libraries

BOARD OF LIBRARY COMMISSIONERS

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# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley  
Commissioner

July 26, 2018

Ms. Jane Hodgdon  
U.S. Department of Education  
400 Maryland Avenue SW, Room 4W248  
Washington, DC 20202-5970

Dear Ms. Hodgdon:

I am writing to express my strong support for the application submitted to establish the Massachusetts Statewide Family Engagement Center (MA-FEC). This grant opportunity will enable the Massachusetts Department of Elementary and Secondary Education (DESE) to collaborate in a cross agency partnership with the Federation for Children with Special Needs (FCSN), Parent Institute for Quality Education (PIQE), the Collaborative Parent Leadership Action Network (CPLAN), the Department of Early Education and Care (EEC) and English for New Bostonians (ENB). This unique partnership will enable us to develop a statewide system to provide training, technical assistance and support to families, schools and community organizations that leads to improvement in student development and academic achievement. Additionally, it will allow us the opportunity to more intentionally embed family engagement as part of school turnaround strategies by providing families with evidence-based strategies and resources to support their children's literacy development and engage in family literacy activities.

DESE's overarching goal is to prepare all students for success after high school. As outlined in our Every Student Succeeds Act (ESSA) Plan, in pursuit of this goal, DESE has developed a set of five core strategies, one of which focuses specifically on supporting social-emotional learning, health, and safety. A key lever in this strategy includes effective family engagement. DESE is committed to building out supports and policies in partnership with practitioners in the field and other state agencies to advance this work in the Commonwealth, both in and out of school. To that end, DESE commits to participating in collaboration with the partners as listed above, to advise the FCSN on the development of family engagement resources, training and technical assistance based on the needs of our agency as well as the needs of districts and schools. DESE is also committed to the coordination of our state's work to develop a Prenatal through Grade 12 Family Engagement framework with the implementation plan as outlined in this grant application.

This grant opportunity will enhance the ability of Massachusetts families and care givers to participate in their children's education, and advance our goal to promote systems and strategies that foster safe, healthy, culturally responsive, and inclusive learning environments that improve educational outcomes for all.

  
Commissioner of Elementary and Secondary Education



♥ Ensuring a Place at the Table for Every Family

July 27, 2018

Rich Robison  
Executive Director  
Federation for Children with Special Needs  
Boston, Massachusetts

Dear Mr. Robison:

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

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

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

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

Very truly yours,

[Redacted signature]

Diana Autin, Executive Director, National PLACE

[Redacted contact information]

**Boston University** Wheelock College of Education  
& Human Development



2 Silber Way  
Boston, Massachusetts 02215

July 24, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a collaborative effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the National Association for Family, School and Community Engagement (NAFSCE) and the MA Department of Elementary and Secondary Education. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with my scholarship and teaching in the Special Education program at the Boston University Wheelock College of Education and Human Development.

University programs such as ours have emphasized the importance of family engagement for decades, yet actual progress in this area is slow. Particularly in special education where parent participation is mandated, there are often barriers to family engagement including inadequate language access (e.g., translation, interpretation), deficit views of families, and complicated systems and practices that families must learn.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a shared commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA-SFEC team and other members of the Advisory Committee.

Please feel free to contact me at 617-353-6419 or [zsr@bu.edu](mailto:zsr@bu.edu) if you need to.

Sincerely,



Zach Rossetti, Ph.D.  
Associate Professor of Special Education

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve as a Youth Member on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE).

I am a recent graduate of Fenway High School, and live in Boston, Massachusetts. I would be honored to represent the youth perspective as a member of this Advisory committee as I believe decisions about how children and young people develop are better informed if children and young people contribute to the conversation. As a community organizer for the Center for Teen Empowerment for the past several years, I know the power of youth voice. I also believe that many young people are committed to family engagement because of their own love for younger siblings, cousins, nieces, nephews, and neighbors.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Carrie Mays  
Boston, MA  
Age 17  
Fenway High School Class of 2018  
[MLK Scholar](#)

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I am a parent of three children and live in East Boston. I am pleased to serve on the Advisory Committee and to help inform the work of this new entity, if it is funded. I am personally committed to parent and family engagement because when the family is engaged, the children have more opportunities to develop their full potential and get better academic results, and this has a significant impact on their lives to be successful.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Elsa Flores  
62 Brooks Steet Apt. 3  
East Boston, MA, 02128



Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I am a parent of two children and live in Dorchester. I am pleased to serve on the Advisory Committee and to help inform the work of this new entity, if it is funded. I am personally committed to parent and family engagement because it is important that we bring the voices of parents, especially parents of color to the table to help shape and form policies that are represented of the communities where our children attend school.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Gayl Crump Swaby  
289 Ashmont Street, Dorchester, MA  


Advisory Committee Sample Commitment Letter

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I am a parent of 4 children and live in Dorchester, MA. I am pleased to serve on the Advisory Committee and to help inform the work of this new entity, if it is funded. I am personally committed to parent and family engagement because of my lived experience growing up in Boston as an African American underprivileged and underserved youth and then mother. When it came to educating my own children I decided that being involved and joining forces with other active parents for change was our way toward change.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Jasmine Mays  
40 Wayland Street Dorchester, MA 02125

## Advisory Committee Sample Commitment Letter

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a collaborative effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the National Association for Family, School and Community Engagement (NAFSCE) and the MA Department of Elementary and Secondary Education. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I have had 4 years working as a Parent Partner for Dorchester Family Engagement Network Initiative which engages families as educational partners and coordinates resources to support families with young children. Family Engagement Network works with all the children from 2 months to 5 years old. We do Ages and States questionnaires, playgroup, family cafe, field trip, works with all the people who support young children - their families, early care and education providers, health and human service providers, and their city - to ensure that every child in Boston has the nurturing early care and experiences that provide a solid foundation for success in school and in life. Also I work with Family Nurturing Center as Parent Child Home Program to visit the family have children from 18 months to 2.5 years old. PCHP, an evidence-based early literacy, parenting, and school readiness model, is committed to closing the achievement gap by providing low-income families the skills and materials they need to prepare their children for school and life success.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA-SFEC team and other members of the Advisory Committee.

Sincerely,  
Phuong Phan.



FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE) and the MA Department of Elementary and Secondary Education. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (the radio show Changing the world for special needs )

Changing the world for special needs is Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA-SFEC team and other members of the Advisory Committee.

Sincerely,  
Raquel Quezada



FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS

Yaritzza Rizzo, Lawrence SEPAC Chair  
33 Boston st.  
Lawrence, Mass 01841  
[Yrizzol@gmail.com](mailto:Yrizzol@gmail.com)  
978-994-6569

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

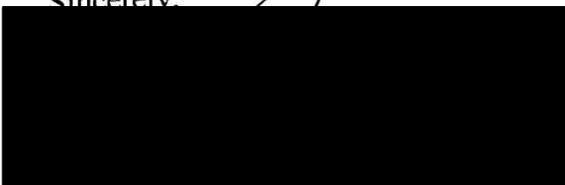
Dear Ms. Swoboda

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE) and the MA Department of Elementary and Secondary Education. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

As the chair of the SEPAC in my city, I have worked to bring awareness to our parents as to the importance of parent engagement in their children's education. I have worked closely with our Mayor in identifying summer activities for children with disability and also advocate for the importance of inclusion in our school district. Most recent I also became member of my city's Commission on Disability in hopes to create awareness in our city as to the needs of individuals with disability and work on making my city a place where individuals with disabilities feel welcome, supported, and included.

I look forward to the opportunity to work with the MA-SFEC team and other members of the Advisory Committee.

Sincerely,



Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

July 25, 2018

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a collaborative effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the National Association for Family, School and Community Engagement (NAFSCE) and the MA Department of Elementary and Secondary Education. I am honored to serve on this project and hope I can contribute helpful expertise to the work.

As an Associate Professor of Special Education and a mother of a young adult with intellectual disabilities, I am committed to improving family and school collaboration. Over the last two decades I have worked in schools in Arizona, Ohio, Iowa, Colorado and most recently here in Massachusetts. Since moving here I have worked with culturally and linguistic minority families, many of whom immigrated to the United States and at times struggled to understand the relationship and responsibilities between schools and families. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with my research and personal goal as a mother.

Serving families in greatest need, particularly those from low-income, minority backgrounds or for whom English is not their first language is something my colleagues and I at Lesley University feel strongly about. I look forward to collaborating with the MA-SFEC and other members of the Advisory Committee in the shared goal of improving family engagement.

Sincerely,  
*Janet S. Sauer*

Janet S. Sauer  
Associate Professor  
Education Division  
College of Liberal Arts and Social Sciences  
Lesley University  
27 Mellen  
Cambridge, MA  
Email: [REDACTED]

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a collaborative effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the National Association for Family, School and Community Engagement (NAFSCE) and the MA Department of Elementary and Secondary Education. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I have had 4 years working as a Family Engagement Specialist for Dorchester Family Engagement Network Initiative which engages families as educational partners and coordinates resources to support families with young children. I have completed trainings such as "The Mind Matter: Family Makes Difference" (developed by Harvard University), "Brazelton Touchpoint and Family Engagement" and series of trainings on the Early Literacy with ReadBoston Program. I have facilitated several workshops for parents, especially new immigrant parents to educate them on how to support their young child's development and early literacy skill as well as support the reading and writing skills at home for children from 7 – 10 years old. Thanks to the supports of several community programs in Dorchester such as Fields Corner library, VietAid, Dorchester House and Boys and Girls Club of Dorchester, I have reached over 100 families in Boston and received positive feedbacks on how parents have changed their practice on parentings after the trainings.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA-SFEC team and other members of the Advisory Committee.

Sincerely,  
Huong Vu.



# NEW BEDFORD PUBLIC SCHOOLS

PAUL RODRIGUES ADMINISTRATION BUILDING  
455 COUNTY STREET  
NEW BEDFORD, MASSACHUSETTS 02740  
www.newbedfordschools.org

(508) 997-4511

**KAREN A. TREADUP**  
DEPUTY SUPERINTENDENT

**HEATHER EMSLEY**  
EXECUTIVE DIRECTOR OF  
HUMAN CAPITAL SERVICES

**KIMBERLI A. BETTENCOURT**  
EXECUTIVE DIRECTOR OF  
SPECIAL EDUCATION & STUDENT SERVICES

**ANDREW O'LEARY**  
BUSINESS MANAGER

**SONIA WALMSLEY**  
EXECUTIVE DIRECTOR OF  
EDUCATIONAL ACCESS & PATHWAYS

**THOMAS ANDERSON**  
SUPERINTENDENT

*"We are committed to developing a community of learners who are academically proficient, demonstrate strong character and exhibit self-confidence."*

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

As an Executive Director of the Educational Access and Pathways working for the New Bedford Public Schools I am leading several initiatives to improve our Turnaround district. Family Engagement and Parent Involvement is one of our concerns and our commitment to supporting family engagement is a priority. New Bedford Public Schools has a vision to implement diversified parent and family engagement frameworks and models at the differing levels of academic and non-academic supports that families may need to aid the building and support of the "school-home partnership". The district will provide a menu of high-quality training materials for principals and educators to use when working with parents and families. Principals will work with their teachers and staff to develop a customized training plan aligned to their staff's needs and PD will be closely tracked to measure its impact on family engagement and student learning.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Signed

Sonia Walmsley  
Executive Director of Educational Access and Pathways  
swalmsley@newbedfordschools.org





Lawrence Public Schools • 237 Essex Street • PO Box 1498 • Lawrence, MA 01840

Mary A. Toomey, Ed.D.  
Assistant Superintendent

July 25, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of the Lawrence Public Schools.

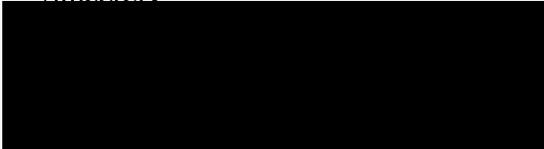
Lawrence Public Schools has posted significant improvements during the last several years including dramatic increases in graduation rates along with decreases in drop-out statistics. Achievement levels are at all-time highs for multiple subgroups and many schools have been assigned earned autonomies based on improved performance. However, the next set of accomplishments is only possible when we take the necessary steps to build relationships with families and when we understand their needs as well as their unique capacities to be partners in their children's education. We know that we need champions, people who are willing to advocate for the progress made and for the work that remains to be done. We should advance the capacity of parents so they will not only advocate for their children, but also for their schools and community. To this end, our family engagement goals require us to take a deeper commitment to serving parents and families. We must insist that our educators and our school leaders set priorities for high quality parent engagement programming so that we can unlock the potential for authentic relationships and develop meaningful, high-quality student, family, and community engagement practices.

(Phone) 978-975-5905 • (Fax) 978-722-8542 • (Email) [mary.toomey@lawrence.k12.ma.us](mailto:mary.toomey@lawrence.k12.ma.us)

Serving families in greatest need, particularly those from low-income, minority backgrounds, and English Learners, is a primary commitment for our district. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely



Mary A. Toomey, Ed.D.  
Assistant Superintendent

cc: Dr. Mary Lou Bergeron, Acting Superintendent, Lawrence Public Schools  
Karyl Resnick, Office of Student and Family Support, MA Dept. of Elementary and  
Secondary Education

July, 26, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

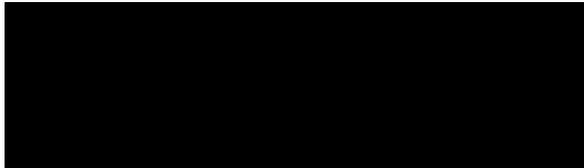
I immigrated from Ireland as a teen and had to learn a new way of being in a new country. I am interested in diversity, Mental health and LGBT individuals in our community. I currently work in human services and am a support for an adult with special needs who lives near me. I am on the Plymouth DCF Area Board.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Oonagh Brault  
67 Lake Avenue  
East Wareham, MA 02538  
508-272-6921  
oonaghbrault08@gmail.com



Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129  
Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE) The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I am a parent of 2 children and live in Brockton, MA. I am pleased to serve on the Advisory Committee and to help inform the work of this new entity, if it is funded. I am personally committed to parent and family engagement because I firmly believe that education is a key to a successfully future for our children, our collective community, and ultimately our economy. The results of a quality education have a domino effect in producing well-trained learners that can develop into adults who will invest in local communities in all aspects, while simultaneously contributing to our economy. In other words, the future of our communities and socioeconomic status relies on our children receiving equitable, quality, holistic education now. However, this cannot be accomplished or sustained without the partnership of families. Families are needed to inform the needs of the students as they are the only people that follow the students throughout their entire educational experience. Moreover, building strong relationships within all the adults associated in a child's life, can potentially generate a robust support system for our children increasing their ability to achieve personal edification. In order to build the kind of well-rounded adults that can yield a better future, we must first establish a healthy and cohesive community that exemplifies the importance of partnerships, collaboration, and above all solidarity.

Serving families in greatest need, particularly underrepresented and marginalized groups is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Ivelisse Caraballo  
55 Myrtle Street  
Brockton, MA 02301



July 26, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

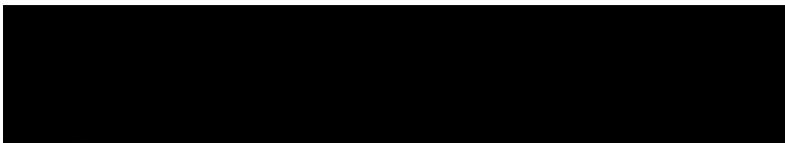
I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

As a foster adoptive parent of eight children from diverse backgrounds with special needs I have been immersed in education on all levels? I live in a rural community, which makes it hard for families to get services. I am the president of Massachusetts Alliance For Families (MAFF) and a leader on the Family Advisory Committee to DCF (FAC)

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,



Cheryl Haddad  
325 Monomonic Road West  
Winchendon, MA 01475  
978-273-7150  
hadayldcat@yahoo.com

July 27, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of that I have engaged in, both personally and professionally.

I am a parent of three children and I live in Haverhill, MA. I am also an educator who has worked for the Lawrence Public Schools for over ten years. I am pleased to serve on the Advisory Committee and to help inform the work of this new entity, if it is funded. I am personally and professionally committed to parent and family engagement because I believe strongly that parents and families play a vital role in the success of their children. Together, we can make a positive difference!

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for the Lawrence Public Schools. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Joselyn Marte, MSW  
14 Mount Vernon Street  
Haverhill, MA 01830

July 26, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

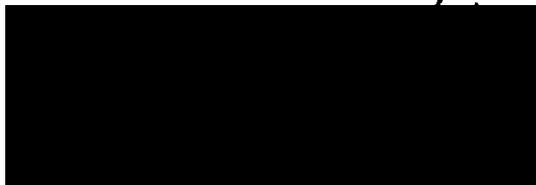
I am a Veteran, retired Postal Worker and father of seven children. My wife Shirley and I are active members of the Salvation Army Church where we support individuals and families who are worse off than us. With my wife we run a foster family support group and I am a trained Nurturing father facilitator.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Dondi Mitchell  
86 West River Street  
Orange, MA 01364  
[dondianshirl@hotmail.com](mailto:dondianshirl@hotmail.com)  
978-413-7308



July, 26, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I have three grown children one son who has mental illness. I have been involved in the mental health community for years trying to get my son services and work. He is now working part time in the community and is working on getting a car. I serve on several boards including the Family Advisory Committee to DCF and a committee for LGBT youth in the Worcester area.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Jennifer Rambridge  
27 Norwood Street  
Marlborough, MA 01752  
508-481-0203  
jrambridge@gmail.com

July, 26, 2018

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda,

I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center (SFEC), which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE), the MA Department of Elementary and Secondary Education and the National Association for Family School and Community Engagement (NAFSCE). The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

I am a grandmother to three boys and run a grandparents raising grandchildren group in the Lowell Family Resource Center in Lowell. As a low income family I have been saved by the services I received from the Family Resource Centers and from help at the Federation for Children with Special Needs. I would like to give back to my community.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA SFEC team and other members of the Advisory Committee.

Sincerely,

Lori Sousa  
12 Melton Street  
Lowell, MA 01119  
978-942-3264  
laz437@msn.com



FEDERATION FOR CHILDREN  
WITH SPECIAL NEEDS

Vivian Swoboda, Transitional Executive Director  
Federation for Children with Special Needs  
The Schrafft Center  
529 Main St., Suite 1M3  
Boston, MA 02129

Dear Ms. Swoboda

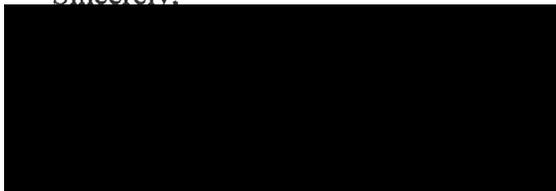
I am writing to confirm my commitment to serve on the Project Advisory Committee for the proposed new Massachusetts Statewide Family Engagement Center, which is a united effort of the Federation for Children with Special Needs, Collaborative Parent Leadership Action Network (CPLAN), Parents for Quality Education (PIQE) and the MA Department of Elementary and Secondary Education. The goals of the project and its purposes to improve and enhance family engagement in children's education and improved academic achievement are consistent with the work of (our agency or my personal goals).

As a parent I know the struggle in trying to help my son and help him become a better person each day. We need to empower parents in doing their best in helping their children and understanding the procedures on how to do it.

Serving families in greatest need, particularly those from low-income, minority backgrounds or English Language Learners is a primary commitment for our organization. I am particularly pleased with the strong emphasis of the MA-SFEC on family literacy and on reaching out to many diverse populations.

I look forward to the opportunity to work with the MA-SFEC team and other members of the Advisory Committee.

Sincerely,



## **Addendum: Information on Lead and Partner Organizations**

**The Federation for Children with Special Needs (FCSN)** is a parent-run organization, whose mission is to support parents, families, and professionals through the provision of relevant information, resources, training and technical assistance in the areas of family, school, healthcare and community partnership. FCSN is recognized statewide and nationally as a pioneering organization that advocates for quality education, strong parent participation and access to quality health care services for *all* children. FCSN staff work in the areas of children's health, family engagement, early intervention, special education, elementary and secondary education, parents' basic rights, inclusion and transition/self-determination. FCSN plays a pivotal role in the dissemination of information and training to parents and families in multiple languages including: English, Spanish, Vietnamese, Chinese and Portuguese. FCSN has established a decades' long track record of partnership with the Massachusetts Department of Elementary and Secondary Education (DESE) and LEAs to shape policies, to develop and implement professional development opportunities, both online and in-person, in general and special education.

**The Massachusetts Department of Elementary and Secondary Education (DESE)** serves as the State Education Agency for the Commonwealth of Massachusetts. The goal of the Massachusetts public K-12 and adult education system is to prepare all students for success in life. Massachusetts students will be college and career ready, prepared for civic life, demonstrate skills and abilities necessary to successfully complete credit-bearing college courses, participate in certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy. In pursuit of these student outcomes, DESE's strategic plan identifies five core strategies to accelerate our pace of school

improvement. Below is a synopsis of those strategies the full report may viewed on our web site ([summary](#), [full report](#))

(1) **Strengthen standards, curriculum, instruction, and assessment** The Massachusetts

Curriculum Frameworks are designed to increase academic aspirations and raise expectations for learning by setting and measuring high expectations, deepening professional learning for educators, and supporting child-first instruction.

(2) **Promote educator development** The Commonwealth's approach to educator development involves setting high standards for educators, evaluating educators based on those standards, and providing targeted professional development.

(3) **Support social-emotional learning, health, and safety** Research and experience

demonstrate that preparing all students for success (in school, the workplace, civic life, and more) includes attending to their social-emotional and health development.

Furthermore, academic and social-emotional competencies are mutually reinforcing. Key levers in this work include safe and supportive school climate and culture, and effective family engagement. ESE is committed to building out supports and policies in partnership with practitioners in the field and other state agencies to advance this work in the Commonwealth, both in and out of school by promoting systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments that address students' varied needs and improve educational outcomes.

(4) **Turn around the lowest performing districts and schools** DESE's mission is to turn around underperforming schools and districts by supporting sustained improvement, so that all students have access to high-quality, culturally relevant learning opportunities that prepare them for successful futures.

(5) **Enhance resource allocation and data use** Education systems face a common challenge of delivering the best possible outcomes with limited resources. DESE aims to provide districts with data and tools to examine their local context and best practices so that they can make smart resource decisions to address their students' needs.

Within each of these strategies Massachusetts focuses on improving literacy in the early grades, mathematics in the middle grades, provide career pathways for high school students, and increase equity for historically underperforming groups of students.

**Collaborative Parent Leadership Action Network (CPLAN)** has two core objectives: (1) to create more culturally responsive school climates in which the needs of students with diverse backgrounds, learning abilities, and experiences are supported to thrive and (2) to improve school culture/climate and increase access to high quality educational experiences and outcomes for students of color with social/emotional needs as a result of trauma from violence, homelessness, immigration, and poverty. CPLAN's structure and activities are based on three core values: (1) Parent Leaders serve as policy advisors; (2) Parent organize other parents and engage in policy formulation; (3) 3. Create a platform for cross-sector collaboration and information sharing.

**English for New Bostonians (ENB)** Since 2001, English for New Bostonians (ENB) has created opportunities for immigrant parents and workers to learn English and pursue their educational, economic and civic aspirations. ENB programs work for immigrants with low native language literacy, those with advanced degrees, and everyone in between. ENB trains teachers and provides them with tools, such as customized curricula and access to tutors, to provide high quality instruction responsive to each student's starting points and goals. ENB offers

professional development in classroom technology to ensure students gain 21st century skills and learn autonomously beyond the classroom.

**Parent Institute For Quality Education (PIQE)** Founded in 1987, PIQE has opened nine regional offices in California and additional offices nationwide and is serving 14 states. The Parent Engagement in Education program is focused on teaching parents how to engage within the education system, foster a college-going culture for their children, and improve their understanding of academic and financial requirements for students to enter college.

Many families, particularly low-income, immigrant families, lack the experience and knowledge to get more involved in the education of their children. PIQE has played a key role in recognizing that parents in low-income communities often face language barriers, lack of time, and the lack of awareness about school procedures. PIQE's mission continues to bring schools, parents and community together as equal partners in the education of every child to provide all low-income students with the option of a post-secondary education.

PIQE's Nine-Week Parent Engagement course provides parents with tools to better support the academic preparation of their children and advocate for their learning. Each nine week program is tailored to the needs of the parents and students at each grade level of the K-12 education system. Overall the course curriculum encompasses the following topics: understanding the school system, how to communicate with educators, understanding university admissions requirements, discussing higher education options, identifying different financial aid options, how to establish a positive environment for children at home and at school, how to maintain children's academic habits for success, and how to prepare for the rigors of college. As part of the curriculum, parents must put into action the information they acquire in class, such as, what

parents should know before and after a teacher conference, how to interact with a classroom teacher, how to deal with problems in the school, etc.

PIQE's Literacy curriculum introduces parents of children in kindergarten through 3<sup>rd</sup> grade to the elements of literacy. Parents learn the importance of incorporating literacy development in their child's daily routine. The curriculum introduces parents to the Common Core State Standards and the Reading Framework of Skills developed by Dr. John Shefelbine, former consultant to the US Department of Education. Parents also learn fun, interactive, and purposeful reading strategies to use with their children. This program helps parents understand and value ways in which they are already reinforcing literacy at home to their children.

PIQE's Early Childhood Development Program teaches parents how to provide a stimulating home environment that encourages and facilitates success in school for their Pre-K and Kindergarten children. This program engages parents in activities that stimulate language development and essential pre-reading skills. As well as activities that help recognize the presence of mathematics in everyday life, thus helping develop early math skills. Parents learn the importance of an adequate preparation for kindergarten, and how it may impact future academic achievements. PIQE believes that to eliminate equity gaps in the education system and with academic achievement, parents must be engaged as partners by education institutions.

**The National Association for Family, School, and Community Engagement (NAFSCE)** a 501(c)(3) founded in September 2014, is the first membership association focused solely on advancing family, school, and community engagement (FSCE). NAFSCE provides the necessary platform for advancing high impact practices, promoting evidence-based policies, building capacity and leadership in the field, and upholding family, school and community

engagement as a core strategy for improving child development, student achievement, and school improvement. It achieves its goals through a professional membership program, a member online community, various Communities of Practice, nine webinars annually, a robust website and resource center containing best practices and policies, as well as virtual and on-site special events. Based on the approval of its Strategic Framework, NAFSCE is now pursuing strategic initiatives that address the systemic obstacles to the advancement of FSCE policy and practice. These strategic initiatives partner with some of the premier national education organizations. NAFSCE has officially spun off as a not-for-profit association, completed a comprehensive planning and stakeholder engagement initiative resulting in a strategic plan and aligned business plan, raised more than \$3 million, secured almost 2,000 individual and organizational members, and as mentioned above, begun implementation of strategic and systemic initiatives to transform FSCE policy and practice. The association continues to make marked progress in diversifying its revenue through foundation grants, contracts, corporate sponsorships, and member dues. NAFSCE continues to build the capacity of its organization. Following its spin-off as a 501(c)(3) organization, it recruited and hired three full-time staff members; Keami Harris, Director of Capacity Building Programs (October 2015); Lisa Aramony, Director of Communications (November 2016); and Georgia Decker, Program and Communications Coordinator (February 2017). Most recently, the Association hired Reyna Hernandez as its Director of Research and Policy Development (6/18), added a graduate student-level policy fellow and an undergraduate student intern (6/18). It has also launched a volunteer Ambassador program comprised of select members to support member engagement and retention.

## **Mission, Goals, and Strategies**

Formed in 2015, The Collaborative Parent Leadership Network (CPLAN) is a diverse group of passionate community advocates in the city of Boston and gateway cities of Massachusetts, working together to justly advocate for equitable access to high quality public education. Training, technical assistance, and coaching is provided to build the skills, confidence, and capacity of parents as leaders who then, in turn, transfer those skills to the broader membership of CPLAN.

The core membership of CPLAN currently includes parents, students, grandparents, educators, community leaders and others connected to charter, district, parochial and METCO schools who are disrupting the status quo in education to provide every child with a well-rounded and culturally responsive education. CPLAN sets the table for families to inform, influence, and advocate for practices and policies to improve educational outcomes for today's most vulnerable students in all of our schools. Our parent leaders mobilize their peers through direct engagement in their schools and communities and advocate to earn their seats at leadership tables. CPLAN strives to define what a quality "whole child" education looks like for children and works with policymakers, educators and community leaders to shape and achieve transformational and systemic change.

Currently, CPLAN is working on two core objectives: (1) to create more culturally responsive school climates where the needs of students with diverse backgrounds, learning abilities, and experiences are supported to thrive, and (2) to improve school culture/climate and increase access to high quality educational experiences and outcomes for students of color with social/emotional needs as a result of trauma from violence, homelessness, immigration, and poverty.

### **CPLAN's Three Core Values:**

- 1. Parents and students are leaders:** CPLAN provides opportunities, guidance, and the support that parents and students need to use their voices and power as leaders in their communities, including professional development and skill-building. Professional development of the CPLAN parents and students has consistently been a priority since CPLAN's inception so that parents themselves authentically co-lead CPLAN. The CPLAN model is built upon a foundation of active leadership roles for parents and ensures that all members have a shared voice in decision-making. Staff members work individually with CPLAN leaders to develop personal development plans and provide training sessions and mentoring opportunities to enable them to achieve the goals contained in those plans.
- 2. Relationships are essential:** CPLAN facilitates authentic, powerful, and mutually beneficial relationship building between CPLAN parents and students along with state and local education decision-makers. CPLAN members leverage those relationships to advance issues of importance to them, whether on education or some other community issue, while decision-makers benefit from direct access to engaged constituents who provide invaluable input and support for advancing high quality education.
- 3. Empowered voices make change:** CPLAN encourages, supports, and empowers CPLAN parents and students to tell their own stories and speak truth to power to advance a shared, specific set of goals and objectives. CPLAN's success is dependent upon empowering parents and students to be the voices of change and then working together around a shared agenda. CPLAN members are concerned about a wide

array of educational issues in their schools, and CPLAN staff work with parents and students to develop a consensus agenda annually to guide the work for the coming year.

### **CPLAN's Goals:**

#### **Goal 1: Develop a CPLAN Quality Education Report Card**

CPLAN strives to redefine what a high quality whole-child education looks like through the lived experiences of parents. CPLAN will work in collaboration with parents and school leaders, create a standardized school report card tool to measure quality--beyond test scores. This tool will then be utilized by parents in their own schools to collaborate with students and school leaders to score their schools and map out a plan for school improvement. The report card will include scores on family engagement, cultural responsiveness, social/emotional learning, SPED, ELL, health and safety, school climate, and other quality measures identified with the input of parents and school leaders.

#### **Goal 2: Development and Implementation of CPLAN Parents as Partners Training and Capacity-Building Series**

Using a peer leadership model, the Parents as Partners Training and Capacity-Building Series will create space for parents to train one another, share their knowledge and experiences, and help one another develop their communication and community organizing skills. The training series focuses on building knowledge of parent advocacy, how to build and sustain parent councils, how to produce an agenda, how to facilitate meetings, how to engage community leaders and other key stakeholders, tips for effective utilization of social media for advocacy, outreach strategies, and how to work in partnership with school administrators and other key community leaders. The goal is for parents to be empowered and have the skills they need to become advocates in all areas that affect the educational experiences of their children.

#### **Goal 3: Engage Youth as Partners**

CPLAN believes that youth are at the center of the family and those voices must be harnessed to drive the change needed to improve the educational quality of all learners. In efforts to build our intergenerational approach to systems change, we are seeking to collaborate with youth led organizations to create meaningful and mutually beneficial opportunities for students to inform, influence, and inspire our work. Student leaders from across sectors will be invited to join CPLAN efforts to help us identify common goals affecting students across all sectors.

### **Success to Date**

In just two years of activity, CPLAN has built a strong base of support and already achieved impressive results. CPLAN has a core of 40 parent leaders, of which 12 serve as part of the leadership committee while others are at various stages of their personal leadership development journey. There have been 10 high profile community conversations convened thus far, which have reached more than 1,000 individuals across the Commonwealth, addressing quality education and reform efforts. CPLAN has advised both city and state elected officials on specific ways to better serve marginalized learners through persistence, agitation, and demanding their rightful place at decision-making tables. Ten CPLAN parent leaders completed the New Politics campaign readiness course that was designed to introduce parents to the process of running for political office, participating in school boards and/or managing political campaigns.

There are four parent leaders who currently serve on the Board of Directors at their respective schools, one who is currently enrolled in the Emerge Program and all 40-core members of CPLAN are

actively engaged members of their parent school councils. In total, CPLAN has 100 active members who attend CPLAN related activities and events and a growing database of approximately 400 individuals. CPLAN co-produced a two day professional development series focused on the impact of trauma where over 250 educators and administrators gathered from to learn how to better meet the needs of students impacted by a range of traumatic situations, including poverty, racism, violence, and immigration, meeting both their education and emotional needs.

## **Goals for Funding**

### *CPLAN Fellows*

CPLAN proposes to develop a yearlong fellowship program designed to create parent engagement labs of innovation to build the capacity of parent leaders who are interested in launching their own education affinity groups. Participants will tackle issues surrounding supporting English Language learners and new immigrant families, addressing issues of racial equity in schools, advocating for quality teacher instruction, creating school culture/climates that reflects the needs and wants of parents, addressing the low achievement of students performing 1-2 grade levels below, streamlining and supporting parents navigate the open enrollment process, among other issues. The fellowship will create an opportunity for parents share their skills and develop new ones. We envision two cohorts of fellows- an organizing team and an execution team. This fellowship aims to be one of a kind designed for and by parents of color and underrepresented communities to ensure those most impacted are co-designing the next wave of education reforms.

This means our fellows will develop relationships with community leaders, school administrators, parents and designing a campaign to amplify their issue of focus. The fellows will receive personal and professional coaching to support their vision and will engage in public hearings, social media and other forms of advocacy to amplify their voices. We aim to shift the perception of how key decision makers perceive and embrace parents of color. Our ultimate goal is to create a parent leadership pipeline to ensure that parents are ready, willing and able to step into their power and lead. The goal is for the fellows to be empowered and have the skills they need to become advocates in all areas that affect the educational experiences of their children. They will mobilize their sectors into action, working closely with school leaders to increase family engagement efforts, and will be responsible for the recruitment and organizing efforts in their school systems.

### **Outputs:**

- Monthly workshops focused on specific areas (communication skills, community organizing, public speaking skills, content related advocacy)
- Coaching activities (group/individualized coaching)
- Opportunities for parents to display leadership at conferences, coalition meetings, practice/policy conversations.
- Retreats, community dialogues, workshops, conferences) and community partner events (Coalition of Schools Educating Boys of Color, the Suffolk County Sheriff Department to support families of the incarcerated, etc.)
- Increased parent council and family engagement efforts

- Trained parent leaders provide school leaders, staff and educators coaching and valuable information to better support the school efforts

**Outcomes:**

- Increased knowledge of ways to insert parent voice in all areas of policy & practice spaces.
- Establish fellows as educational experts in their own right. All parents, regardless of background, have the potential to be invaluable assets to schools and districts, but like all experts, parents need professional development in order to reach their full potential. Most important, given that parents can be intimidated by and untrusting of school personnel, they need a safe space — among individuals who share similar backgrounds and experiences — to build their knowledge, skills, and abilities to enact educational change.

**Key CPLAN Partnerships**

An important aspect of CPLAN’s mission strives to redefine what a quality “whole child” education looks like for children through the perspective of parents and students with lived experience. All of the capacity building and partnership efforts CPLAN undertakes prepare parents and students to have a seat at the table and work towards disrupting the traditional ways their voices are undermined, ignored, or simply not represented. CPLAN is the only active organization led by a woman of color that works with all schools regardless of sector, and partners with district, charter, METCO, and parochial schools. CPLAN’s encourages every student to achieve their full potential; our mantra is #allmeansall. Highlights of CPLAN’s work addressing inequity include the following:

- CPLAN worked with high school students who were chronically absent. Students were provided with a multimedia platform that allowed them to share what they need from educators to be successful in school in ways that put them at the center of learning initiatives.
- In honor of Autism Awareness Month, CPLAN partnered with Autism Sprinter and hosted a lively conversation about the role of parents as partners in education advocacy. This dialogue brought together parents, educators, students and service providers who discussed concrete ways to partner with each other to better support students with unique abilities.
- CPLAN partnered with Peregrinum as they held an Inaugural Day of Service event, bringing professionals and community members together to explore our interconnectivity and build capacity to better support English Language Learners and recent arrivals.
- To address the school-to-prison pipeline, CPLAN led a policy development session at the Suffolk County Sheriff’s Department’s Community Consortium. This convening brought together members and stakeholders from federal, state and city agencies to redesign practices, policies and programs to improve the quality of care for families of the incarcerated.
- CPLAN worked alongside *Chica Project* to build community and inspire thought. Students created a platform to step into their power and amplify their voices. Building from their experience with Yvette Modestin, students used cultural identity to produce their own messaging campaign to inform, influence and inspire change in schools, society, media and families.

CPLAN also works closely with the Boston Public School district (BPS) and the Boston Charter Alliance (BCA). Boston area schools send their parents and staff to our events and retreats for persona/professional development which positively impacts the family engagement culture. We also secured a proposal with BPS to provide leadership development for their English Language Learners as well as working with the office of Social & Emotional learning. CPLAN has become a hub for schools from across sectors to learn and grow collectively.

## **The Impact of our Work**

### *Parent Organizing*

CPLAN has served, 40% low income families, 100% black and brown parents. We also served families with high need, including 20% of English Language Learners, 80% who identified as having experienced trauma, 30% Special needs, 10% of families who have been affected by incarceration and 20% who have been affected by homelessness.

Because of CPLAN's training and support, CPLAN Core Leader parents are now actively working with their child's school and/or district to achieve systems change, in the following ways:

- Parent organizing: 12 Executive Committee members now actively influence the sector through their efforts to shape policy and practice, to develop strategic partnerships, to recruit new parent members, and to engage families.
- Core Leaders worked with MA Senator Chang-Diaz to draft the bill to modernize the Foundation Budget (S223), which updates cost elements in the formula, and is expected to result in a more equitable state education allocation.
- CPLAN Core leaders received a contract in 2018 from DESE to help them build capacity in family engagement and outreach best practices, in partnership with the MA Parent and Community Advisory Council.
- CPLAN core leaders received a contract in 2018 from BPS Office of English Language Learners to help them build capacity in family engagement
- Public speaking at education advocacy events we hosted in 2017 and 2018, including
  - Informal Trauma Retreat (two sessions):
  - School Discipline Panels/ School-Police Partnership:
  - Annual Know Your Rights (two sessions, with Mass Lawyers Assn.)
  - Family Consortium
  - School Discipline Dialogue

*Policy & Practice Development:* The work of CPLAN and our parent leaders has had a great impact in our immediate communities.

- 1,015 parents have attended our events
- 215 parents have been trained
- 50 Core Leaders are engaged in advocacy while simultaneously receiving coaching
- Partnered with four key policymakers including Massachusetts State Senator Sonia Chang-Diaz, the Senior Associate Commissioner for Educational Options, Massachusetts Department of Elementary and Secondary Education, the Superintendent of Boston Public Schools, and Rahn Dorsey the Education Chief of the City of Boston

*Personal Development:* In a survey conducted by CPLAN, parents reported that the following experiences were most meaningful for them:

- CPLAN helped me build a parent-centered Network of community support, where I am the expert on my own child
- CPLAN gave me access to topic-focused information on relevant issues that parents are struggling with, including content, tools, and techniques to navigate my concerns.
- CPLAN gave me an opportunity to lead, by creating a platform to turn crisis into opportunity to lead, by helping me solve problems for my children, then by helping me help another parent access the same opportunity.
- CPLAN shows me how my own relationships empower us to act and support each other

**CPLAN's Fiscal Sponsor, contact information, website, and EIN #:**

**Health Resources in Action**

**2 Boylston St 4th floor, Boston, MA 02116**

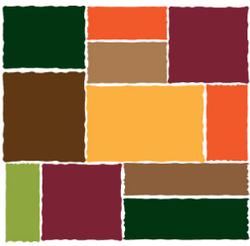
**EIN- # 04-2229839**

**President Steve Ridini**

**[www.hria.org](http://www.hria.org)**

\*Please note, HRIA charges 15% for overhead support services.

HRIA is an autonomous organization and not part of any third parties or larger umbrella organization.



# english for **NEW BOSTONIANS**

## ESOL for Parents and Caregivers Initiative



*Immigrant parents across Boston are developing skills to ensure that their children succeed in school.*

*“All these things I have been learning make me change the way I take care of my children. Now I can say that I am a better person and a better Mom. That makes me feel proud because I feel that I am a good example for my children”*

- Ivette Rueda, an ESOL for Parents and Caregivers program student

The English for New Bostonians initiative that deeply affected Ivette aims to increase immigrant parents’ English communication skills and ability to support their children’s educational success. In partnership with the Boston Public Schools (BPS) Department of Adult Education and Community Services and the Mayor’s Office of New Bostonians, it includes program support, curriculum development and coordination among community groups and public schools.

### Gains in Parent Efficacy Post-Program Survey Results (1-5 scale, 5 = strongly agree)

Statement	Average
I read to my child more than before.	4.3
My child practices writing or drawing more than before.	4.3
I am more confident that I can talk to my child’s teacher.	4.3
I can help my child with homework more than before.	4.4
I understand my child’s school better, e.g. report cards, BPS calendar, homework policies, conferences.	4.2
I am more involved in my child’s school	4.1
If my child has as problem in school I am more able to resolve it.	4.2

PR/Award # U310A180070

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### Funded Community-School ESOL Partnerships

ENB supports six ESOL for Parents programs, serving roughly 145 caregivers per year:

- ABCD South Side Head Start ESOL Program
- East Boston Harborside Community Center (with Otis Elementary School)
- Boston Chinatown Neighborhood Center (with Josiah Quincy Elementary School)
- Blackstone Community Center (with Blackstone Elementary School)
- Boston Public Schools Newcomer Assessment Center



Each ESOL for Parents program incorporates parenting education navigating Boston Public Schools curricula and parent advocacy.

## ESOL for Parents Curriculum

ENB's ESOL for Parents and Caregivers Curriculum provides ESOL teachers with

*Being in these classes— [the parents'] self-esteem, their sense of confidence, their sense of community has really increased. We see that as part of transformation; we see that as bringing us to the next level of family engagement. We see that as bringing our parents to being ready to mobilize more.*

*- Cynthia Paris Jeffries  
Elementary School Principal*

background materials, lessons, and activities designed to help immigrant parents learn English and become more effectively involved in their children's education.

With this curriculum, ESOL teachers can orient immigrant parents to the U.S. school system and BPS, offering practical skills such as interpreting report cards and participating in teacher conferences, and helping support children's learning at home. While some of the information is Boston-specific, much can be used in any setting. All 21 units are available for free download at [englishfornewbostonians.org](http://englishfornewbostonians.org).



*Parents learn about the importance of reading at home, how to understand report cards, and how to communicate in parent-teacher conferences.*

## Portrait of Success: Yvrose Berret

A student in the ESOL for Parents program at ABCD South Side Head Start, Yvrose Berret says improving her English has helped her be a better parent. At past parent-teacher conferences for her older children, for example, she could only listen to what the teacher reported about her children and sign her name on necessary documents.



*"Sometimes I had questions and I was scared to try to ask. But in the ESL class we learned how to approach our children's teachers and ask our questions.*

*I now can participate in my children's parent-teacher conferences and other meetings at their school. I can ask questions and learn from it. Even at my job they've noticed progress!"*

The ESOL program has enabled Yvrose to be a leader in her community. She recently organized a weekend event called Parents and Children Reading Together, to promote literacy in Roslindale. She was also selected to be one of four Parent Partners for Boston's Thrive in Five initiative, designed to ensure school readiness for all Boston children. Yvrose received a certificate of recognition for her outstanding leadership and citations from Representative Liz Malia and Senator Chang-Diaz.

**ENB's mission is to invest in the future of our region by fostering a high-quality, targeted system that prepares English language learners to pursue their educational, economic and civic aspirations.**



## **Overview: National Association for Family, School, and Community Engagement (NAFSCE)**

*Advancing high-impact policies and practices of Family, School, and Community Engagement to promote child development and improve student achievement*

**The need:** The importance of well-designed family, school and community engagement (FSCE) in supporting children’s learning from cradle to career is well documented by a growing body of research. Not only does FSCE lead to improved student achievement, it strengthens our schools and communities. Yet the current climate of “school reform” has disregarded the importance of engaging families and community. Professionals responsible for this important work frequently are isolated and relegated to low status positions. Teachers, who bear a primary responsibility for contact with families, reveal that reaching families is their number one challenge and the area where they feel least prepared. Few national organizations have FSCE as a priority and those that do are not designed or positioned to build and strengthen the field.

**The opportunity:** Despite the obstacles, FSCE is increasingly recognized as an essential element of child development programs, school improvement strategies, and efforts to reduce the achievement gap. Taking the next step to broad acceptance and implementation, however, will require a coordinated effort dedicated to linking and supporting parents, teachers, administrators, researchers, and policymakers who are committed to developing effective policies, programs, and practices. The National Association for Family, School, and Community Engagement (NAFSCE) provides the necessary platform for advancing high impact practices, promoting evidence–based policies, building capacity and leadership in the field, and upholding FSCE as a core strategy for improving child development and student achievement.

**The participants:** NAFSCE *members* include early childhood through post-secondary educators; state, district, and school-based leaders; parent leaders; community and parent organizations; staff of educational and non-profit organizations; and policymakers and researchers concerned with FSCE issues. NAFSCE *partners* include national, state, and local organizations committed to improving public education and interested in collaborating with NAFSCE to develop innovative programs and approaches, strengthen their own work with families and community organizations, and disseminate useful information and resources.

**The services and products:** NAFSCE is a primary gateway for anyone interested in engaging families and the community in improving student learning. Its offerings include a website, [www.nafsce.org](http://www.nafsce.org), containing comprehensive information and resources; an ongoing webinar series; a searchable library of over 600 resources related to family engagement including programs, toolkits, policy statements, and state plans; a community of practice networking group; a private online community of family engagement professionals; and a career center. For partners, NAFSCE offers opportunities for collaboration, consultation, strategic planning advice, and professional development.

**The affiliates:** The National Coalition for Parent Involvement in Education (NCPIE), now under the NAFSCE umbrella, has been re-named the NAFSCE Network. The NAFSCE Network conducts several meetings annually. Similarly, the National Working Group for Family, School, and Community Engagement, a group of researchers, practitioners, and policymakers who convened beginning in 2009 to share information and

shape policy with the White House, the Department of Education, and leaders on Capitol Hill, became the policy arm of NAFSCE.

**The launch:** NAFSCE was launched in September 2014 by the Mid-Atlantic-Equity Consortium, Inc. (MAEC) and spun-off as a 501c3 not-for-profit organization September 2015. Learn more about NAFSCE, register to become a member or to receive NAFSCE News at [www.NAFSCE.org](http://www.NAFSCE.org).

**The sponsors:** NAFSCE is grateful for support received from all of its funders and sponsors including: Heising-Simons Foundation (founding funder), W.K. Kellogg Foundation, David and Lucile Packard Foundation and Nellie Mae Education Foundation. Additional sponsors and partners include National Education Association (NEA), Council for Chief State School Officers (CCSSO), MAEC, Scholastic FACE, Successful Innovations and ClassTag.

NAFSCE's co-founders are:

- **Susan Shaffer**-NAFSCE Chair; President of Mid-Atlantic Equity Consortium, Bethesda, MD
- **Anne T. Henderson**- NAFSCE Vice Chair; Senior Fellow at Annenberg Institute for School Reform, Washington DC
- **Deborah Roderick Stark**- NAFSCE Secretary and Treasurer; Principal at Deborah R. Stark and Associates, Commissioner, First Five Commission, Alameda County, CA

**Vito J. Borrello** serves as NAFSCE's first Executive Director. Previously, Borrello was the 19-year President of EPIC-Every Person Influences Children, Buffalo, NY.

**Founding Board:** In addition to its co-founders, NAFSCE's Founding Board consists of the following members:

**Margaret Caspe**, Director of Research and Professional Learning, Global Family Research Project, Boston, MA

**Oscar Cruz**, President and CEO, Families in Schools, Los Angeles, CA

**Arnold Fege**, President, Public Advocacy for Kids, Washington, DC

**Debra Jennings**, Director, Center for Parent Information and Resources at SPAN, Newark, NJ

**Holly Kreider**, Program Officer, Heising-Simons Foundation, Los Altos, CA

**Karen Mapp**, Senior Lecturer on Education, Harvard Graduate School of Education, Cambridge, MA

**Gabrielle Miller**, Director of the SALT Center, University of Arizona, Tucson, AZ

**Gini Pupo-Walker**, Senior Director of Education Policy and Programs, Conexión Américas, Nashville, TN

**Andrea Prejean**, Director of Teacher Quality, National Education Association, Washington, DC

**Kwesi Rollins**, Director-Leadership Program, Institute for Educational Leadership, Washington, DC

**Barb Scherr**, Family Involvement Specialist, Maryland State Department of Education, Baltimore, MD

**Sally Wade**, Senior Program Associate, Manhattan Strategy Group, Tampa, FL

**Sherri Wilson**, Senior Manager of Family and Community Engagement, Scholastic Inc., Chicago IL

**Lacy Wood**, Principal TA Consultant, American Institutes for Research, Austin, TX



## Civic Engagement Program Description

This 9-week program is designed to actively engage parents in their community to promote civic engagement. Parents connect with local community organizations and have the opportunity to network with others who are passionate about initiating social and political change. In addition, parents learn about historical social movements in the U.S., are informed about the American democratic process, models of leadership, and elements of an effective strategy for change.

### LESSON 1: Story of Self our Identity, and Circles of Power

Upon completion of this lesson, parents will:

1. Recognize common goals that they share as a community.
2. Be familiar with dominant circles of power within the U.S.
3. Identify their role, individually and collectively, in relation to these circles of power.
4. Identify various ways in which they can participate in their community.

### LESSON 2: Story of our Community

Upon completion of this lesson, parents will:

1. Know the history of their community and the challenges it faces.
2. Be familiar with social changes that have occurred throughout U.S. history.
3. Be familiar with the changes to California's education system, including LCFF and LCAP.
4. Understand the importance of community participation.

### LESSON 3: Democracy and the Urgency of Now!

Upon completion of this lesson, parents will:

1. Understand the concept of democracy and how social changes are made within a democratic system.
2. Analyze the historic moment in which the Latino community is involved, both socially and politically.
3. Understand how a united and organized community can become a powerful resource.
4. Recognize the urgency to continue promoting social and political change as a community

## **LESSON 4: Using Strategy to Generate Power**

Upon completion of this lesson, parents will:

1. Be familiar with different models of leadership.
2. Identify how their individual skills can contribute to strengthen a group's resources and power.
3. Know the elements that are necessary to create an effective strategy.
4. Practice using these elements to create a strategy.

## **LESSON 5: Community Organizations Panel**

Upon completion of this lesson, parents will:

1. Be familiar with various community organizations and their campaigns.
2. Have the opportunity to join or participate in a local campaign.

## **LESSON 6: Effective Communication Skills**

Upon completion of this lesson, parents will:

1. Be familiar with tools to organize and conduct effective meetings.
2. Understand the importance of working collaboratively and maintaining positive relationships with local organizations and city officials.
3. Recognize the difference between effective and non-effective public speaking skills.

## **LESSON 7: Tour of Community Organizations**

Parents will be given the opportunity to visit local community organizations and network with other leaders.

## **LESSON 8: Putting What We've Learned into Practice**

This last session cements the parents' responsibility to actively participate in local community. Parents determine next steps for becoming an organized group of civically engaged leaders.

## **LESSON 9: Graduation**

The ceremony is attended by family members and becomes a positive memory for parents and their children.



excellence in research, development, and service

## External Project Evaluator

Since 1966, WestEd staff have been evaluating many types of policies, practices, and programs related to education and human development, including school reform and turnaround efforts, teacher preparation and professional development, data systems, and violence prevention initiatives.

Our evaluators apply rigorous social science methodology to produce accurate and reliable studies, then communicate action-oriented findings on the implementation and outcomes of programs and policies.

Our rigorous research and nonpartisan approach enables our clients to be open and transparent about what they are doing and accomplishing, and it supports accountability efforts increasingly demanded by administrators, funders, legislators, and the public.

We often conduct formative evaluations in a series of 90- to 120-day cycles to guide mid-course corrections in implementation. WestEd evaluators begin the work with a clear specification of the client's theory of action and appropriate interim indicators. Our goal is to support continuous improvement in programs and outcomes.

Monitoring projects helps ensure that grantees are implementing funded programs as designed and approved. We often combine on-site monitoring with online systems for efficient sharing of information. WestEd staff conduct monitoring activities or help states design and implement monitoring systems. Either way, compliance monitoring is intended as part of a growth and capacity-building model.

[Contact us](#) to learn how our customized evaluation services can assess your learning and human development-related programs and policies. In addition, visit our [Research & Evaluation page](#) to learn about our studies, services, resources, and more.

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**MA SFEC Budget Narrative (CFDA 84.310A)  
(October 1, 2018 – September 30, 2023) – Years 1-5  
Federation for Children with Special Needs, Inc.  
Boston, MA 02129**

**1. Personnel Salaries and Wages (Federation):** Funds allocated in this category support employment of a highly experienced and expert staff for the work of SFEC MA. All are employees of the Federation for Children with Special Needs.

<b>Center Staff Position</b>	<b>Primary Responsibilities</b>
Program Manager, Vivian Swoboda, 0.20FTE (.10 funded + .10 in-kind)	Provides general oversight, management and support for project activities and partners
SFEC Co- Project Director, Professional Development Marilyn Favreau, .50 FTE	Provide overall management of SFEC Professional Development Activities, long and short range planning, management of daily program,
SFEC Co-Project Director, Family Outreach Oanh Bui, .50 FTE	Provide overall management of SFEC Family Outreach activities including focus on culturally diverse families statewide. Provide leadership in working with Vietnamese families and others
MA SEFC Services Coordinator, Danielle Hardin, .80 FTE	Coordinate school-based family engagement activities i.e. SFEC webinars, workshops and events; manage the dissemination of resources; maintain database of contacts and mailing lists
Director of Communications, Erin Anguish 0.30 FTE + (.25 FTE in-kind)	Develop and produce written materials for publications and MA SFEC web site.
Education and Outreach Specialist- Portuguese speaking families, Aceriane Leal 0.30 FTE	Provide training, outreach, support and technical assistance to families, schools, and community based organizations; identify and train parent ambassadors as cultural brokers for their schools and communities with focus on outreach to Portuguese speaking groups.
Education and Outreach Specialist – Chinese families, Susan Ou, 0.30 FTE	Provide training, outreach, support and technical assistance to families, schools, and community based organizations; identify and train parent ambassadors as cultural brokers for their schools and communities with focus on outreach to Chinese-speaking families.
Education and Outreach Specialist – Latina and Hispanic families, Olga Lopez, .30 FTE	Provide training, outreach, support and technical assistance to families, schools, and community based organizations; identify and train parent ambassadors as cultural brokers for their schools and communities with focus on outreach for Latino & Hispanic families
Outreach and TA Specialist, Elaine Arsenault, 0.30 FTE	Provide outreach to community based organizations and TA to schools and districts in Western and rural parts of Massachusetts

Literacy Specialist, TBD, .40 FTE

provides technical assistance to schools and families to enhance student literacy and academic outcomes.

Graduate Student Interns,  
1.0 FTE (Matching FCSN)

Assists SFEC with research, development of materials, data collection and evaluation activities.  
(2 grad students per semester; BU & Lesley Univ)

**Total for Personnel**

**2. Fringe Benefits:** Fringe benefits are calculated as 29% of salary; and are calculated based upon the following:

OASDI & Medicare	(7.2%)
Unemployment Compensation	(1.0%)
Workmen’s Compensation	(1.5%)
Retirement	(0.8%)
Health Insurance	(18.5%)

**Total for Fringe Benefits**

**3. Travel:** Funds in this category are used to cover the cost for staff to travel to meetings, attend/present at workshops, and other activities pertaining to their work. This can include mileage @ \$0.42/mile, cost of public transportation, or zip car. Whenever possible, trips for multiple staff are combined, multiple meetings are scheduled for same day and the most reasonable travel means are used in order to maximize the use of these resources. Includes 24 round trips for western MA staff to travel to meetings in Boston x 260 miles/trip @ \$.42/mile = \$2620. Also 1060 miles travel for SFEC staff to LEA’s = \$445.

In addition, travel will also include, airfare, lodging, food, and other related expenses for SEFC staff when traveling to national conferences, including travel to Washington, DC for the required Family and Community Engagement Project Directors meeting  
2 Co-project Directors (airfare \$359, two days lodging \$420 and \$69 per diem x 2 days; conference registration 250, 50 ground transportation) = \$1217/person= \$2434.

**Total for Travel: \$5,500**

**4. Supplies:** Funds in this category are used to purchase supplies needed in the execution of the work scope of SFEC. Items purchased include but are not limited to:

- (1) Office and other appropriate supplies to meet the daily operational needs  
\$ 750
- (2) Computer software to deliver training and information to SFEC constituents  
\$ 500
- (3) Children’s books\*, parent education materials and resources for SFEC constituents  
\$ 750
- (4) Supplies for training presentations and materials  
\$ 500
- (5) Production and dissemination of quarterly newsletter, *Newsline* 5,500

\*Note: Free book donations are solicited whenever possible. FCSN distributed over 1000 Children's books to families in 2018 in English and Spanish. Some book donations required payment of shipping fees.

**Total for Supplies: \$8,000**

**5. Contractual:** MA SFEC @ FCSN will serve as the Statewide Family Engagement Center for Massachusetts and as fiscal and lead agent for the SFEC grant. FCSN will partner with key organizations to implement all aspects of the SFEC work including:

- **MA Department of Elementary and Secondary Education (SEA)** will fund a staff position at DESE to collaborate with the lead agency and the partners to support the implementation of the grant activities, including a partnership with the Department of Early Education and Care (EEC) **\$147,500**
- **Collaborative Parent Leadership Action Network (CPLAN)** will work with New Bedford PS and Lawrence (and any other communities working with PIQE in years 2-5) to activate parent networks once the 9 week curriculum is complete to continue to assist families and districts/schools in working together around policies, practices, program designs and protocols. **\$125,000**
- **National Assn. for Family, School and Community Engagement (NAFSCE)** will provide TA services to SFEC Consortium Partners and SEA to include the development of a birth through grade 12 family engagement framework and a diverse statewide coalition **\$ 17,500**
- **Parents for Quality Education (PIQE)** will support Lawrence and New Bedford in the implementation of the PIQE, 9-week curriculum (currently being funded by DESE); add 1-2 communities each year (e.g. Holyoke, Southbridge, Fall River, Worcester, Lowell) to support in implementing the curriculum. **\$110,000**
- **English for New Bostonians** will increase immigrant parents' English communication skills and ability to support their children's educational success. **\$50,000**
- **WestEd** will serve as an external evaluator for SFEC MA to work with staff, partners, advisory committee and collaborators. **\$100,000**

**Total for Contractual: \$550,000.**

## **6. Other Direct Costs**

**Consultants/Trainers:** Consultants include presenters trained through SFEC "Trainer of Trainers" program to conduct workshops for parents Also consultants are utilized as interpreters for workshops, translators for SFEC publications, Web site and training materials in multiple languages, parent and student stipends for SFEC Advisory Committee, and child care providers for family events/workshops.

--Trainers to present 20 workshops @ \$150 per workshop

--Translation of SFEC materials @ .20 per word for 25,000 words

--Parent/student stipends for Advisory Committee@ \$50 per person per meeting

**Total for Consultants: \$8,000**

**Copying:** Funds in this category support photocopy services for workshop materials, agendas, SFEC brochures, and SFEC FAQ's.

--20,000 fact sheets as training materials @ \$.05/copy

**\$1,000**

--10,000 SFEC brochures @ \$.10/copy

\$1,000

**Total for Copying: \$2,000**

**Technology:** Funds in this category are used to cover software, IT support services, telephone and internet monthly services.

**Total for Technology: \$3250**

**Total for Program Support: \$13,250**

**Training Space and Support (In-kind):** Funds in this category are associated with renting space and equipment PIRC activities around the state. All expenses in this category will be covered by matching funds from the Federation for Children with Special Needs since SFEC is able to use Federation equipment (i.e., LCD projectors, laptops, etc.) and training space at the Federation for meetings, Boston based workshops, etc.

**(\$3,200 Matching FCSN).**

**Resource Library (In-kind):** The Federation maintains an extensive library that contains up-to-date information on education, parental involvement and advocacy resources for families. The value of the development and use of the library is estimated to be **(\$5,000 Matching FCSN).**

**Total Direct Program Costs**

**Indirect Costs @ [REDACTED] (Federal Negotiated Indirect Rate)**

**TOTAL Budget for Year 1**

**Total In Kind and Matching Funds for Years 2-5/year  
FCSN Match/year  
Contracted Partners**





Organization	Programmatic Components	Performance Criteria	In-Kind Match	Budget
CPLAN	<p>Work with New Bedford PS and Lawrence (and any other communities working with PIQE in years 2-5) to activate parent leadership networks through the CPLAN Fellows Program once the 9 week curriculum is complete to continue to assist families and districts/schools in working together around policies, practices, program designs and protocols.</p> <p>In addition to the CPLAN Fellow program with collaborating PIQE sites, CPLAN leaders from across the state will be trained to help promote the resources developed through the statewide family engagement center (FCSN) with specific audiences:</p> <ul style="list-style-type: none"> <li>• 52 Health Centers (access to pediatricians, social workers and others in regular, direct contact with families)</li> <li>• METCO families from both sending/receiving school districts</li> <li>• Families experiencing homelessness and families with incarcerated adults</li> <li>• Families led by English language learners</li> </ul>	<p># of PIQE graduates to complete CPLAN Fellows program;</p> <p># and type of leadership activities completed by CPLAN fellows;</p> <p># of CPLAN Fellow meeting with school- and community-level decision-makers;</p> <p># of youth engaged in planning and leading SFEC-related activities in school and community</p> <p>Qualitative self-assessment of CPLAN Fellows</p> <p># reached through FCSN promotional activities by CPLAN members across state</p>	<p>In-Kind: 3 three-hour Power Prism® Advocacy trainings for CPLAN Fallows and other partners Valued at \$7500/each</p> <p>= \$22,500</p>	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Fringe Benefits</li> <li>• Travel</li> <li>• Equipment</li> <li>• Supplies</li> <li>• Contractual</li> <li>• Construction</li> <li>• Other</li> <li>• Indirect Costs</li> </ul> <p>• [REDACTED]</p> <p>• [REDACTED]</p> <ul style="list-style-type: none"> <li>• Travel = \$5,000</li> <li>• Equipment = 0</li> <li>• Supplies/Printing = \$7,000</li> <li>• Contractual N/A</li> <li>• Construction N/A</li> <li>• Other <ul style="list-style-type: none"> <li>○ \$30,000 (parent stipends at \$2000 for 15 parents)</li> <li>○ Videographer for parent stories = \$6,000</li> <li>○ Telephone = \$800</li> </ul> </li> </ul> <p>CPLAN TOTAL ANNUAL BUDGET = \$125,000</p>

PR/Award # U310A180070

**English for New Bostonians  
 Budget Request - US Department of Education State Family Engagement Center  
 Federal fiscal years ending September 30, 2019 through 2023**

<u>Staff</u>	<u>Annual salary</u>
Executive Director (Project Manager)	
Training and Technical Assistance Coordinator	
Total salaries	
Fringe benefits @28%	
ESOL for Parents Curriculum & Training Consultant	54,075
Contracted services - pilot ESL course (2 days per week @ 14 weeks @ \$300/day)	50,400
Mileage reimbursement	<u>2,700</u>
Subtotal direct costs	227,273
Overhead/indirect costs @ 10%	<u>22,727</u>
Total costs	

**English for New Bostonians  
 Budget Request - US Department of Education State Family Engagement Center  
 Federal fiscal year ending September 30, 2019**

<u>Staff</u>	<u>Annual hours</u>	<u>Hourly rate</u>	<u>Annual salary</u>
Executive Director (Project Manager)	52		

ENB's Executive Director, Claudia. Green will oversee ENB's work with the MassSFEC, including selection of pilot communities, outreach to LEA's and community partners, and coordination with all MassSFEC partners.

Training and Technical

Assistance Coordinator

520



ENB's Training and Technical Assistance Coordinator, D. Satin, will work with the ESOL for Parents Consultant to provide start-up training, and ongoing TA to LEA and community-based ELL/ESOL staff in selected pilot communities and statewide. She will also form a statewide ESOL for Parents Learning Community.

Total salaries



Payroll taxes and fringe benefits @28%

Payroll taxes and fringe benefits for salaried staff.

ESOL for Parents Curriculum & Training Consultant

166

75.00

12,450

ENB's ESOL for Parents Curriculum&Training Consultant, Susan Klaw, will work with LEAs and community based partners in selected pilot communities to develop English learning lessons on local school policies, materials, and family engagement opportunities. She also will integrate FCSN and PIQE materials into ENB's existing curriculum as appropriate and work with the Training/TA Coord. to assist start-up and ongoing ESOL for Parents classes statewide.

Contracted services - pilot ESL course

(2.4 days per week @ 14 weeks @ \$300/day)

10,080

ENB will contract with an ESOL teacher in each pilot site to offer a 12-week pilot ESOL for Parents and Caregivers class. Time allocated includes initial preparation, 9 hour/week teaching plus 1:1 prep and pre/post evaluation.

Mileage reimbursement

300

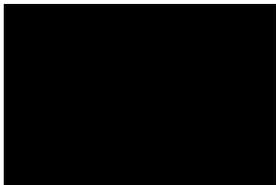
Travel to pilot sites for training, technical assistance, meetings with local partners and any statewide meetings outside Boston

Subtotal direct costs

45,455

Since ENB does not have a federally approved Indirect Rate, the rate included is 10%.

Overhead/indirect costs @



Total costs

**English for New Bostonians**

**Budget Request - US Department of Education State Family Engagement Center**

**Federal fiscal year ending September 30, 2020**

<u>Staff</u>	<u>Annual hours</u>	<u>Hourly rate</u>	<u>Annual salary</u>
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Executive Director  
(Project Manager)

52



Training and Technical Assistance Coordinator	520		
Total salaries			
Payroll taxes and fringe benefits @28%			
ESOL for Parents Curriculum & Training Consultant	153	75.00	11,475
Contracted services - pilot ESL course (2.4 days per week @ 14 weeks @ \$300/day)			10,080
Mileage reimbursement			<u>600</u>
Subtotal direct costs			45,454
Overhead/indirect costs @			
Total costs			

**English for New Bostonians  
Budget Request - US Department of Education State Family Engagement Center  
Federal fiscal year ending September 30, 2021**

<u>Staff</u>	<u>Annual hours</u>	<u>Hourly rate</u>	<u>Annual salary</u>
Executive Director (Project Manager)	52		
Training and Technical Assistance Coordinator	520		
Total salaries			
Payroll taxes and fringe benefits @28%			
ESOL for Parents Curriculum & Training Consultant	144	75.00	10,800
Contracted services - pilot ESL course (2.4 days per week @ 14 weeks @ \$300/day)			10,080

Mileage reimbursement 600

Subtotal direct costs 45,455

Overhead/indirect costs @ 10%

Total costs



**English for New Bostonians**  
**Budget Request - US Department of Education State Family Engagement Center**  
**Federal fiscal year ending September 30, 2022**

<u>Staff</u>	<u>Annual hours</u>	<u>Hourly rate</u>	<u>Annual salary</u>
Executive Director (Project Manager)	52		
Training and Technical Assistance Coordinator	520		
Total salaries			
Payroll taxes and fringe benefits @28%			
ESOL for Parents Curriculum & Training Consultant	134	75.00	10,050
Contracted services - pilot ESL course (2.4 days per week @ 14 weeks @ \$300/day)			10,080
Mileage reimbursement			<u>600</u>
Subtotal direct costs			45,455
Overhead/indirect costs			
Total costs			

**English for New Bostonians**

**Budget Request - US Department of Education State Family Engagement Center  
Federal fiscal year ending September 30, 2023**

<u>Staff</u>	<u>Annual hours</u>	<u>Hourly rate</u>	<u>Annual salary</u>
Executive Director (Project Manager)	52		
Training and Technical Assistance Coordinator	520		
Total salaries			
Payroll taxes and fringe benefits @28%			
ESOL for Parents Curriculum & Training Consultant	124	75.00	9,300
Contracted services - pilot ESL course (2.4 days per week @ 14 weeks @ \$300/day)			10,080
Mileage reimbursement			<u>600</u>
Subtotal direct costs			45,454
Overhead/indirect costs			
Total costs			

NAFSCE's Scope of Services – Massachusetts SFEC Partnership	SFEC Cost	Non-Federal Match	Total Cost
<p>Conduct ongoing phone, virtual and in-person technical assistance and training to the Massachusetts Department of Elementary and Secondary Education (DESE), SFEC partners, the statewide family engagement coalition and the SFEC Special Advisory Committee. Review documents, resources, toolkits and concepts and provide feedback to SFEC and their Consortium partners as needed.</p>			
<p>Participation of the Massachusetts SFEC and its Consortium and Coalition members in NAFSCE's SFEC Partners Professional Learning Community to include four virtual convenings</p>			
<p>20 NAFSCE Organizational Memberships x \$250 each          Providing full access for Massachusetts SFEC, DESE and consortium partners to NAFSCE's searchable Resource Library of over 700 policy documents, tool-kits, research, and parent resources; NAFSCE Network Webinars; Member-only virtual events and policy conversations; NAFSCE member-only online community.</p>			
<p>Supporting research-based strategic communications on family engagement (staffing development and coordination of trainings and capacity building material part of TA above with part of FrameWorks Phase III contract in-kind)</p>			
<p>NAFSCE Travel for Massachusetts SFEC Activities: As agreed by both parties, NAFSCE's time is covered through TA portion of budget and travel costs are over and above this proposed budget.</p>			
<p>NAFSCE's existing association platform infrastructure</p>			
<p>Assist with the identification and dissemination of local family engagement best-practices, as required by ESSA</p>			

**MAFSCE PIQE Budget Narrative  
(October 1, 2018 – September 30, 2023) – Year 1-5**

**A. Program License:** In Year-One the following programs will be offered in two districts:

<b>Programs</b>	<b>Description</b>
Teacher Workshop 2 Licenses at \$10,000 each	<p>In collaboration with the Stanford Research Institute (SRI), PIQE designed a six-hour teacher workshop to help teachers and counselors review current research on parent involvement and its impact on student achievement. The workshop helps teachers and counselors develop skills to increase meaningful parent involvement. They reflect on the role of the parent and the role of the teacher: same world, different universe. There is a conversation about the many assumptions that can misrepresent the parent-teacher relationship, and the workshop concludes by designing a school-site Parent Involvement Action Plan.</p> <p>Other services include:</p> <ul style="list-style-type: none"> <li>- Provide participants with binders, lessons materials, and handouts</li> <li>- Class instruction given by PIQE certified facilitator who is a teacher with professional development experience</li> </ul>
Early Literacy (K-3) 2 Licenses at \$30,000 each	<p>In collaboration with the California Reading and Literature Project (CRLP), PIQE's Nine-week literacy curriculum introduces parents to the five elements of literacy, in order to show parents how to be purposeful at home to help strengthen all of these areas. Parents are introduced to the Common Core State Standards for their child's grade level. Parents get familiar with Dr. John Shefelbine's "Reading Framework of Skills," and learn a series of fun, interactive, and purposeful reading strategies to be used at home with their children. Parents will clearly understand the importance of their role in their child's reading development.</p> <p>Other services include:</p> <ul style="list-style-type: none"> <li>- Curriculum development for parent course</li> <li>- Telephone calls to all households</li> <li>- Recruitment of parents</li> <li>- Class instruction given by PIQE certified facilitator</li> <li>- Provide participants with binders, lessons materials, and handouts</li> </ul>

**Total for Licensing: \$80,000**

**B. Personnel Salaries and Wages:** funds in this category correspond to training and support from PIQE staff:

<b>Center Staff Position</b>	<b>Primary Responsibilities</b>
VP of Program Development, Patricia Mayer, 0.18 FTE [REDACTED] + (Matching [REDACTED])	Oversees the development of PIQE programs and is instrumental in the training and implementation

Best Practices Director, Mildred Gains,  
0.14 FTE



Program Development Associate,  
Adrienne Shaw, 0.06 FTE (



Program Development Support, Sonia  
Rodriguez, 0.05 FTE

100% Matching  
Funds

**Total for Personnel:**



**2. Materials:** Materials will be provided to parents attending the Early Literacy (K-3) program. Each book has an approximate cost of \$27. It is estimated that about seventy-five parents will attend each of the two Early Literacy (K-3) programs

**Total for Materials: \$4,000**

**3. Fringe Benefits (Matching Funds):** Fringe benefits matching funds; and are calculated based upon the following:

OASDI & Medicare	(7.2%)
Unemployment Compensation	(1.0%)
Workmen's Compensation	(1.5%)

**Total for Fringe Benefits (Matching Funds): \$2,522**

**4. Travel (Matching Funds):** PIQE staff travels quarterly to Massachusetts local school districts to train staff; funds in this category are offered as matching funds and consist of the following:

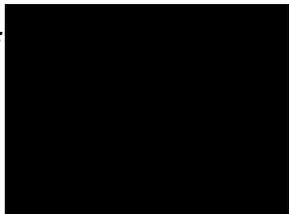
(1) Airfare	\$ 7,400
(2) Car Rental	\$ 2,500
(3) Hotel	\$ 5,400
(4) Food Allowance	\$ 3,250
(5) Miscellaneous	\$ 150

**Total for Travel (Matching Funds): \$18,700**

**5. Other Direct Costs (Matching Funds):** As part of implementation and remote meetings for support and follow-up consulting the next resources are needed and offered as matching funds:

(1) Technology	\$ 2,247
(2) Telephone	\$ 3,995

**Total for Other Direct Costs (Matching F**



**Total Direct Program Costs**

**Total Matching Funds**

# WESTED BUDGET SUMMARY

**Project Name** MA State Family Engagement Center Evaluation

		<b>Total Costs By Year</b>						
<b>Sched.</b>	<b>Expense Classification</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
A:	Salaries							
A:	Benefits							
B:	Travel	0.00	6,126.00	6,126.00	6,126.00	2,523.00	0.00	
C:	Consultant / Other Personnel / Participant Support	400.00	400.00	400.00	400.00	400.00	0.00	
D:	Telephone	853.00	846.00	820.00	793.00	799.00	0.00	
E:	Copying and Shared Equipment	829.00	822.00	803.00	794.00	851.00	0.00	
F:	Outside Services	0.00	0.00	0.00	0.00	0.00	0.00	
G:	Educational Fees	0.00	0.00	0.00	0.00	0.00	0.00	
H:	Office Supplies and Expenses	134.00	132.00	130.00	128.00	135.00	0.00	
I:	Information Systems	6,372.00	6,276.00	6,181.00	6,049.00	6,268.00	0.00	
J:	Facility	7,880.00	7,285.00	7,187.00	7,075.00	7,449.00	0.00	
K:	Subcontracts	0.00	0.00	0.00	0.00	0.00	0.00	
L:	Program Support	6,798.00	6,746.00	6,647.00	6,513.00	6,756.00	0.00	
<b>Total Direct Costs</b>								
Indirect Cost*								
<b>Total Direct &amp; Indirect Costs</b>								
Management Fee								
<b>Total Task Costs</b>								