

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 # U310A180066

Grants.gov Tracking#: GRANT12686483

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

Closing Date: Jul 30, 2018

PR/Award # U310A180066

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Capitol Region Education Council"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>

d. Address:

* Street1: <input type="text" value="111 Charter Oak Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Hartford"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CT: Connecticut"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="06106-1912"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Amy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Karwan"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>

Organizational Affiliation: <input type="text"/>
--

* 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:**

N: Nonprofit without 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:**

CT Statewide 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.

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

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:

CREC Statewide Family Engagement Center

Additional Congressional Districts

CT-002

CT-003

CT-004

CT-005

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

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

Name of Institution/Organization

Capitol Region Education Council

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	11,000.00	11,220.00	11,444.00	11,673.00	11,907.00	57,244.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	42,000.00	42,840.00	43,697.00	44,571.00	45,463.00	218,571.00
6. Contractual	462,500.00	464,850.00	467,347.00	471,993.00	477,794.00	2,344,484.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
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: 07/01/2018 To: 06/30/2019 (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 4.08 %
PR/Award # U310A180066

Name of Institution/Organization Capitol Region Education Council	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	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00	450,000.00
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>Kathleen Randall</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Capitol Region Education Council</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.

1248-CREC GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Requirements

The Capitol Region Education Council (CREC) and partner agencies are committed to taking steps to ensure equal access to training, technical assistance and resources described in the proposed project. The following steps will be taken with the intent to reduce access barriers based on gender, race, national origin, color, disability, and age to maximize participation:

1. Professional development, training materials, resources and other activities are/will be designed to include all participants regardless of gender, race, national origin, color, disability or age.
2. Materials sent out to parents and other community members inviting participation in meetings, committees, trainings or services will be translated into the high-frequency languages spoken by members of the community.
3. Ensure that any meeting/training/event/workshop locations meet ADA accessibility requirements for individuals with physical disabilities; gather information from participants regarding any required accommodations, such as preferential seating or the need for an interpreter.
4. Integrate cultural competency and equity training throughout all programs, services and resources.
5. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, and individuals with disabilities to plan, implement, and evaluate program services.
6. Ensure that web-hosted resources are available in multiple-languages and are ADA compliant.
7. Priority access to project supports, trainings, technical assistance and resources will be given to communities and LEAs that serve high-proportions of disadvantaged students, including students who are English language learners, students who are free/reduced lunch eligible and students with disabilities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Capitol Region Education Council	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Greg Middle Name:
* Last Name: Florio	Suffix:
* Title: Executive Director	
* SIGNATURE: Kathleen Randall	* DATE: 07/30/2018

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Elizabeth		LeBorious	

Address:

Street1:	111 Charter Oak Avenue
Street2:	
City:	Hartford
County:	
State:	CT: Connecticut
Zip Code:	06106
Country:	USA: UNITED STATES

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

Email Address:

--

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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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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Connecticut's Statewide Family Engagement Center Proposal

Abstract

Connecticut's Capitol Region Education Council (CREC), a regional education service center and non-profit agency in Hartford, Connecticut submits this proposal for funding for the development of a Statewide Family Engagement Center (SFEC). CREC has a long-standing and demonstrated history of effectiveness providing training, technical assistance and direct services to local education agencies (LEAs), schools, families and students throughout Connecticut in the area of family engagement.

In addition to the Connecticut State Department of Education (CSDE, the SEA for Connecticut), CREC's primary partners in this proposal are: The Connecticut Parent Advocacy Center (CPAC), a statewide nonprofit organization that offers information and support to families of children with disabilities; The African Caribbean American Parents of Children with Disabilities (AFCAMP), an organization which trains and supports linguistically and culturally diverse parents and youth to become active in their educational communities, as well as advocates for policy and program reform; and the State Education Resource Center (SERC), a quasi-public agency of the state of Connecticut, that provides professional development and information dissemination in the latest research and best practices to educators, service providers, and families throughout the state, as well as on-site, embedded technical assistance and training within schools, programs, and districts.

The partner agencies have capacity to: identify and develop evidence-based family engagement strategies and practices; design systems of technical assistance to ensure sustainability of effective engagement practices in educational systems; provide direct services and support to families, including families from linguistically and culturally diverse communities and families that are economically disadvantaged; provide support for dual-capacity building whereby the skills and mindset of both families and educators, as partners in the engagement practices, are addressed.

The proposed project consists of three main components: 1) A comprehensive, responsive research-based system of direct service provision to families, including parent education programs; 2) a dual-capacity building infrastructure, designed to ensure that there will be a network of support for both families and professionals working in school settings to implement effective, evidence-based family engagement strategies; and 3) a virtual resource repository, including practice guides, training modules and other supports and services, which will be accessible to all stakeholders (families, educators, advocates, students, policy-makers and training and technical assistance providers) involved in family engagement work throughout the state of Connecticut.

The final design and implementation of each of the three components of the SFEC model will be informed by a stakeholder advisory committee. To ensure that the majority of the proposed project activities will provide direct support for disadvantaged families, preferential access to SFEC supports and services will be offered to the 33 lowest performing LEAs in Connecticut, currently categorized by the CSDE as Alliance Districts, which serve a disproportionate number of disadvantaged students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Connecticut's Statewide Family Engagement Center

A proposal submitted by the
Capitol Region Education Council

In response to the US Department of Education CFDA 84.310A.

July 30, 2018

A. PROJECT DESIGN

Building on a Strong Foundation

The Capitol Region Education Council (CREC) submits this proposal to develop a Statewide Family Engagement Center. In collaboration with the Connecticut State Department of Education (CSDE), the Connecticut Parent Advocacy Center (CPAC), the African Caribbean American Parents of Children with Disabilities (AFCAMP), and the State Education Resource Center (SERC)¹, the applicant is poised to build on a strong foundation of work to engage and empower families, work that has been extensively researched, defined, articulated, and operationalized In Connecticut.

The applicant and partners intend to build upon and expand an existing and robust framework of evidence-based practice in family engagement. During the 2017-18 school year, three partners, the Connecticut State Department of Education (CSDE), the Connecticut Office of Early Childhood (OEC), and the Connecticut Early Childhood Funders Collaborative (ECFC), joined with parents, educators and communities to develop *Connecticut's Definition and Framework for Family Engagement* (Attachment A). In Connecticut, family engagement is defined as, “...a full, equal and equitable partnership among families, educators and community partners to promote children’s learning and development from birth through college and career.”

In alignment with and support of this definition, CREC and its partner organizations are committed to advancing state and local family engagement efforts across Connecticut

¹ See Memorandum of Agreement as required Attachment 1.

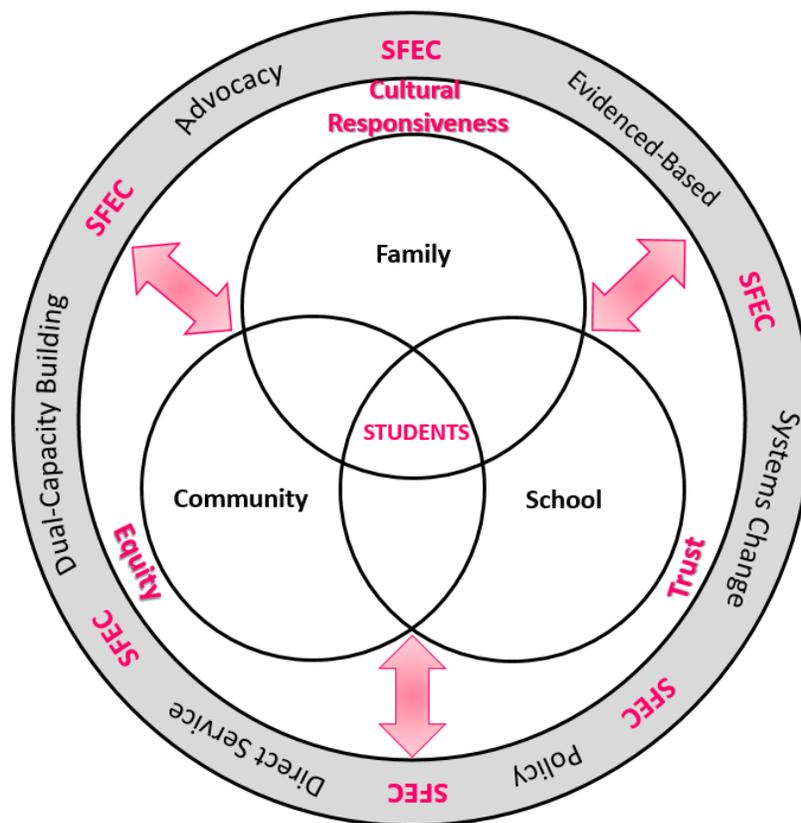
communities. Creating full, equal, and equitable partnerships among families and educational systems is a shared responsibility, one that requires systemic change in policy, resources, and practice. Families, educators and community partners need and want opportunities to develop their capacity to work together: to build trusting relationships, remove existing barriers, strengthen their confidence, expand personal networks, and deepen their understanding and core beliefs about family engagement. Through the proposed project, the applicant aims to expand and improve current family engagement strategies across the state. Drawing on the guiding principles in *Connecticut's Definition and Framework for Family Engagement*. CREC and its partners are prepared to build on existing infrastructure, capacity and expertise to support Connecticut in becoming a model for effective family engagement in education. Our project is designed to ensure that all stakeholders (families, students, practitioners, community members) develop increased competency in:

1. Building collaborative, trusting relationships focused on learning;
2. Recognizing that families are experts about their children's interests; challenges and learning styles;
3. Modeling high-quality learning practices;
4. Communicating about how children are doing in school;
5. Talking with students about how they want teachers and families to support their learning;
6. Cultural responsiveness; and
7. Effective leadership and advocacy for students, especially youths.

Conceptual Framework

CREC has developed a theory of impact for family-school-community partnership that will help to organize and direct the essential resources required, including partnerships with other agencies, to guide the services and supports for schools and communities (See Figure 1). CREC's theory of impact recognizes that, in order for the efforts to improve family engagement in education to be successful and have lasting, meaningful impact on students' experiences in school, trust and respect must be established between home, school, and community partners (Edwards, 2016; Epstein, 2016); Cultural responsiveness and a commitment to equity must be reflected in the development and implementation of all resources. .

Figure 1: Theory of Impact



CREC proposes to develop a multi-level network of supports and resources to support improved family engagement. The theory of impact will be reflected in each aspect of the project design, as CREC and partners will engage in work that consistently and continuously reinforces the concepts of dual-capacity building; developing meaningful relationships and partnerships; cultural responsiveness and equity; and the use of research and evidence-based practices in all approaches to family engagement. Furthermore, CREC and partner agencies' are steadfast in the belief that promoting a culture of school communities where families feel empowered and equal is integral to the educational successes of students.

Utilizing this conceptual framework as a guide, each component of Connecticut's SFEC will integrate research and evidenced-based effective practices and strategies in the area of family engagement. Particular attention will be paid to those strategies that align with the guiding principles identified in *Connecticut's Definition and Framework for Family Engagement*, including: Building collaborative, trusting relationships focused on learning; Listening to parent perspectives; Modeling high-quality learning practices for families; Frequent communication with families on how their children are performing and progressing; Communication with students about how they want teachers and families to support their learning; Co-developing cultural responsiveness among staff and families; and empowering families to become effective leaders and advocates for children.

Effective, Evidence-Based Family Engagement Strategies

No matter what their income or background, students with families that are engaged in their child's education tend to have higher grades and test scores, better attendance, and higher rates of homework completion. They enroll in more challenging classes, have better social skills and behavior, and are more likely to graduate high school and go on to college (Barnard, 2004; Albright and Weissberg, 2010). Research also shows that family involvement in education benefits low income and minority students the most (Henderson and Mapp, 2002). The CSDE, CREC and partners submitting this proposal have committed years to developing programs, policies and services that support best-practice strategies to engage families in the education of their children. At the same time, approaches to increasing the quality and quantity of family engagement across Connecticut school systems has been shifting away from a unidirectional approach, where educators seek to involve parents in the educational process, and is instead evolving towards more reciprocal, collective and relational strategies. Families are not passive recipients of information about what happens in school. Rather, families are powerful resources for educators as they seek to implement effective instructional strategies to support the academic and social-emotional development of students.

Section 8101(21)(A) 8002 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), emphasizes the use of evidence-based activities, strategies and interventions. Specifically, SEAs, LEAs and schools are to prioritize and include evidence-based interventions, strategies, or approaches in their improvement activities. Evidence-based interventions are practices or programs that

have evidence to show that they are effective at producing results and improving outcomes when implemented (USDOE, 2016). The intent is to help increase the impact of educational investments by ensuring that interventions have proven to be effective in leading to desired outcomes, namely improving student achievement.

The kind of evidence described in ESSA is typically produced through formal, controlled studies and research. In accordance with ESSA directives and requirements, and in an effort to catalog the evidence basis across a range of educational improvement initiatives, the CSDE, in collaboration with myriad partners, experts and stakeholders via the Commissioner's Roundtable for Family and Community Engagement, developed an *Evidence-Based Practice Guide for Student-Family-Community Engagement* (Attachment B). The guide identifies the leading family engagement practices that research suggests will increase the likelihood of improved student outcomes. The guide has practical application, and is designed to inform school and district decision-making regarding strategies, trainings and programming that will optimize the use of local, state, and federal school improvement funds.

A large body of research has identified high-impact strategies to engage families that can produce dramatic gains in children's social and emotional development, academic achievement, and success in life. The CSDE's *Evidence-Based Practice Guide for Student-Family-Community Engagement* identifies 15 of these strategies that have strong, moderate, and/or promising evidence (ESSA Tiers 1-3) of efficacy and impact. The practices are organized into four areas, to emphasize that successful family

engagement work occurs at multiple levels and with both family members and professionals as engaged, equal partners. Each body of strategies align with *Connecticut’s Definition and Framework For Family Engagement* and with the Dual-Capacity Building Framework for Family–School Partnerships (Mapp & Kuttner, 2013). The strategies adhere to research that demonstrates the organizational conditions that promote effective family-school partnerships and high-quality family engagement in students’ school experiences. Alignment of Connecticut’s guidance for evidence-based family engagement practices with the Dual-Capacity Building Framework in Table 1.

Table 1.

Dual-Capacity and CT Framework for Family Engagement Alignment	Evidence-Based Practice
Strategies that support educational systems in creating the conditions necessary to develop the skills and mindset of both educators and families to work in partnership	Build the capacity of staff and families to implement a dual capacity framework through systemic, integrated and sustained family-school partnership initiatives.
	Provide district support for school-level Action Teams to develop comprehensive partnership programs.
Implementation of explicit instructional practice linking family engagement to student learning and student learning and development, and welcoming parents and guardians as true partners.	Conduct frequent, in-person communication with families linked to teaching and learning goals.
	Connect school and home literacy by recognizing and incorporating home literacy practices in the curriculum.
	Create “structured conversations” between teachers and parents about student learning multiple times per year.
	Provide parents with weekly text messages about their child’s progress.
	Conduct “relational” home visits with families to build trust and respect between school and home.

Dual-Capacity and CT Framework for Family Engagement Alignment	Evidence-Based Practice
<p>Provide educator professional learning opportunities using models that build the capacity of educators to partner with families. Partnerships between home and school can only develop and thrive if families and staff have the requisite collective capacity to engage in partnership</p>	<p>Provide professional learning that enhances educators’ capabilities, connections, confidence and cognition for partnerships.</p>
	<p>Provide professional learning linked to student learning, relational, developmental, collective/collaborative and interactive.</p>
	<p>Provide training for principals and support for school action teams to implement school-family partnership program.</p>
	<p>Provide training and support for educators to conduct “relational” home visits.</p>
<p>Extend learning opportunities to build the capacity of family members to partner with schools. Partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership.</p>	<p>Provide learning opportunities for families that enhance their capabilities, connections, confidence and cognition for partnerships</p>
	<p>Provide information and training for families to support high expectations for their children’s education.</p>

The proposed project will prioritize models of support, training, technical assistance and resources that align with the evidence-based practices noted above.

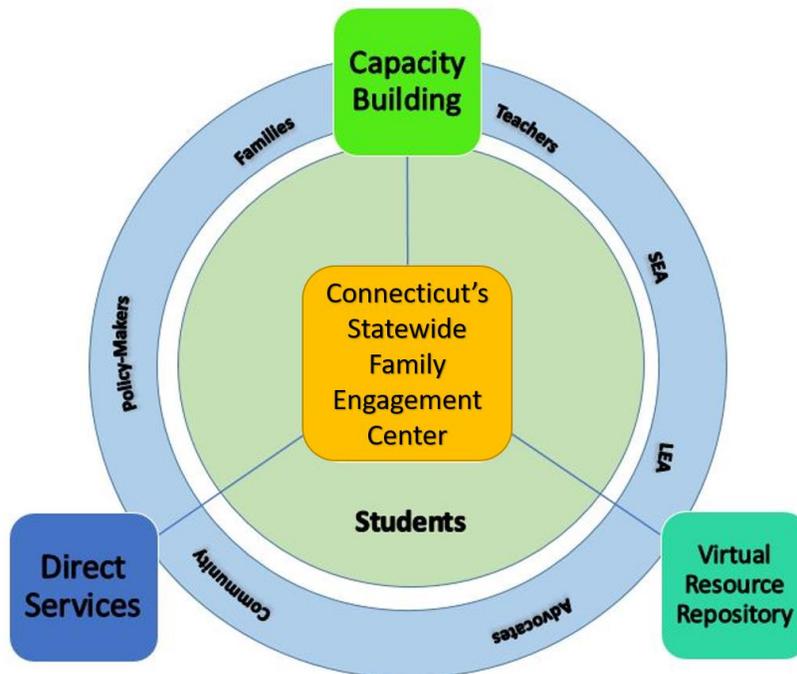
A Network of Support for High-Impact Family-School-Community Engagement

CREC believes that in order to achieve maximum results for school districts, there must be a balance between theory and practice. The work of CREC and project partners will be grounded in the research of national and international experts, including those who are considered the field’s long-time authorities and those who are bringing new and innovative ideas and insights to this work. With a wealth of research and theoretical information available, CREC’s focus will be on the development of practical and

accessible content, resources, tools, and training that will enable school districts and partners to concentrate on implementation and results. Recognizing differences in needs, skills, and experiences between districts, a major tenet of CREC's model will be the individualization and customization of support. Training, materials, and resources from a broad field of research and practice will serve as a menu –not a prescription– for change, and assessments of current practice will provide key insights into the most effective path forward for each community. Through its long standing partnerships with student and family advocacy agencies, regional and national experts in school-family-community engagement, and the CSDE, CREC's proposed project will advance its efforts in the area of family engagement by collaborating with all stakeholders to strengthen existing family-school-community partnership initiatives throughout Connecticut LEAs; building capacity and expanding training and support to school districts, community partners, and parents throughout the state; and developing an accessible online hub through which to disseminate information, resources, and training to school districts, parents, and community partners statewide on high-impact strategies for family-school-community partnership.

Connecticut's SFEC will support systemic, meaningful and sustainable improvements in family engagement via a three-pronged, highly integrated and responsive model of supports and services. The body of work will involve and benefit stakeholders at all levels, with student well-being and positive outcomes at the core of the work. Figure 2 illustrates the structure of Connecticut's SFEC. Each of the components of Connecticut SFEC are described below.

Figure 2. Connecticut's SFEC Service and Program Delivery Model



Direct Services: The provision of training and support will aim to further integrate family and community partnership into all facets of a school's daily functioning and will include the direct training of community partners and parents such as training to help parents negotiate their multiple roles as supporters, encouragers, monitors, advocates, decision makers, and collaborators (USDOE, 2013). The focus of direct service and supports will be based on the unique needs of different communities as determined by input from multiple stakeholders as well as a review of data. As student success is the central purpose of family-school-community partnerships, positive student outcomes will be the key measurement of success for all for all trainings and services.

Capacity building: Professional learning, coaching, technical assistance, and leadership and advocacy training will be the central strategies through which districts, community partners and parents will receive support. Acknowledging that communities

are at different stages of developing family-school-community partnership practices, comprehensive needs assessments and input from community stakeholders will allow for district and partners to receive a custom-designed supports. Surrounding these methods of support are the system's critical implementation considerations: leadership; data analysis; accountability; sustainability and continuous improvement. These areas will be woven throughout various supports for improved family engagement practices in order to ensure that the most effective strategies become an engrained feature of school communities' regular work.

Virtual Resource Repository: School district personnel, community partner personnel, and parents will be able to access resources at any time and in a variety of formats to meet their individual needs, learning styles, and schedules. The repository will consist of stand-alone resources (guides, best practice documents, self-assessment tools) as well as customizable and/or self-paced learning modules. Further, the online repository will assist school districts in designing a robust plan of action tailored to their individual needs and including the perspectives of families and youth.

A Wealth of Expertise

Each of the partner organizations--CREC, SERC, CPAC, AFCAMP, and the CSDE -- brings to this project extensive expertise and experience in the area of family engagement, including: the provision of direct services to parents; operation of parent information and resource centers; supporting LEAs, community-based organizations, policy-makers and other professionals in implementing best-practice engagement strategies; deep understanding of the connections between family engagement and

student success in school; capacity to coordinate and sustain advisory committees and channels of communication for wide-ranging and diverse stakeholders across the state; and advocating on behalf of the educational rights of students and families. Given the expertise and capacity of CREC, applicant partners and other organizations representing stakeholders throughout the state, the applicant is positioned well to move forward with implementation of best-practice family engagement strategies at both the systems and grassroots level. Through this SFEC project, the applicant aims to elevate the understanding, skills and capacity of families and educators state to impact outcomes for students across diverse communities throughout the state. The collaborative of CREC and the partner agencies are endorsed by many national and local experts in family engagement, as well as professional organizations representing the well-being of family and youth. The following agencies and individuals have written letters of support for Connecticut's SFEC proposal; the letters are included in Attachment C: Anne Henderson, Senior Consultant, NAFSCE; Karen Mapp, Harvard Graduate School of Education; Child Health and Development Institute of Connecticut, Inc. (CHDI); Connecticut Association of Boards of Education (CABE) Connecticut Association of Public School Superintendents (CAPPS); Connecticut Early Childhood Alliance (ECA); Connecticut Office of Early Childhood (OEC); Connecticut Parent Teacher Association (CT PTA); Connecticut's Regional Education Service Centers (RESC) Alliance; Hartford Foundation for Public Giving (HFPG); Michelle Brooks, Principal Consultant, Transformative Solutions in America; National Association of School-Family-Community Engagement (NASFCE); National Center for Parent Leadership, Advocacy and Community Empowerment (National PLACE); Olive Branch

Clinical and Consulting Services, LLC; Connecticut's Parent Leadership Training Institute (PLTI); and the Connecticut Education Association (CEA).

Below are descriptions of work, both completed and ongoing, under the auspices of each of the partner organizations:

- **Capitol Region Education Council (CREC)** is a not-for-profit regional education service center (RESC) in Hartford, CT. For over 50 years, CREC has earned an outstanding reputation for offering direct services, training, technical assistance and policy and practice guidance throughout Connecticut. In particular, CREC has a robust history of providing support for high quality, effective family engagement practices statewide. CREC's support for increased family engagement in education includes policy development and oversight, professional development and coaching, and direct services to students and families. CREC was integral to the development of the CT Family Engagement Framework, and currently monitors the home learning and family engagement strategies in 21st Century Community Learning Centers statewide. CREC also co-facilitates the "Friday Café", a professional learning community for family engagement specialists, school administrators, teachers and community based agencies; conducts "Welcoming Walkthrough" training and coaching to school districts and community agencies to assist with evaluating the extent to which programs are welcoming to families; coordinates and supports to Parent-Teacher Home Visiting (PTHV) program for school teams throughout the state; offers training on the dual-capacity model of family engagement; provides Raising Readers Parent Club Training to Family Resource Centers; operates the People Empowering People parent

leadership program; and has designed training modules on social justice, equity and practices to ensure equitable access to high-quality educational opportunities for all students. In addition, through its Community Education division, CREC operates literacy and career training programs for adult learners, including the Workforce Readiness Program, which blends the National External Diploma program with job readiness training; and the Family Literacy/Basic ESL program, which integrates intensive English language instruction with workforce readiness skill development, digital literacy training, and inter-generational family literacy where parents and children work together to develop literacy skills.

In addition, in conjunction with the CSDE and Hartford Public Schools, CREC manages the Regional School Choice Office (RSCO). RSCO serves Hartford and suburban students who are interested in public school choice options. Through RSCO, CREC oversees both the statewide Open Choice Program, which offers Hartford students the opportunity to attend public schools in suburban towns, and suburban students the opportunity to attend public schools in Hartford at no cost to the student's family, as well as the lottery-based inter-district magnet program, where families can apply for their child to attend inter-district magnet, charter, and regional programs.

Along with being a partner in the management of choice programs, CREC operates 16 of the inter-district magnet schools that may be applied to through the RSCO lottery. Per the terms of the Sheff v. O'Neill Settlement Agreement (1996), CREC's magnet schools are charged with providing racially and economically integrated educational settings for Hartford's majority black and Hispanic student population. Currently, the

magnet schools serve over 8,500 students and their families, 50% of whom are required by law to be Hartford residents. In addition, though CREC's Student Services Division, CREC provided direct services to 4,987 students with disabilities in CREC magnet schools, in other public school districts and in special education facilities throughout the state. CREC is also a Birth-to-Three service provider for Connecticut, providing home-based services to nearly 1,000 young children with disabilities and their families annually.

- **African Caribbean American Parents of Children with Disabilities (AFCAMP)** is a parent-led nonprofit organization, with the mission of empowering parents and caregivers across Connecticut to become their own child's best advocate and agents of change in the education, juvenile justice, and child welfare systems. Since 1999, AFCAMP has worked to educate, empower and engage parents and community to improve quality of life for children with special needs, and others at risk of education inequity or system involvement. AFCAMP's vision is for all children to have the opportunity to realize their talents, dreams, and goals to their highest potential. AFCAMP operates a Community Parent Resource Center authorized by the Individuals with Disabilities Education Act to provide training, advocacy and peer support to parents of children, youth and young adult ages 0-26 years across the spectrum of physical, mental and behavioral diagnoses and their families. AFCAMP CPRC is located in Hartford, Connecticut, a city with high levels of low-income, limited English proficiency residents with cultural barriers to engagement with schools. AFCAMP has provided information, training, support and advocacy to thousands of low-income families raising children with disabilities and others experiencing education

challenges. 40% of AFCAMP clients have a primary language other than English. AFCAMP is an authentic grassroots parent organization, driven and managed by parents and family members of color who have children with disabilities and others experiencing disparate education outcomes and system involvement, thus enhancing the organization's ability to bring a significant culturally responsive family voice to policy-making tables while advocating for system reform that benefits all of Connecticut's children and their families.

- **Connecticut Parent Advocacy Center (CPAC)** has been providing support, information, training and empowerment to Connecticut families and the education professionals who provide for them for almost 40 years. CPAC continues to be the Parent Training and Information Center (PTI) under Federal Grant authorized by the Individuals with Disabilities Education Act. CPAC has contracts to provide parent and professional training with the Connecticut State Department of Education and the Connecticut Birth to Three System, and has a long history of collaborative work with both state and local education agencies, providing both direct consultation and dual capacity training. CPAC's Parent Consultant staff and leadership is composed of parents of students who have or are participating in Special Education in Connecticut, and most are also graduates of CPAC's intensive parent leadership training program. Annually, CPAC provides direct support to over 4,000 families in phone or email consultation, and provides roughly 120 training sessions to over 1,100 parents and education professionals. CPAC's monthly electronic newsletter reaches over 117,000 people per year, and the organization has a strong, effective social media presence on Facebook, Pinterest, Spotify and Twitter.

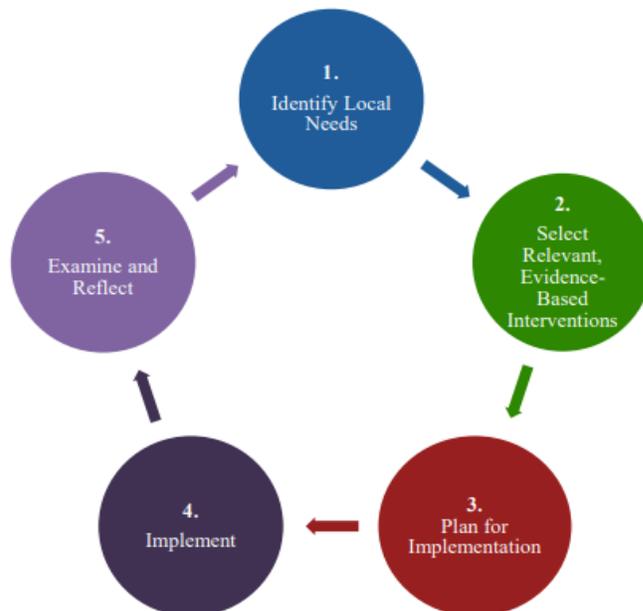
- **The Connecticut State Department of Education (CSDE)** has devoted extensive human and fiscal resources to promote evidence-based family engagements strategies and supports throughout Connecticut schools. The activities and resources that comprise the CSDE's efforts to improve the quality of family engagement throughout the state are guided by its *Policy Guidance for Position Statement on School-Family-Community Partnerships for Student Success* (CSDE, 2009). This is included in Attachment D. Under the auspices of the CSDE's Bureau of Health, Nutrition, Family Services and Adult Education, the CSDE oversees the development of policy, LEA compliance with state and federal requirements, grant administration, and the provision of professional development and technical assistance for a variety of best-practice initiatives, including: School Governance Councils; 21st Century Community Learning Centers; Family Resource Centers; and Dual-Capacity Models for promoting School-Family-Community Partnerships. The CSDE has developed a nationally recognized model for developing "School Compacts" that integrate family engagement practices with mandated school improvement plans in meaningful and impactful ways. In addition, the CSDE convened a Commissioner's Roundtable for Family and Community Engagement in Education. This committee was established to advise the Commissioner of Education regarding policy and programmatic priorities to improve outcomes for all students and advance the State Board of Education's comprehensive plan for equity and excellence in Connecticut schools. This past year, the Roundtable drafted and received approval from the Connecticut Commissioner of Education *Connecticut's Definition and Framework for Family Engagement*.

- **State Education Resource Center (SERC)** is quasi-public educational agency established to assist with the provision of professional learning opportunities that promote educational equity and excellence in schools and districts across the state. SERC provides various training programs, technical assistance, resources, and other related continuing education activities dedicated to closing the opportunity gaps between groups of students in order to raise student achievement. SERC's work traverses numerous aspects of education, including early childhood education, family engagement, English language learners, assessment, positive behavior supports, and students with disabilities. All of the agency's efforts are designed to address Connecticut's opportunity gaps by building the capacity of educators, service providers, and families to meet the diverse needs of our student population. SERC also operates the CT Parent Informational and Resource Center, initially funded under the federal Parent Information Resource Center (PIRC) grant. CT PIRC has been recognized as a statewide leader in leveraging parent engagement efforts, providing high quality resources and services to anyone who has a stake and/or a role in children's educational success. The PIRC's work with districts, schools, families and communities has substantially supported the understanding that, in order for families to be key players in their children's formal learning, they must have access to all information regarding educational reform decisions; become collaborative partners within the decision-making process; and be recognized by educational systems for the true contributions they make at home and in the community.

Systemic, Cohesive and Continuous Improvement

In order to ensure the applicant and partners work successfully with stakeholders in implementing family engagement strategies that are likely to improve outcomes for students, the project will draw on the continuous improvement cycle identified in US Department of Education's guidance document *Using Evidence to Strengthen Educational Investments* (2016). Figure 3 below illustrates the cycle and how it will guide the project planning, development, implementation, and assessment phases.

Figure 3. Cycle of Continuous Improvement



1. Identify Local Needs:

- **Convene an advisory committee** comprised of: parents; education professionals with expertise in improving services for disadvantaged children; representatives of local elementary schools and secondary schools, including students; representatives of the business community; and Representatives of SEAs and LEAs. Parents will comprise a majority of the advisory committee. As parent centers, CPAC and AFCAMP have

advisory and governance structures that include parents and students. CREC currently has both a parent and student senate for magnet schools to advise the superintendent on policy. All of the partnership members have existing relationships within multiple family, youth and school networks from which to solicit advisory committee members. We will actively encourage and promote greater diversity of perspectives and inclusion of under-represented and nontraditional family and youth representatives. In addition, CREC will engage with various Connecticut professional associations for schools, administrators and local governing boards to ensure that the advisory committee is representative of key stakeholders and constituents.

- **Conduct an inventory of family engagement practices across Connecticut LEAs.** This inventory will include the collection of data and information to account for local conditions and resources, to inform the appropriate point of entry for support. The inventory of family engagement practices will be explicitly linked to Connecticut's Framework for Family Engagement and the evidence-based practice guide, and will illuminate the relative strengths and weaknesses of districts. This will permit CREC and partner SFEC agencies to suggest tailored approaches to improvement, which may range from introductory, foundational concepts and principles of effective family engagement, through scaling existing effective strategies. The inventory will be comprised of: LEA internally facilitated inventory of family engagement strategies, including review of strategies in any existing improvement plans; a self-assessment, where LEAs will review existing improvement practices to identify what family engagement strategies will best suit their needs and circumstances; survey data collection (using existing, research based tools such as the Family-School Relationships

Survey from Panorama Education); and focus groups with educators, families and community members.

The inventory and self-assessment will yield information on the status of an LEA's efforts to: Engage families as capable partners to support academic achievement; engage families as partners in developing, informing or advocating for education policy; support for building family knowledge base in school choice opportunities; and effective family engagement strategies for disadvantaged families, including low income and EL. Furthermore, the self-assessment results will allow LEAs, in conjunction with families and community members, to identify and implement strategies that address their greatest needs, which will vary across the state, and to identify technical assistance partners and services that can best address those needs.

Additional, more targeted needs assessment activities will be conducted with Connecticut's Alliance Districts, Connecticut's 33 lowest-performing districts, who have been targeted to receive supports to dramatically increase student outcomes and close achievement and opportunity gaps. These districts, through financial support from the CSDE and various partnerships with both state and independent education resource agencies, are encouraged to pursue bold and innovative reforms to improve academic achievement. These districts serve a disproportionate number of disadvantaged students compared to the remaining Connecticut LEAs. A summary of the aggregate demographic data for the 2017-18 school year for students attending

school in Alliance Districts is presented in Table 2; the student enrollment data for each of the individual Alliance Districts is included in Attachment E.

Table 2. Alliance District Demographic Data

2017-18 K-12 Student Enrollment	Alliance Districts	All Connecticut LEAs	Percent of Connecticut Students Enrolled in Alliance Districts
Total K-12 Enrollment	221,880	535,025	41.5%
American Indian	404	1,404	28.8%
Asian	9,035	27,409	33.0%
Black/ African American	47,872	68,697	69.7%
Hispanic/Latino	93,266	132,940	70.2%
Hawaiian/Pacific Islander	186	646	28.8%
Two or More Races	6,959	17,423	39.9%
White	63,698	286,506	22.2%
Free/Reduced Lunch Eligible	132,681	196,427	67.5%
Special Education	29,960	79,256	37.8%
English Learners	29,593	38,368	77.1%

Needs assessment tasks that will be unique to the Alliance Districts will include an externally facilitated review of the school improvement plan; on-site observations of existing structures and practices to engage families; Surveys of school administrators, teachers, parents and students; Focus groups of with a wide-range of diverse stakeholders (parent groups, strategic planning teams and action plan-subcommittees, School Governance Councils); and reviews of the student outcome data (e.g. attendance, test scores, graduation rates).

The needs assessment information will be utilized to align specific trainings, supports and resources to improve the quality and efficacy of family engagement. In Alliance Districts, the provision of support in the area of family engagement will be aligned to and

integrated with existing strategic improvement work subject to approval by the Commissioner of Education.

2. Select Relevant Evidence-Based Interventions

Across the partner agencies, there is expertise in a wide-range of high-impact programs and activities to more effectively engage families in the school experiences of students. Building on this foundation, a highly coordinated, aligned and evidence-based network of services, trainings, technical assistance and resources will be developed. Practices and strategies with the strongest evidence of promise, based on the research literature and demonstration projects, as well as activities that satisfy application requirements including competitive preference priorities, are described in Table 3 below. Evidence of promise citations are attached to this proposal (Attachment F). Also indicated in the table is: A) whether the support is a direct service, a capacity building strategy, and/or a resource to be made accessible online; and B) the group of stakeholders intended for participation (see Footnote 1). Supports that also meet the criteria for a Competitive Priority are footnoted.

Each family engagement support outlined in the table is aligned to both guiding principles in *Connecticut's Definition and Framework for Family Engagement* and *Connecticut's Evidence-Based Practice Guide for Student-Family-Community Engagement*.

Table 3. Summary of Connecticut’s SFEC Strategies, Supports and Services

Strategy, Service or Support	Stakeholders Served: ²		
	Direct Services	Capacity Building	Resources
<p>Parent Teacher Home Visits (PTHV): The PTHV model was developed by parents and teachers based upon community organizing principles of empowerment. PTHV protocol helps educators and families work together as equal, trusting partners toward the student’s success, through building mutual trust, communication and common goals. Home visits provide opportunities for families to be meaningfully informed of their child’s academic standing, and thus families are better able to support their child’s academics. Teachers brings what they learns about children into the classroom.</p>	F S	A T	
<p>School-Parent Compacts:The CSDE’s School Family Compact model transforms Title I School–Parent Compacts into effective action plans, linked to school improvement plans, and designed to open meaningful communication channels among school staff, parents, and students. Each stakeholder group is also accountable for mutually agreed upon action steps that can be taken to improve school performance. They are also linked to school improvement plans and achievement data.</p>	S F	A T	F A T
<p>Friday CAFE (Community and Family Engagement): CREC, in partnership with CSDE, conceived this innovative practice of networking and professional learning. Friday CAFE takes place one Friday morning each month during the school year; Attendance is free. Participants in Friday CAFE include district staff, principals, higher education staff, and individuals from the CSDE, staff from community organizations, social service professionals, librarians, and museum educators. This diverse pool of participants allows front-line staff and decision- and policy-makers to meet, learn from each other, and explore</p>		A T L C SEA	A T L C SEA

² F=Families; S=Students; A=School Administrators, T=Teachers, L=LEA Leaders; C=Community Members; SEA =State Education Agency Personnel

Strategy, Service or Support	Stakeholders Served: ²		
	Direct Services	Capacity Building	Resources
innovative ways of supporting one another. Opening talk is videotaped and posted on-line.			
School Governance Council Support: School Governance Councils serve in an advisory capacity and are charged with assisting the school administration in making programmatic and operational changes to improve the school's achievement.		F T A L	F T A L
Raising Readers Parent Clubs (RRPC):³ The RRPC are designed to work with parents to increase their confidence to use and to promote the skills that will foster literacy development for their children. Parents meet for 8 sessions, discuss specific topics and practice reading together in a safe environment. All parents who attend gain new books at each session to begin an at home library.	F T	F T	
Welcoming Walkthroughs: CREC and the CSDE provide training and facilitation for Welcoming Walkthroughs. This practice is designed to examine how inviting the school appears to its diverse community including; families and community partners. Teams of parents, school staff and community members use the Welcoming Tool to observe and/or interview key school staff in four areas (physical, school wide practice, welcoming staff and written materials). The tool is scored and action plans are co-created by parents and staff for implementation.	F T A C	F A T L C	F A T L C
Parent Leadership Training Institute (PLTI): SERC coordinates training classes in diversity, political infrastructures, communication skills, public speaking, problem solving, action planning, the legislative process, and community civics projects.		F L C	

³ This strategy meets the criteria under Competitive Preference Priority 1(b), to provide families with evidence-based strategies for promoting literacy, including providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities

Strategy, Service or Support	Stakeholders Served: ²		
	Direct Services	Capacity Building	Resources
Family Literacy/Basic ESL: ⁴ The CREC Family Literacy Program offers an integrated intensive English language instruction with workforce readiness skills, and digital literacy skills training. Parent and child time is incorporated. College and Career Readiness standards are integrated into the curriculum. The program also includes the Raising Readers as a component of parent and child time. While parents are learning English in the program, children participate in age appropriate activities.	F	C	
Social Justice and Equity in Education Professional Learning Modules: CREC Modules build on the work of prominent researchers and scholars in the field of social justice to deliver workshops and provide coaching to teachers and administrators in the area of providing equitable and excellent education for all students. Districts receive facilitated support to examine and revise school policies, curriculum, and practices from a social justice perspective.		A T L	A T L
Family Advocacy and Direct Support: CPAC provides direct one-on-one support for families and educators in situations where communication has broken down, as well as dual-capacity training for families and educators on effective communication and the technical requirement of the education process; AFCAMP also provides training, workshops, and presentations on the roles and responsibilities of parents, students and educators under IDEA; Resources and supports to build the capacity of parents and youth to effectively advocate for appropriate individualized education and related services; and Education advocacy leadership training to prepare family and youth for meaningful participation at decision-making tables on the school, local and state level.	F S	F S T A	F S T A

⁴ This strategy meets the criteria under Competitive Preference Priority 1(b), to provide families with evidence-based strategies for promoting literacy, including providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities

Strategy, Service or Support	Stakeholders Served: ²		
	Direct Services	Capacity Building	Resources
<p>Advancing High Impact Practices for Family-School-Community Partnership: CREC is collaborating with CT schools and districts to build sustainable systems that strengthen family-school-community partnerships. Building on established research-based practices, CREC will increase capacity of school districts have made investments to improve family-school-community partnerships; develop an accessible online hub through which to share information, resources, and training to school districts, parents, and community partners; and expand training, coaching and support to district partners at all levels of family engagement.</p>		A T L C	F A T L C
<p>Workforce Readiness: The CREC Workforce Readiness Program blends an in-house NEDP (National External Diploma Program) program with a job readiness component. The job readiness component focuses on the evolving needs of the business community and promote participants' self-sufficiency, which is ideal for the NEDP program as participants need to be self-directed learners. The program provides workforce readiness activities which include literacy instruction, advancement of digital literacy skills, employability skills and career exploration.</p>	F	L C	C
<p>Board of Education Member/Parent Training and Support: CPAC provides resources for both the elected members of the local education boards, as well as to parents to support their efforts to establish effective collaboration above and outside of school and district administration.</p>		F L C	
<p>Next Steps Training: CPAC and CSDE provide and eight week intensive training programs designed to help parents and professionals gain the skills and knowledge necessary for them to be effective members at Planning and Placement Team meetings (PPT)</p>		F T A	
<p>Effective Conversations: CPAC provides direct support to remove barriers, foster communication and repair strained relationships between families and their schools.</p>	F T A		

Strategy, Service or Support	Stakeholders Served: ²		
	Direct Services	Capacity Building	Resources
Navigating School Choice Options: ⁵ There are a myriad of educational programs throughout Connecticut that families may consider for their children outside of their neighborhood or zone schools. Building on the information available to families on RSCO operated programs, a more comprehensive catalog of educational choice options throughout the state will be developed and information sessions offered to families, students and community members.		F S C	F S C
Student Voice: SERC provides Youth Leadership for Equity Training for middle and high school students that focuses on identity and culture, equity and diversity in education, team-building and leadership skill development.		S	
Special Education Youth Advisory Council: SERC and the CSDE established the council to increase student involvement in the special education process and to help students develop strong, effective leadership skills in order to make positive changes in their school and community.		S	
Parents Supporting Educational Excellence (Parents SEE): Training coordinated by SERC for families focuses on effective school practices, how schools function, the opportunity gap, understanding education policy, and parent leadership in schools.		F	
REACH for Transition: CPAC, in collaboration with eight other parent centers serving parents, offers transition supports and services to youth/young adults with disabilities and transition services professionals. Through REACH, information, training, technical assistance and support are provided to assist youth/young adults with disabilities and their families in navigating multiple programs and service systems; and assists young adults with disabilities in becoming collaborative leaders with transition professionals.	F S	F S T C	

⁵ This strategy meets the criteria under Competitive Preference Priority 2, to provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.

Table 3 above outlines the trainings, interventions, direct services and technical assistance models that will be offered to schools and communities based on the assessment of need across Connecticut LEAs. Reflected in the chart is a near comprehensive body of strategies and programs for improving family engagement and/or direct services that increase quality of family-school-community relationships and engagement.

3. Plan for Implementation

- **Statewide information webinar for LEAs, families, community members:** With collaboration from the advisory committee, CREC and partner agencies will collaborate to develop content for a webinar to inform LEAs and communities throughout Connecticut on: the rationale for strong family and school partnerships; requirements and guidelines for family engagement activities; the breadth of family engagement practices and resources across the state, resulting from the statewide inventory of practices; and the launch of the SFEC network of services, technical assistance, training and web-based resources.
- **Identifying where LEA is on continuum of implementing effective, high-impact family engagement practices:** Based on the results of local needs assessments and the additional, facilitated needs assessments in Alliance Districts, districts will receive feedback on where they fall relative to a continuum of effective family engagement practices. The continuum and associated feedback will be structured around Connecticut's Definition and Framework for Family Engagement, Connecticut's

Evidence-Based Practice Guide and the conceptual framework presented in Figure 1, and will map to the statewide inventory of practices and resources.

- **Convening of Alliance Districts:** Alliance Districts will be convened to review the results of their facilitated needs assessments analyze data, raise implementation challenges and successes, and adapt school and district improvement plan strategies in the area of family engagement. Districts with common needs will be supported to collaborate on strategies, and participants will draft action plans for accessing SFEC's services and supports in alignment with their needs[DHL1] .
- **Initiate Development Work for Virtual Resource Center:** The advisory committee and project management team will collaborate on a review of tools, guidance documents, and training modules that will comprise the SFEC's virtual resource center. CREC product development experts will offer guidance for transforming materials and information into web-hosted content in modules that are mapped to the CT framework and evidence-based practices for family engagement.

4. and 5. Implementation and Cycle of Review

- **Implement services and trainings, and continue to develop resources and modules:** Districts will access resources, and receive direct service and training aligned to identified needs and evidence-based best practice. LEAs will also be supported to adapt existing or create new strategic plans for improvement in specific components of family engagement. Content for the virtual resource center will be developed and hosted in a universally accessible online platform (e.g., a learning management platform such as Schoology); a revision protocol for online content will be developed with feedback

mechanisms from LEAs, parents, teachers, students, the advisory committee and other stakeholders, to ensure that resources reflect the latest evidence of strong practice and that modules are responsive to needs of all stakeholders.

- **Ongoing support:** Through a combination of scheduled trainings, agreements for ongoing technical assistance, and analysis of access to and use of online resources, the management team in consultation with the advisory committee will monitor needs for ongoing support across stakeholder groups and LEAs.
- **Monitoring of benchmarks and annual review:** In consultation with a project program evaluator, short, mid- and long-term implementation benchmarks and impacts will be established, measured, and monitored^{[KA4] [DHL5]}, and will inform support for subsequent strategy implementation as well as the tailoring of support over the five-year period. Regular regional convenings and annual statewide district convenings will be held.

Longevity and Sustainability

Essential to the long-term sustainability of this family and professional training and support system is continuous improvement of the available training, materials, and resources. Self-assessment tools, training modules and aligned resources will be updated regularly to reflect new research and best practices. As a school district finds success, case studies and tools featuring the district's experience, including the perspectives of family, youth and community members, will be added to allow other school districts to benefit from this learning. In addition, the emphasis on dual-capacity building, extensive training on high-impact, evidence-based intervention models, the

creation and maintenance of a digital resource center accessible to all, and partner agency support for enduring and sustainable shifts in the cultures of school communities, the proposed project is designed to build capacity and yield results that will extend beyond the funded period.

B. Management Plan and Project Personnel

Connecticut's SFEC will be managed for optimally effective cooperation among the partner institutions: CREC, SERC, CPAC, AFCAMP, and CSDE. The project will be directed from the CREC Resource Group, the division of the agency staffed by expert professional developers and direct service providers across a wide-range of educational content areas and programs. The project director, Elizabeth LeBoriosis, is the Manager of the CREC Resource Group Youth and Family Services department and reports directly to the Director of the CREC Resource Group, Amy Karwan. Ms. LeBoriosis (see resume in Attachment F) has over 25 years of experience working directly with students, families, educators and community members to support students at-risk of school failure, and in developing family-school-community partnerships to support student success. Ms. LeBoriosis will have primary responsibility for overseeing the implementation of the project, and ensuring that all required activities and project deliverables are completed in accordance with program requirements.

A Direct Services Coordinator (DSC) will report to Ms. LeBoriosis and will be charged with managing the daily responsibilities associated with building family engagement capacity across the state of CT in accordance with federal award specifications and

requirements; See Attachment G for a job description. The DSC will coordinate all resources to achieve project outcomes and will monitor the ongoing development and implementation of project activities. The DSC will be the facilitator of the advisory group and the main conduit between and among the partner agencies, the advisory group and the service providers.

In addition to the Project Director and Director Services Coordinator, a Project Management Team will be formed and will be comprised of senior leaders and experts from all partner organizations: Ingrid Canady, Executive Director of SERC; Judy Carson, School-Family-Community Partnerships Project Manager, CSDE; John Flanders, Executive Director of CPAC; Amy Karwan, Director of CREC Resource Group, Deborah Richards, Director of CRE Student Services; and Ann Smith, Executive Director of AFCAMP. Resumes for the members of the Project Management Team are included Attachment F.

Other CREC personnel, including administrative support staff and staff with data, research, evaluation skills, and staff with expertise in developing online educational content, will be assigned to assist with various project duties, including: administrative support; monitoring of project implementation and data collection benchmarks; and assisting in the conversion of training modules and resources into digitally accessible content. The resumes of staff with research and evaluation skills, as well as expertise in online content development and learner management platforms, are also included in Attachment F.

A Project Advisory Committee will be comprised of parents, students, community members, educators and partner agency representatives. CREC anticipates building on existing networks with stakeholder groups to convene the Advisory Committee. As parent training, information and advocacy centers, CPAC, AFCAMP and SERC have long-standing, trusting relationships with families throughout the communities they serve. CREC, through its magnet schools and students services programs, also provides direct services to thousands of families in diverse communities throughout the greater Hartford region. Across these three agencies, there exists a rich history of working with families from a diversity of cultural, ethnic and linguistic backgrounds, and from across the socio-economic spectrum. In addition, CREC and partner agencies' relationship with statewide professional organizations provide existing channels to ensure prek – 12 educator and community member representation on the project Advisory Committee. The following organizations have existing networks and structures to assist with the identifying advisory members from across the spectrum of Connecticut LEAs and educator roles:

- **Connecticut Association of Board of Education (CABE)**, a membership-based organization that represents nearly all boards of education across Connecticut. CABE assists local and regional boards of education in providing high quality public education for all Connecticut children through support for effective leadership and governance.
- **Connecticut Association of Public School Superintendents (CAPSS)**, a professional association of school executive leadership. CAPSS' mission is to

support the continuous improvement of public education for all students by advocating public policy for children and by developing and supporting executive school leaders.

- **Connecticut Association of Schools (CAS)**, Connecticut's professional association for school-based administrators.

Finally, through recommendations from LEAs with student advisory committees (including CREC, which has both student and parent senates for its 10,000 student system of magnet schools) and Boards of Education with student representatives, the Advisory Committee will ensure that Connecticut students are represented.

The primary role of the Advisory Committee will be to advise the DSC, the Project Director and the Project Management Team on project activities, and hold project personnel accountable for implementation of strategies that are truly responsive to the needs of Connecticut families, schools and communities. CREC anticipates that the Advisory Committee will need support in determining how to execute its roles and responsibilities relative to project oversight; the advisory committee may, for example, require assistance in running effective meetings, forming workgroups and providing input on policy. In order to assist the Advisory Committee in developing into an effectual body, national family engagement experts may be contracted with for Advisory Committee training and facilitation.

Figure 4 presents an organizational chart outlining the structure of the project management; below that, in Table 4, oversight for specific project activities is delineated.

Figure 4. Project Management Structure

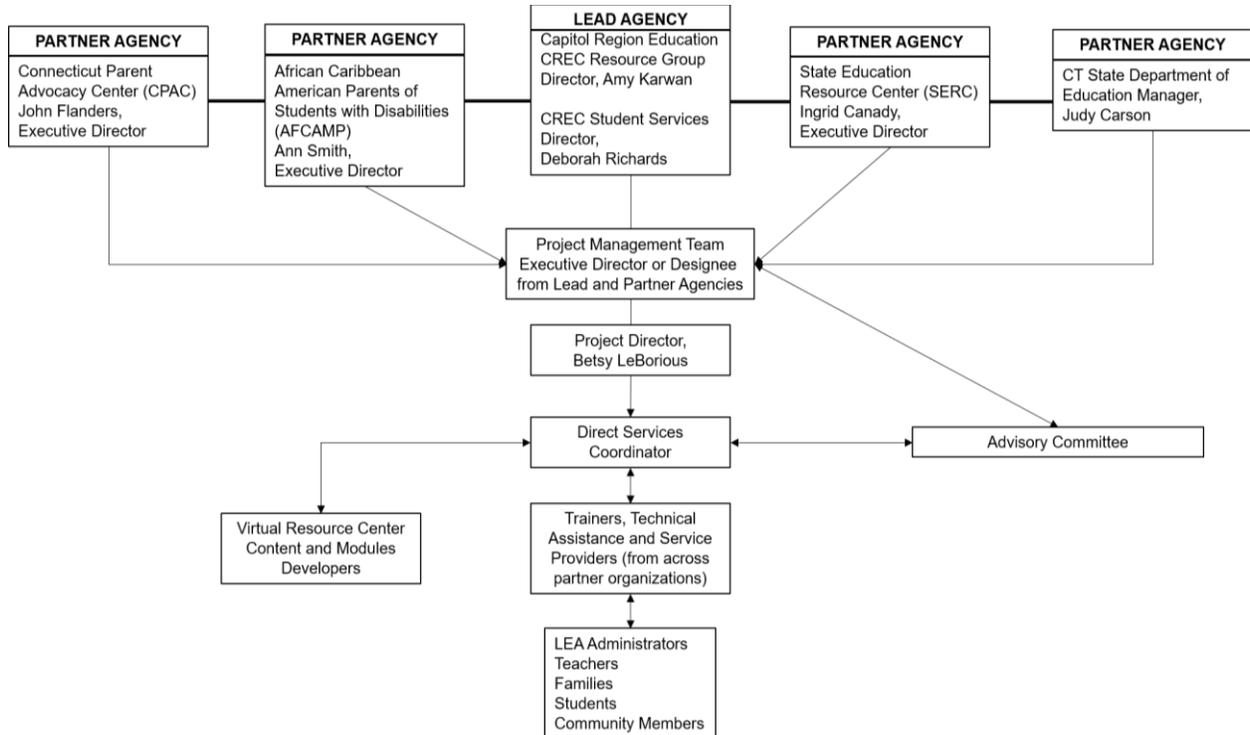


Table 4. Partner Agency Activities

Agency	Project Activities
AFCAMP	Training, resources & direct support to families, community members & service providers, including workshops, parent leadership training, special education advocacy, support groups and family engagement consulting; education and empowerment training for parents and community members to improve quality of life for children with special needs and those at-risk of education inequality; Operation of Community Parent Resource Center
CPAC	One-on-one advocacy support and assistance for parents of students with disabilities; connecting families; training for families and schools to help build positive relationships; leadership training for families of students with disabilities; Operation of Connecticut's Parent Training and Information Center
CREC	Training on CT Family Engagement Framework best-practices; training and technical assistance on the home learning and family engagement strategies; "Friday Café" facilitation; "Welcoming Walkthrough" training, coaching and implementation support to school districts and community agencies; Coordination of PTHV; training on the dual-capacity model of family engagement for schools and families; Raising Readers Parent Club Training for Family Resource Centers; People Empowering People parent leadership program training and management; Module-based training on social justice and equity and practices to ensure equitable access to high-quality educational opportunities for all students. Intergenerational/Family Literacy programs; direct services to students and parents with disabilities; general project management; coordinate development and maintenance of virtual resource repository including module development
CSDE	Facilitation of alignment of School-Family Compact with school improvement plans; Oversight of Alliance Districts; Monitoring implementation of family engagement plans; Monitoring and support for School governance councils facilitation of Commissioner's Roundtable on Family Engagement in Education; Training and technical assistance to LEAs on family engagement policy and best practice implementation
SERC	Training and facilitation for schools, families, and community members on school-family-community partnerships, equity in education; equity and social justice; and support for English learners; Operation of Connecticut Parent Information Center

A broad-level, five-year timeline for Connecticut’s SFEC activities and structures is presented in Table 5 below.

Table 5. Project Timeline

Activity	Timeline					Person/ Agency Responsible
	Year 1	Year 2	Year 3	Year 4	Year 5	
• Hire Direct Services Coordinator	Month 1					Project Management Team Project Director
• Establish Advisory Committee	Month 2					Project Management Team Project Director
• Develop strategies and digital materials and channels for communicating inception of SFEC	Month 2					Direct Services Coordinator CREC and Partner Agencies Advisory Committee
• Identify SFEC Resources and Training Materials to be reviewed/modified for hosting in virtual resource repository	Month 2					Direct Services Coordinator CREC
• Contract with family engagement survey organization	Month 2					Direct Services Coordinator CREC
• SFEC Informational Webinars • Regional Information Sessions, as needed • Convening Alliance Districts	Months 3 - 4					Direct Services Coordinator Advisory Committee
• Statewide Inventory of Family Engagement Practices • Facilitate Needs Assessment Alliance Districts	Months 5 -7					Direct Services Coordinator Technical Assistance Professionals CREC and Partner Agencies

Activity	Timeline					Person/ Agency Responsible
	Year 1	Year 2	Year 3	Year 4	Year 5	
<ul style="list-style-type: none"> • Training for SEA staff in the Turnaround Office, the Academic Office and the Office of Student Supports to align SEA funding and support with evidence-based family engagement 	Months 5-7					SEA Direct Services Coordinator
<ul style="list-style-type: none"> • Modification/ digitization of SFEC Resources and Training Materials to for hosting in virtual resource repository 	Months 6-10					Direct Services Coordinator Trainers and Tech. Assistance Providers
<ul style="list-style-type: none"> • Review of Inventory and Needs Assessments • Facilitate LEA development of multi-year plans for improvement of family/school-community engagement with broad stakeholder input • Finalize program activities based on additional input from LEA administrators, school staff, families, parents and students 	Months 8-10					Direct Services Coordinator Technical Assistance Professionals CREC and Partner Agencies
<ul style="list-style-type: none"> • Retain and assign trainers, technical assistance and direct service providers in accordance with LEA action plans • Annual report on progress of SFEC implementation and review of performance outcomes 	Months 11 -12					Direct Services Coordinator Trainers and Technical Assistance providers Evaluator CREC and Partner Agencies
<ul style="list-style-type: none"> • Provision of training, technical assistance and direct services in accordance with needs and developed action plans • Monitoring of implemented activities by direct services coordinator, program 		Ongoing				Direct Services Coordinator Trainers and Technical Assistance providers Evaluator

Activity	Timeline					Person/ Agency Responsible
	Year 1	Year 2	Year 3	Year 4	Year 5	
evaluator and partner agency staff <ul style="list-style-type: none"> Established Virtual Resource Center, hosting online repository of resources and modules aligned to SFEC strategies guiding principles Establish cycle of resource development, review and modifications in response to needs 						CREC and Partner Agencies
<ul style="list-style-type: none"> Facilitated progress “check-in” meetings with Alliance Districts Facilitated progress “check-in” meetings with trainers and technical assistance providers Advisory Committee Meetings 		Every other month				Direct Services Coordinator Trainers and technical assistance providers Advisory Committee
Progress reports presented to Advisory Committee on SFEC activities and progress		Quarterly				Direct Services Coordinator
<ul style="list-style-type: none"> Convening of Alliance Districts and other partner organizations for feedback on SFEC implementation and progress Annual report on progress of SFEC implementation and review of performance outcomes 		Annually				Direct Services Coordinator Advisory Committee CREC and Partner Agencies

C. Adequacy of Resources

CREC and partner agencies have extensive expertise and capacity to increase the extent and quality of family engagement practices throughout Connecticut. CREC,

AFCAMP, CPAC and SERC all have a demonstrated record of success in developing relationships, providing networks of support and increasing access to educational opportunities for historically marginalized and disadvantaged populations, including families of students with special needs, English language learners, families with low-income and diverse racial and ethnic communities. Through the CREC Resource Group and Student Services divisions, a high-quality cadre of content developers, trainers, direct service and technical assistance providers exists to ensure that technical assistance for parent education programs can be expanded. AFCAMP, SERC and CPAC each have long-standing outreach networks to ensure the participation of stakeholders from across the spectrum of need; these agencies also employ staff highly-skilled in equity and culturally responsive practices, as well as advocacy and empowerment training for parents and families. As AFCAMP operates a federally sponsored Community Parent Resource Center, CPAC a federally sponsored Parent Information and Training Center, and SERC maintains a Parent Information and Training Center even though the funding period has ended, there exists a wealth of expertise and resources to expand school engagement opportunities to families across all regions of Connecticut. Throughout the duration of the project, CREC and partner agencies will continue to work in concert to address Connecticut's achievement and opportunity gaps through support for more effective family engagement in education across diverse communities.

At least 65% of the funds each year will be devoted to serve communities with high concentrations of low-income families, in order to serve parents who are severely educationally or economically disadvantaged. CREC's indirect costs are included at the

negotiated, approved rate. We plan to maximize utilization of technology (local media outlets, websites and social media platforms) to reduce costs while systematically and comprehensively “getting the word out” on a statewide basis. Much of the management of the project and many of the project activities will be implemented, in part, through in-kind contributions from collaborating agencies including CREC, SERC, the CSDE, and others.

CREC and partner agencies believe that the budget for this proposal is reasonable given the five-year scope of the project. Thirty percent of the overall budget, each year, will be spent on establishing or expanding technical assistance for evidence-based parent education programs, such as parent leadership training and intergenerational literacy programs. In Year 1 of the project, more resources will be spent on establishing project structures and processes; conducting inventories of existing family engagement practices; facilitating and reviewing assessments of need for training, technical assistance and direct services to support improvement in family-school-community partnerships; and developing action plans to assure that SFEC strategies and supports are accessed and successfully implemented by LEAs and other stakeholder. With the groundwork laid, Years 2-5 will be full SFEC implementation years.

CREC and partner agencies each have a history of success with obtaining financial and in-kind support from local philanthropic organizations, including the Hartford Foundation for Public Giving and the Early Childhood Funder Collaborative. Through a combination of direct financial support and the contribution of in-kind services, including support for project evaluation and administrative oversight, CREC anticipates obtaining 15% matching support for the project in years 2-5.

D. Project Evaluation

Connecticut's Statewide Family Engagement Center Logic Model

The CT Statewide Family Engagement Center logic model for the proposed project is included in Attachment H. The description below highlights the key components of the logic model, and lays out a comprehensive explanation of the model. The logic model illustrates the connection between SFEC project activities and strategies and the expected outcomes or impact by depicting the progression of the work, as well as how various activities are designed to work in concert to achieve specific outcomes at the various stages of project implementation. It is not meant to be a detailed blueprint of the proposed activities, but instead an outline indicating, in broad terms, the most significant of components of the project.

Logic Model Components

Inputs: The agencies, resources, personnel and structures that will serve as the foundational contributors to the design and implementation of project activities.

Activities: Training, coaching, technical assistance, and direct support for improving family engagement in education. Also included under "Activities" are the family engagement inventory and needs assessments; establishing of the management team and advisory committees; information sessions, and convenings of LEAs; the development and maintenance of on-line resources and training modules; and other work that will contribute to establishing the SFEC infrastructure. Activities will be sequenced so that short-term outcomes, mid-term outcomes, and longer-range impacts are realized.

Short-Term Outcomes: The milestones and accomplishments that the management team expects to realize in the beginning months of SFEC implementation. Short-term outcomes include implementation of structures and resources that need to be in place to launch initial project activities, including: convening meetings and confirming roles and responsibilities for both the project management team and the advisory committee; communication of available project resources to stakeholders; engagement of SEA- and LEA-level leadership; review inventory and needs assessment to determine baseline level of LEA and community needs; and identifying a work-flow for building the virtual resource center. Short-term outcomes also include improvements in awareness of SFEC programs and services.

Mid-term Outcomes: These include benchmarks of project implementation fidelity and quality that would be monitored throughout the funded period. Mid-term outcomes are formative indicators on the expected longer-term impacts of the project that will assist the Project Director and Direct Services Coordinator in determining any needed adjustments or improvements to the project. Mid-term outcomes look primarily at stakeholder experience, and will include: the number of high-impact, evidence-based school-family partnership activities or services offered to effectively engage families; the number of families reporting participation in/access to SFEC activities and resources; increases in school and district staff knowledge and capacity to partner with families; number of families reporting increased connection with and confidence in interactions with their children(s)' school, Mid-term outcomes will also attend to the rates of direct service delivery and family participation in adult education and leadership training programs.

Impact: The project's impact includes the overarching, longer-term intended changes that will occur if all program activities are successfully implemented and to a high degree of quality and fidelity, with ultimate positive changes to student academic progress. The long-term impact of Connecticut's SFEC includes: Increased capacity to implement and sustain support for high-impact family engagement strategies across SEA and LEA leaders; an increase in the number of families reporting understanding of how to support learning in the classroom with activities outside the school; an increase in the number of families reporting enhanced capacity to work with schools and service providers in effectively meeting academic and developmental needs of their children; an increased number of families reporting they feel confident in supporting their child's school success; and an increased numbers of families included in decision-making processes at individual and school levels. In addition, and in alignment with the Theory of Impact described previously, the fundamental goal of the project is to realize, through improved family-school-community engagement, improved outcomes for students. As a result, an increase in school attendance rates and improvements in performance on statewide assessments of English Language Arts and Mathematics are also included as indicators of impact. The long-term impact measures align with the Government Performance Results Act (GPRA) measures required under this grant program.

A logic model for successful family engagement strategies should be co-constructed with the input of the stakeholders who will implement, receive, and/or assess the strategies and services (Westmoreland, Lopez, and Rosenberg, 2009), so the logic

model described herein and included in Attachment H should be considered preliminary, and subject to revisions based on stakeholder input as the project progresses.

Project Evaluation Plan, Design and Metrics

Similar to the logic model, a plan for evaluating the implementation and impact of the proposed project should be informed by stakeholders, including project leaders and participants. Therefore, the description of the evaluation plan that follows is subject to post-award modifications.

The evaluation plan for Connecticut's SFEC will consider both implementation fidelity (the extent to which the proposed structures and activities are adhered to and executed) and impact (the outcomes that occur as a result of the inputs, activities, structures and resources). The evaluation will also include both formative and summative assessments of project implementation and impact. Qualitative and quantitative data and information will be routinely gathered, beginning with project inception and again periodically throughout the grant-funded period, and will include information about activity implementation as well as short- and mid-term outcomes (as described in the logic model). Annual reports on progress made in both implementation and outcomes activities will be crafted. Towards the conclusion of the funded period, the project evaluation will also examine the interaction of implementation fidelity and outcomes; that is, the extent to which intended outcomes and impact of the project are related to variability in the fidelity and quality of implementation of plan components. This will allow the staff and stakeholders at all levels to understand which components have the most

significant bearing on outcomes and which do not. This will be valuable information for project leaders and partner agency personnel as to which strategies are the most efficient, effective and valuable for sustaining long-term impact of family engagement efforts.

Drawing from Petersen, Shoji, Dunn and Nicolai’s (2016) evaluation of the impact of a comprehensive, grant-funded family engagement initiative in California, a summary of the evaluation questions, data collection and analytic approaches to the evaluation of project implementation fidelity and impact is presented in Table 6 below:

Table 6. Project Evaluation Plan

Implementation or Impact?	Evaluation Question	Data Source/ Collection Methods	Analytic Approach
Implementation	Are the governance and operational structures and processes in place to enable implementation of project activities?	<ul style="list-style-type: none"> -Interviews (project staff and committee members) -Meeting schedules and minutes -Document Review -Review of online resources -Review of outreach and communication of project activities 	<ul style="list-style-type: none"> -Theme-based, qualitative analysis of interview data -Descriptive quantitative analysis of # of staff assigned to projects activities; number of project activities & resources in each of the three prongs of the SFEC; frequency of project committee meetings; frequency of efforts to communicate project resources -Descriptive status report on the processes and

Implementation or Impact?	Evaluation Question	Data Source/ Collection Methods	Analytic Approach
			structures in place to develop the virtual resource repository
Implementation	How faithful to best-practice guidelines are the training, technical assistance and direct services offered by the SFEC?	<ul style="list-style-type: none"> -Interviews (project staff and trainers) -Review of scheduled trainings/professional development -Review of requests for direct services -Observations of training sessions -Participant feedback forms 	<ul style="list-style-type: none"> -Qualitative analysis of observations -Quantitative review of frequency and completion rates of trainings, direct services -Qualitative comparison of observed trainings, technical assistance and direct services to best-practice frameworks
Implementation	Is the virtual resource repository accessible to stakeholders? Is it comprised of frameworks-aligned evidence-based best practice resource materials and modules?	<ul style="list-style-type: none"> -Interviews with staff contributing training materials and resources to repository -Review of online resources -Analysis of access (e.g. downloads, module enrollment, website “hits”) 	<ul style="list-style-type: none"> -Qualitative review of process to translate resources and training materials to online environment -Qualitative review of repository materials to determine aligned to frameworks and best practice -Quantitative analysis of “access” data
Impact	Does the SFEC lead to changes in LEA and SEA capacity to support family engagement?	<ul style="list-style-type: none"> Document review Interviews/Focus Groups Surveys of LEA and SEA leadership 	<ul style="list-style-type: none"> Theme-based qualitative analysis of interview data Quantitative and qualitative analysis of survey data

Implementation or Impact?	Evaluation Question	Data Source/ Collection Methods	Analytic Approach
		Inventory of family engagement practices	Comparison of inventory of practices to baseline inventory/needs assessment data
Impact	Does the SFEC lead to increased family capacity to support student success in school?	Surveys of families Interviews/Focus groups with families	Theme-based qualitative analysis of interview data Quantitative and qualitative analysis of survey data
Impact	Does the SFEC lead to changes increases in family engagement in education?	Surveys of families Interviews/Focus groups with families Review of LEA and school level data on family participation in SFEC activities and resources	Theme-based qualitative analysis of interview data Quantitative and qualitative analysis of survey data Quantitative analysis of participation rates
Impact	Does implementing SFEC activities lead to improved student achievement?	Review of student performance data in Alliance Districts and other LEAs implementing SFEC activities	Quantitative comparisons of student performance on academic state achievement measures over time compared to baseline data, including disaggregations of sub-groups

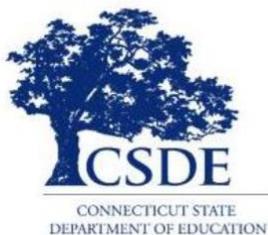
A timeline for project evaluation activities, including aligning focus groups and interviews with scheduled meetings and service delivery, as well as aligning any survey-based data collection with any existing LEA activities in this area, will be determined in conjunction with stakeholders and the program evaluator.

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Full, Equal and Equitable Partnerships with Families:

Connecticut's Definition and Framework for Family Engagement

June 2018



Connecticut Early Childhood
Funder Collaborative
A project of:



Connecticut Office of
Early Childhood

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Introduction

Every federal and state program that concerns children -- from early childhood, elementary, secondary, and community education, to health, juvenile justice, and welfare -- has policies, guidelines and requirements about reaching out to and communicating with families. Yet no clear and consistent definition of what that means, or even what it is called, has emerged. Although the term “family engagement” is gaining recognition, parents¹, professionals, public officials, and community leaders mean many different things when they use it, and are uncertain about how to do it well. This inconsistency has created confusion and unpredictable practice at a time of growing understanding that closer collaboration with families is vitally important to children’s success.

The purpose of Connecticut’s common definition and framework of family engagement is to encourage shared understanding and collaboration, making it easy for all parties -- educators², providers, partners, and families -- to understand what is expected of them and what effective practice looks like. The hope is that this will lead to a robust culture of partnership between families and professionals throughout all education and human service programs.

Who Was Involved and What Did They Do?

Three partners, the Connecticut State Department of Education (CSDE), the Connecticut Office of Early Childhood (OEC) and the Connecticut Early Childhood Funders Collaborative (ECFC), joined with parents, educators and communities to co-create a common definition, framework and guiding principles for advancing state and local family engagement efforts across the state.

This short paper presents the definition, guiding principles, and recommendations for capacity-building, as well as comparative examples of evidence-based high-impact strategies for engaging families. Throughout, the voices of families, educators and community members are presented to reflect the rich conversations that fed into this work.

A Design Team of the three partner organizations’ staff, as well as representatives of higher education, school districts, and parent organizations, coordinated the effort. The Design Team, along with an outside consultant, developed drafts and took their ideas to the Commissioner’s Roundtable on Family and Community Engagement for review in June and September 2017. In

¹ The terms family/ies and parent/s are used in this paper to represent any adult caretakers who have responsibility for the well-being of a child or children. This includes, for example, biological parents, foster care providers, grandparents, aunts and uncles, siblings, or fictive kin.

² The term educators is used to mean any person who teaches or is involved in planning or directing experiences that promote learning and development. This includes professionals in schools as well as those in early childhood settings, after school settings and community organizations.

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between these meetings, the Team arranged for five focus groups across the state to capture parent voice and ideas. (See Appendix A for additional information)

For a final round of consultation, the three partners sponsored an invitational Symposium on Family and Community Engagement at Gateway Community College in New Haven on December 13, 2017. About 100 people attended, including members of the Commissioner's Roundtable and Design Team, parent and community organizations, state agency staff, school district officials, teacher organizations, and advocacy groups.

I hope that teachers and staff will be open minded and disregard implicit biases that are disrespectful and hurtful to families. Meet families half way on their ground; listen to their needs and wants; and gain knowledge of the community they service. (Connecticut parent, August 2017)

Growing Calls for Increased Family Engagement

Connecticut State Department of Education: The Connecticut State Board of Education's Five-year (2016-21) Comprehensive Plan, [*Ensuring Equity and Excellence for All Connecticut Students*](#), calls for an equitable and excellent education for all Connecticut students that equips every child, regardless of gender, race, ethnicity, family wealth, zip code, or disability status with the knowledge and skills needed to succeed in college, careers, and civic life. The plan identifies families as essential partners in student success and recognizes the need for authentic opportunities for meaningful parental engagement by building capacity for families and school staff to partner effectively in support of student success.

Connecticut Office of Early Childhood: The first goal of the Connecticut Office of Early Childhood's 2020 Strategic Plan is for the agency to place children and families first. The specific objectives related to this goal include achieving a family-centered agency culture and reducing disparities in child and family outcomes. In addition, the second goal in the OEC's Strategic Plan addresses increased access to high-quality programs. A main strategy for achieving this goal is the implementation of a Quality Recognition and Improvement System (QRIS), which provides families with valuable information about early care and education program quality. The CT QRIS will also support programs to increase their level of quality related to key areas, including family engagement.

Connecticut Early Childhood Funder Collaborative: Family engagement is core to the mission of the CT Early Childhood Funder Collaborative (a project of the Connecticut Council on Philanthropy) which is to bring the collective voice and resources of philanthropy to build and sustain a comprehensive early childhood system that works for all children, families, communities and the workforce in Connecticut. The ECFC and its 16 members including community and private foundations and United Ways from across the state recognize families, regardless of race, ethnicity, or income level, as powerful assets for their children's successful

development. The ECFC's funder members value family voice and continually seek ways to infuse that voice in their community leadership and grant making efforts.

Every Student Succeeds Act, 2016: Each school district that receives federal Title I funds ***shall*** develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, the policy ***shall*** be incorporated into the district's plan, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will: jointly develop the district plan; build school capacity; link to family engagement in other programs; jointly evaluate and improve the programs based on evaluation findings; and involve parents in the activities of Title I schools. (Title I, Section 1116)

The Definition: A Clear Consensus

The Design Team began with existing definitions of family engagement drawn from early childhood and elementary and secondary education organizations and programs. Throughout the many rounds of review and input, the message from parents, families, educators, policy makers and community members was increasingly clear and consistent:

Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

At the symposium, participants voiced their ideas about the meaning of key words in the definition:

Full means that families, educators and community partners collaborate closely and consistently in promoting children's learning and development. This includes making sure that ALL children not only have access to high quality learning opportunities, but also the supports they need to succeed.

Equal means that families and educators recognize that both bring valuable knowledge to the table. Parents know their children, culture, and community. Educators are trained in curriculum and child development. Their deep knowledge and skills are complementary, overlapping, and essential to ensuring success for all children.

Equitable means that families are empowered to work with educators, public officials, and community partners to remove systemic, structural, and organizational barriers that perpetuate inequities and injustice. This includes ready access to ample opportunities to develop their knowledge and skills to become full and equal partners in that deliberate and intentional work.

Family engagement means that parents are seen as welcome partners in the education of children, and have a valued voice in the school. As a result, families are active participants, and communication is flowing between home and school. (Connecticut parents, August 2017)

We believe that family engagement means mutual respect, honesty and trust. (Connecticut parents, August 2017)

Guiding Principles

From the moment of birth throughout life, families have enormous influence on their children's learning and development. A large body of research has identified high-impact strategies to engage families that can produce dramatic gains in children's social and emotional development, academic achievement, and success in life (see Appendix B for citations). These guiding principles, which are grounded in that research, were the topic of lively discussions during the focus groups and Symposium.

1. **Build collaborative, trusting relationships focused on learning.** For example: Offer getting-to-know-you meetings in smaller, informal settings. Make relationship-building home visits. Co-design with families a pre-school-elementary school transition program.
2. **Listen to what families say about their children's interests and challenges.** For example: Pay attention to different cultural perspectives and use families' ideas to create programming, tailor instruction, improve discipline practices, design professional development, and recruit early learning providers, school leaders and staff.
3. **Model high-quality learning practices.** For example: Share how families can engage children in interactive play, reading, and hands-on math activities that promote problem solving. Invite families to visit the after-school program, meet staff, and join the activities. Host "classroom visits" for families to see first-hand what their kids are doing in class and how the classroom is set up for learning.
4. **Share information frequently with families about how their children are doing.** For example: Talk about the skills that will help children upon their transition to kindergarten and discuss children's progress with families regularly. Explain your school or program's high achievement goals and ask families about their ideas to help their kids reach them.
5. **Talk with students about how they want teachers and families to support their learning.** For example: Include students' ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all

students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.

6. **Co-develop cultural competence among staff and families.** For example: Build students' home cultures into programming and curriculum. Invite families and early learning providers/ teachers/community learning program staff to share their cultural and family traditions. Showcase the diversity in your early learning setting, school, or after-school program.
7. **Support parents to become effective leaders and advocates for children.** For example: Collaborate with initiatives that develop parents' knowledge and skills to become civic leaders and problem-solvers. Provide information about how the education system works, from early childhood to higher education, and how to advocate for their children's needs and opportunities within that system.

(Charts 1, 2 and 3 below illustrate how standard elementary school, early childhood and after school practices can move from lower to higher impact.)

I wish that teachers and staff would approach me with their heart, not just the standard expectation of our family/children. It would be nice to have a gathering where we just had a good time getting to know each other. Build positive relationships, without judgment or expectations. (Connecticut parent, August 2017)

Trusting relationships between families and educators lay the foundation for strong partnership. (This statement drew the most votes at the December 2017 symposium)

Building Capacity to Do the Work: Stakeholders' Roles and Actions

Creating full, equal and equitable partnerships is a shared responsibility that requires systemic change in policy, resources, and practice. Families, educators and community partners need and want opportunities to develop their capacity to work together -- to build trusting relationships, strengthen their confidence, expand personal networks, and deepen their understanding and core beliefs about family engagement.

At the Symposium, participants worked in role-alike groups (parents, teachers, administrators, community members, and policy-makers) to identify the capacities each would need to carry out their roles and responsibility to further full, equal and equitable partnerships with families.

Families told us they want to learn how to advance their children’s success and become leaders for greater access and opportunity. They strongly recommended offering access -- and empowering parents to take advantage of that access -- to learning opportunities such as:

- collaborating with policy-makers, educators and community groups, to design more equitable, effective educational programs;
- navigating our complex education system, from early childhood programs through college and career education;
- advocating for more effective learning opportunities and resolving problems that may arise for their children;
- supporting their children’s developmental and academic progress, and co-developing with teachers a plan to make the most of their school experience; and
- serving as leaders on governance councils, task forces and committees.

Let’s call it out: We need to dial up the language and stop using fluffy words. “Inequitable structures” means systemic racism! “Attitudes” means implicit bias! (Connecticut parents, October 2017)

All families have strengths and want to support their children’s learning and development. Many parents have the capacity to reach, teach and lead community members, school staff, and other parents. (Symposium participants, December 2017)

Educators and other adults who support children’s learning and development

want time, resources, and administrative support, such as more flexible schedules, professional development, and structured opportunities to work with families to:

- co-create welcoming and inviting settings where *all* families are included;
- connect family activities to school expectations and what students are learning in class, in ways that promote two-way and continuous communication;
- recognize, honor, and learn from families’ diverse cultural viewpoints, knowledge and experience, and integrate this knowledge into student learning;
- partner with families to advocate for children and remove barriers to their access to high-quality programs;

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- collaborate with community organizations and volunteers to support children and families; and
- align learning with community activities such as festivals and cultural celebrations. (For more specific examples ranked from lower to higher impact, see Charts 1, 2 and 3.)

A partnership is like a dance. Dance partners train together. School staff and parents will greatly benefit if they develop mutual expectations and practice together their cultural understanding and relationship building. (Symposium participants, December 2017)

Policy-makers, public officials and philanthropists need to take the lead to:

- create structures that include families as partners in decision-making;
- engage families in developing improved policies and practices that will promote and sustain deep connections with families;
- build partnership approaches into program development, evaluation, and monitoring, as well as staff recruitment and grant making;
- recognize and honor parents and educators who create effective partnerships at all levels. Document and disseminate their work;
- sustain these efforts with systemic resources -- financial support, staffing, professional development, community-driven accountability systems, and organizational structure; and
- portray these efforts as an investment in strengthening our education and human services systems to become more effective and equitable for all children.

There needs to be honest and open conversation about the challenges and impacts of transferring power to parents. (Symposium participants, December 2017)

If all families are valued, then they would most certainly stand beside, behind, and with, the school/early learning center when they choose to make necessary improvements for all children. (Connecticut parent, August 2017)

From Vision to Practice

Chart 1: What Does High Impact Family Engagement Look Like in Elementary Schools?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
1. Back to School Night class meetings where parents and teachers: <ul style="list-style-type: none"> • Share learning strategies • Review key skills for students with home learning tips • Develop a communications plan 	Open House <ul style="list-style-type: none"> • Parents tour school, chat with teachers • Classroom visits to meet teacher • Exhibits of student work 	Back to School night in the auditorium <ul style="list-style-type: none"> • Panel of speakers • Pass out student handbooks • Hand out school calendar
2. Regular two-way calls/texts/emails to share progress and tips	Positive personal phone calls home	Robo calls about school events
3. Family center, staffed, with workshops on learning strategies, referrals to social services, and informal gatherings	Parent resource room with toys, games and books to borrow	School newsletters with generic messages
4. Relationship-building home visits by teachers, voluntary for both teachers and families and available for all families	Coffee with the principal; Muffins for Moms; Donuts with Dads	Potlucks, other traditional whole-school-based events
5. Story quilting workshops and poetry slams where parents, teachers and students all tell their stories, share their work	School book club and authors' tea featuring student writers	Student performances
6. Classroom observations with mini-lessons; weekly data-sharing folders go home, with space for parent comments	Interactive homework with tips for home learning	Curriculum nights
7. Student-led conferences with portfolios of student work, followed by 1:1 conversations about learning, to set goals	Parent-teacher conferences twice a year, available evenings, on weekend	Parent-teacher conferences, during work day
8. Tours of school led by students and community walks led by parents and custodians	Monthly breakfasts for new families	Visit school by appointment
9. School council has voice in all major decisions; develops and supports parent-initiated projects	Parent organization meets with principal to discuss suggestions	Suggestion box in office
10. Candidate forum at Fun Fair; parents and students meet in advance, prepare to ask questions re issues affecting families	Candidates for election invited to Fun Fair	Fall Fun Fair
11. Parent leadership classes strengthen family capacity to navigate the system, be effective advocates, and take part in school councils and committees	Adult learning evenings	Parenting classes

Chart 2: What Does High-Impact Family Engagement Look Like in After School Programs?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
1. Afterschool classes are linked to school curriculum. Teachers and program staff collaborate to track students' growth targets and keep families up to date.	A teacher from the school shares data with tutoring staff on student skills	Staff inform families that program offers tutoring on reading and math.
2. Frequent, informal gatherings for families, school staff, and community partners to foster collaboration and info-sharing.	Students perform and show their work at quarterly family nights.	Staff are available to talk with families on orientation day.
3. Staff and families co-develop intervention plans to address students' social and/or academic concerns.	Staff interview families about children's successes and challenges.	On orientation day, families fill out an information form.
4. Regular meetings with families to discuss student progress, share information, and confer on strategies to support learning	Annual survey asks parents about students' experience with the program.	Tip sheets sent home on promoting student health and learning.
5. The after school program collaborates with other school-based and community programs to make the school a "hub" of activities for students, families and community members.	Program hosts information fairs about community resources and programs.	Community bulletin board posts notices about local happenings.
6. Family support groups and education classes promote family learning, develop job skills, and address health needs.	Staff refer families to GED and job training programs offered by community partners.	Families can sign up for the Volunteer Program.
7. "Community advocates" develop rapport with families of children at risk, provide advice and links to extra support, and help families navigate social services.	Program staff receive extra pay to serve as informal advisors and mentors to students.	Staff refer struggling children to outside counseling program.
8. Local partners co-sponsor community-building and cultural events at afterschool site, such as a Health Fair or Heritage celebration, that attract hundreds of families and community members.	Families and staff plan special events to honor student success, celebrate the beginning and end of school year.	Program offers fall and spring celebrations for students and families.
9. In the Leadership institute, parents learn ways to foster their own and their children's education, support their families financially, develop social networks, and advocate for high quality schools.	Program staff invite public officials to attend events, meet families and answer questions about community issues.	Program office displays flyers and brochures about community resources and learning opportunities.

Chart 3: What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

Higher-Impact on children’s learning and development	Moderate-Impact	Low-Impact
1. Families and program staff do neighborhood walks to meet prospective families and hand out program information, books, and growth charts.	Springtime open house for new families, hosted by current families.	Preschool registration on program Web site or drop in.
2. <i>Family-to-Family Learning!</i> Pre-K families share family engagement strategies with new families in familiar neighborhood settings and sign them up for resources like Parent Teacher Home Visits, Ready4K, and Community Café. Short videos of families’ sharing are sent with texts or e-mails to families who couldn’t attend, with sign-up sheets and surveys attached.	<i>Family Night.</i> Families visit classrooms, meet teachers, view children’s work, sign-up to volunteer, and receive a family phone tree compiled by staff.	<i>Back to School Night.</i> Families visit classrooms, meet teachers, and have refreshments.
3. A classroom communication app, like Class DOJO, creates two-way communication and ongoing exchange of knowledge between families and teachers.	Monthly phone calls, e-mails, or texts with information on classroom activities.	Program newsletter with generic messaging.
4. Children take turns taking home The Book Bag (a book, a journal with family assignment, and colored pencils). When the Book Bag is returned after two nights, children share their experience and drawings during morning meeting.	Children pick a book to take home so their families can read aloud.	Families volunteer to read stories in the classroom.
5. During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a “tip sheet.” Short videos modeling the strategies are sent with e-mails or texts to families who couldn’t attend, and a list of the families’ questions and teachers’ answers are attached along with the tip sheet.	At evening meetings, staff share information about areas of child development with families and show how those areas are covered in the classroom.	Teachers send home written materials on developmental areas (e.g. social-emotional, motor, cognitive)
6. <i>Parent Teacher Home Visits</i> twice a year. Teachers visit in the fall to launch relationships and in winter or spring to share information to support smooth transition to kindergarten.	<i>Parent-Teacher Conferences</i> twice a year, available evenings and on weekends.	<i>Parent Teacher Conferences</i> by appointment during work days.
7. Monthly <i>Community Cafés</i> Hosted by trained family members, parents take part in meaningful, guided conversations during which they support and learn from each other and collect input and feedback for the program.	Monthly breakfast gatherings for families and staff.	Families can visit the program site by appointment.
8. Community Café participants have a voice in all major program decisions and develop and support parent-initiated projects.	Families can volunteer to meet with program director quarterly to share family feedback.	Suggestion box in the office.
9. <i>Dad’s Come to Build Day!</i> Scheduled around Father’s Day, dads or dad designees come to school to build with their children. Teachers collect a huge variety of blocks, put up posters with tips for the activity so dads will ask open-ended questions, model appropriate descriptive vocabulary, and document the building process with photos and dictated stories from the children.	<i>Father’s Day Events</i> Planned by dads, men come to school, read to their children, do crafts, and enjoy refreshments.	<i>Father’s Day Celebration</i> Annual party with games and food.

Implementing the Framework and Invitation to Collaborators

What do the three initiating partners plan to do to make this a reality?

Connecticut State Department of Education will integrate Connecticut's Definition and Framework for Family Engagement in the agency's policy and programmatic efforts by:

- presenting the definition and framework to the Connecticut State Board of Education;
- engaging the Commissioner's Roundtable for Family and Community Engagement in promoting strategies for implementation;
- sharing across the CSDE and endorsing use of the definition in funded programs; and
- partnering the OEC and the ECFC to engage stakeholders in implementation, continuous improvement and feedback.

The CT Office of Early Childhood will continue work on multiple efforts related to engaging families as full partners in the work of the agency and in the early care and education programs the OEC supports by:

- continuing to create policy that elevates the role of families in decision-making;
- building tools and resources to support early care and education programs in partnering with families to understand their child's learning and development and guide program improvement efforts;
- educating OEC staff and funded programs on Connecticut's Definition and Framework for Family Engagement to promote the infusion of these principles into all OEC work; and
- continuing to advance the Commissioner's two-generation work to support both families and children through innovative programs.

Connecticut Early Childhood Funder Collaborative will continue to expand strategies funders can employ to support high quality family engagement by:

- connecting to national funders to advance best practice;

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- exploring the development of a funder self-assessment tool to improve the effectiveness of philanthropic support for family engagement;
- sharing the statement with other funders and encouraging the use of the definition in philanthropic investments and initiatives; and
- partnering with CSDE and OEC to align investments and share models of effective family and community engagement.

Invitation

The initiating partners invite family leadership groups, schools, community-based organizations and agencies, philanthropic organizations, and others who are interested in promoting full, equal and equitable partnerships with families to join in implementing Connecticut's Definition and Framework for Family Engagement.

Appendix A: Sources of Input from Families and Other Stakeholders

Focus Groups

Parents and families gave us their ideas in five focus groups around the state and on social media.

- Parent Leadership Training Institute graduates, via Facebook, organized by Melvette Hill, National Parent Leadership Institute, on August 15, 2017.
- Families at Nike Tykes Early Learning Center in Manchester, CT, organized by program director Shelly Garow on September 12, 2017.
- Families at Griswold Elementary School in Griswold, CT, organized by Sandy Frizzel, School Readiness Liaison, on September 13, 2017
- Fathers affiliated with Real Dads Forever, organized by program founder Doug Edwards in Manchester, CT, on October 4, 2017.
- Family and Community Engagement and Early Learning Center in Danbury CT, organized by Anne Mead, on October 31, 2017.

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Appendix B: Selected Research References

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Connecticut State Department of Education Evidence-Based Practice Guide
Supporting Local Education Agencies' (LEA) Use of ESSA Title Funds

Student/Family/Community Engagement

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Under ESSA, there are four tiers, or levels, of evidence. Throughout this guide, the level indicator key is used to identify the evidence level at a quick glance.

Tier	Evidence Level	Evidence Descriptor
1	Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.
2	Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.
3	Promising Evidence	Supported by one or more well-designed and well-implemented correlational studies.
4	Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action , are supported by research, and have some effort underway to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1-3) to support them. All other programs under Titles I-IV can rely on Tiers 1-4.

Suggested citation: Connecticut State Department of Education. (2018). *CSDE and ESSA Evidence-Based Practice Guide*.

Systems

The Connecticut State Department of Education supports the national *Dual Capacity-Building Framework for Family-School Partnerships** and adheres to research that demonstrates the organizational conditions that promote effective programs of family-school partnerships.

*Dual capacity-building refers to creating the conditions necessary to develop the skills and mindset of both educators and families to work in partnership.

Partners in education: [A dual capacity-building framework for family-school partnerships](#). Washington, DC: U.S. Department of Education, SEDL:

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Build the capacity of staff and families to implement a dual capacity framework through systemic, integrated and sustained family-school partnership initiatives.</p> <p><i>“Systemic” initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround.</i></p> <p><i>“Integrated” initiatives are part of all aspects of district/school improvement strategies, such as recruitment and training of effective teachers and leaders, and mechanisms of evaluation and assessment.</i></p> <p><i>“Sustained” programs operate with adequate resources and infrastructure support, and senior-level district leadership promote family-school partnership strategies as a component of the overall improvement strategy.</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 3, Promising</p> <p>Source: Bryk, A., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. (2009). <i>Organizing schools for improvement: Lessons from Chicago</i>. Chicago, IL: University of Chicago Press.</p> <p>Tier 3, Promising</p> <p>Source: Weiss, H. B., Lopez M. E., & Rosenberg, H. (2011). <i>Beyond random acts: Family, school, and community engagement as an integral part of education reform</i>. Cambridge, MA: Harvard Family Research Project.</p>
<p>Provide district support for school-level Action Teams to develop comprehensive partnership programs.</p> <p><i>District assistance contributes significantly to both basic program implementation as well as to advanced outreach to involve families.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 3, Promising</p> <p>Source: Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). <i>Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement</i>. <i>Educational Administration Quarterly</i>, 47(3), 462–495.</p>

Instructional Practice

The Connecticut State Department of Education adheres to research that is consistent with the national *Dual Capacity-Building Framework for Family-School Partnerships* and supports the explicit instructional practice of linking family engagement to student learning and development, and welcoming parents and guardians as true partners.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Conduct frequent, in-person communication with families linked to teaching and learning goals.</p> <p><i>Title I students’ reading and math scores improve 40-50 percent faster when teachers routinely:</i></p> <ul style="list-style-type: none"> • <i>meet with families face-to-face;</i> • <i>send materials on ways to help their child at home; and</i> • <i>telephone/text routinely about progress.</i> 	<p>PreK-3 4-5</p>	<p>Tier 2, Moderate</p> <p>Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service.</p>
<p>Connect school and home literacy by recognizing and incorporating home literacy practices in the curriculum.</p> <p><i>It is essential that teachers value students’ backgrounds and encourage them to bring their experiences into the classroom. Teachers must also be informed about individual students and understand their larger social-cultural backgrounds in order to alter curriculum and discourse patterns to include all children. This can be accomplished through strategies like home visits and gathering information about students’ home literacy activities.</i></p>	<p>PreK-3 4-5</p>	<p>Tier 3, Promising</p> <p>Source: McCarthy, S. J. (2000). Home school connections: A review of the literature. The Journal of Educational Research, 93(3), 145–153.</p>
<p>Create “structured conversations” between teachers and parents about student learning multiple times per year.</p> <p><i>When teachers provide detailed information and training, family engagement increases. Parents’ informed coaching efforts at home contribute to students’ improvement in reading and math. “Structured conversations” provide parents with information about their student’s performance, demonstrate skills taught in the classroom, allow parents to practice the activities together in small groups, and help parents set academic goals for their child.</i></p>	<p>PreK-3 4-5 6-8</p> <p>PreK-3 4-5 6-8</p>	<p>Tier 2, Moderate</p> <p>Source: Henderson, A.T. (2011). Coaching Parents as team members: Academic parent-teacher teams. In Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning. Washington, DC: National Education Association.</p> <p>Tier 2, Moderate</p> <p>Source: Humphrey, N. & Squires, G. (2011). Achievement for All National Evaluation: Final Report. London: Department for Education</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Provide parents with weekly text messages about their child’s progress.</p> <p><i>Weekly one-sentence messages from teachers about their children’s schoolwork, empowers parents to support students’ efforts to earn course credit towards graduation. In the process of increasing student-passing rates, this intervention improves student attendance, and shapes outside-of-school parent-student conversations.</i></p>	<p>9-12</p>	<p>Tier 1, Strong</p> <p>Source: Kraft, M. A., & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. Economics of Education Review, 47 (2015), 49-63.</p>
<p>Create a welcoming school culture that invites family engagement as a core value.</p> <p><i>Research on why families get involved indicates that a welcoming environment is one of the most influential indicators of family engagement. The degree to which parents feel welcome at the school, trust staff, and have positive interactions with staff is positively associated with student outcomes (i.e., students’ grades, problem behaviors at school, and repeating a grade).</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 3, Promising</p> <p>Source: Hoover-Dempsey, K. V. & Sandler, H. M. (1997). Why do parents become involved in their children’s education. Review of Educational Research, 67(1), 3–42.</p> <p>Tier 3, Promising</p> <p>Source: Froiland, J. M., & Davison, M. L. (2014). Parental expectations and school relationships as contributors to adolescents’ positive outcomes. Social Psychology of Education, 17(1), 1–17.</p>
<p>Conduct “relational” home visits with families to build trust and respect between school and home.</p> <p><i>Students whose families receive a “relational” home visit have 24 percent fewer absences than similar students whose families do not receive a visit. These same students also are more likely to read at or above grade level compared with similar students who do not receive a home visit.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 3, Promising</p> <p>Source: Sheldon, S.B. & Jung, S.B. (2015). The family engagement partnerships: Student outcome evaluation. Baltimore, MD: Center on School, Family and Community Partnerships.</p>

Professional Learning

The Connecticut State Department of Education supports evidence-based models of teacher professional learning that are consistent with the national *Dual Capacity-Building Framework for Family-School Partnerships* and that build the capacity of educators to partner with families. Partnerships between home and school can only develop and thrive if families and staff have the requisite collective capacity to engage in partnership.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Provide professional learning that enhances educators’ capabilities, connections, confidence and cognition for partnerships.</p> <p><i>“Capabilities” refers to skills, and knowledge, including skills in cultural competency and building trusting relationship with families. “Connections” refers to networks and social capital. “Confidence” refers to levels of self-efficacy related to engaging in partnership activities and working across lines of cultural difference. “Cognition” refers to assumptions, beliefs and worldview regarding the value of partnerships for improving student learning. Teacher professional learning programs designed to enhance practicing teachers’ beliefs, skills and strategies related to parental involvement result in teachers’ own increased sense of efficacy and enhanced beliefs about parents’ efficacy for helping children learn. Teachers participating in these programs offer more frequent invitations to parents to become involved in their child’s learning.</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Washington, DC: U.S. Department of Education, SEDL.</p> <p>Tier 1, Strong</p> <p>Source: Hoover-Dempsey, K., Walker, J., Jones, P., & Reed, R. (2002). Teachers Involving Parents (TIP): Results of an in-service teacher education program for enhancing parental involvement. Teaching and Teacher Education, 18(7), 843–847.</p>
<p>Provide professional learning that is linked to student learning, relational, developmental, collective/collaborative and interactive.</p> <p><i>Effective professional learning for family engagement is aligned with school and district achievement goals and connects families to the teaching and learning goals for the students; focuses on the skills, knowledge and dispositions necessary for building respectful and trusting relationships between home and school; builds the intellectual, social, and human capital of stakeholders engaged in the program; is conducted in groups</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Washington, DC: U.S. Department of Education, SEDL.</p> <p>Tier 3, Promising</p> <p>Source: Warren, M. & Mapp, K. L. (2011). A match on dry grass: Community organizing as a catalyst for school</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p><i>rather than individual settings and is focused on building learning communities and networks; brings families and staff together for shared learning; and provides coaching and opportunities to practice new skills.</i></p>		<p>reform. New York: Oxford University Press.</p>
<p>Provide training for principals and support for school action teams to implement school-family partnership program.</p> <p><i>Strong principal leadership and support for school action teams is associated with better implementation of basic partnership programs and more advanced outreach strategies. Stronger school partnership programs increase the prevalence and diversity of engaged parents, and produce higher rates of student attendance.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 3, Promising</p> <p>Source: Epstein, J. L., & Sheldon, S. B. (2016). Necessary but not sufficient: The role of policy for advancing programs of school, family, and community partnerships. Russell Sage Foundation Journal of the Social Sciences, 2(5), 202–219.</p>
<p>Provide training and support for educators to conduct “relational” home visits.</p> <p><i>The process of relational home visits reduces educators’ implicit biases and previous deficit assumptions about families and students. By visiting families in their homes, educators report newfound understanding and empathy, which results in changes in their behaviors including incorporating students’ interests and home culture in the classroom, more empathic disciplinary methods, and increased communication with families. Relational home visits also shift families’ previously negative beliefs about educators and schools and increase their confidence in reaching out to educators and communicating about students’ needs.</i></p>	<p>PreK-3 4-5 6-8</p>	<p>Tier 3, Promising</p> <p>Source: McKnight, K., Venkateswaran, N., Laird, J., Robles, J. & Shalev, T. (2017). Mindset Shifts and Parent Teacher home visits. Berkeley, CA: RTI International.</p>

Extended Learning

The Connecticut State Department of Education supports evidenced-based models of extended learning that are consistent with the national *Dual Capacity-Building Framework for Family-School Partnerships* and build the capacity of family members to partner with schools. Partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership.

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Provide learning opportunities for families that enhance their capabilities, connections, confidence and cognition for partnerships.</p> <p><i>“Capabilities” refers to skills, and knowledge including skills in cultural competency and building trusting relationship with families. “Connections” refers to networks and social capital. “Confidence” refers to levels of self-efficacy related to engaging in partnership activities and working across lines of cultural difference. “Cognition” refers to assumptions, beliefs and worldview regarding the value of partnerships for improving student learning.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. Washington, DC: U.S. Department of Education, SEDL.</p>
<p>Provide information and training for families to support high expectations for their children’s education.</p> <p><i>Parents’ high academic expectations for their children’s education — which include developing and maintaining communication with them about school activities and school work, and promoting reading habits — are strongly related to academic achievement.</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64.</p> <p>Tier 2, Moderate</p> <p>Source: S. Wilder. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. Educational Review, 66, 377-397.</p>

Evidence-based practice and rationale	Grade band	Evidence level and source
<p>Provide opportunities for parents to participate in parent leadership programs.</p> <p><i>Parent leadership programs positively influence parents' identities as leaders, general leadership and communication skills, and skills specific to school- and community-based settings. Parent leadership programs also promote increased involvement in a variety of school-based, advocacy, and wider constituency leadership activities.</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Cunningham, S. D., Kreider, H., & Ocón, J. (2012). Influence of a parent leadership program on participants' leadership capacity and actions. School Community Journal, 22(1), 111-124.</p> <p>Tier 4, Demonstrates a Rationale</p> <p>Source: Bolivar, J. M., & Chrispeels, J. H. (2011). Enhancing parent leadership through building social capital and intellectual capital. American Educational Research Journal, 48(1), 4-38.</p>

**Policy Guidance for Position Statement on
School-Family-Community Partnerships for Student Success**

November 2009

The Connecticut State Board of Education in its 2009 *Position Statement on School-Family-Community Partnerships for Student Success* calls for a shared responsibility among three equal partners to support students' success in school and through life. This document is intended to offer additional guidance to the Position Statement.

To develop effective school-family-community partnership programs, state, district and school leaders, along with parents, community leaders and students, must identify goals for their collaboration. Each member of the team has an important role to play and unique contributions to make to the partnership.

State Department of Education Responsibilities

Develop and promote school-family-community partnership programs that contribute to success for all students.

- Provide resources and technical assistance to school districts to help them implement programs of partnership, in accordance with this policy statement. This leadership includes promoting the six standards of family engagement and the full involvement of all major partners.
- Expand the message from a focus on parenting to emphasize the shared responsibility of families, schools and communities to create pathways for family engagement to support student achievement.
- Hold public forums, summits and other meetings to solicit ideas from parents, educators and others about how families, schools and communities can work together to support student learning.

Coordinate and strengthen the family and community engagement components of all major state and federal programs.

- Identify all state and federal programs that have family and community engagement requirements and assess their implementation and effectiveness.
- Collect and disseminate information about current research, best practice and model policies and programs.

School Districts' Responsibilities

Create a culture of partnership.

- The district must make family engagement a priority, set clear goals for school-family-community partnerships that all schools are expected to meet and monitor progress on those goals.
- The school board should establish policies that support partnerships, such as making school facilities available to the community and families and creating roles for businesses and community organizations.

Connect school-family-community partnerships directly to the district's improvement initiative.

- The district should designate a senior level administrator responsible for school-family-community partnerships to provide leadership for program implementation, coordination and accountability.
- The district should guide all schools to develop and implement a systematic and effective plan for engaging families in improving student achievement that aligns with school and district improvement plans.

Organize district resources to create a structure of support so that all schools can and will establish and sustain strong partnerships.

- The district should develop structures to implement fully the six standards of family engagement and monitor progress to determine which practices produce the best results.
- The district should provide training and support for teachers, administrators, other staff members and families in developing partnership skills, especially understanding and appreciating diversity, developing skills to work with people from different backgrounds and linking programs and activities to student learning.
- The district should provide learning and development opportunities for families such as parent leadership and advocacy training, adult education, literacy and English language instruction so that parents may be full partners in their children's education.
- The district should prioritize engagement of parents of school age children who may need English as a Second Language program and high school completion programs such as GED test preparation.

Schools' Responsibilities

Welcome all family and community members to the school.

- The principal should consistently demonstrate commitment to families and expect and support all staff to create a respectful, inclusive and family-friendly environment.
- School staff should make every effort to build trusting, relevant relationships among families, staff and community members.

Engage families and community members in a systematic way to help the school meet its student achievement goals.

- All family engagement programs and activities should be linked to student learning so that families can understand what their children are learning in class and gain skills to help them at home.
- Teachers should learn and practice effective, research-based strategies linking family engagement to student success.

Communicate regularly with families about student learning.

- The school should use many two-way pathways for communication, in everyday language that is translated into families' home languages.
- Schools should make it easy for any family to communicate with teachers, the principal and other administrators.

Encourage families to be advocates for their own and others' children, to ensure that students are treated fairly and have access to meaningful learning opportunities.

- Give families information about how the school system works and how to raise questions or concerns.
- Give families information and support to monitor their children's progress and guide them toward their goals, including college.
- Promote opportunities for families to take part in learning and development programs related to leadership, advocacy and adult education including literacy and English language instruction.

Make families and school staff equal partners in decisions that affect children and families.

- A school council or other decision-making group should include families and give them a voice in major decisions, including principal selection.
- Every school should have a strong, broad-based parent organization that can advocate on behalf of families and children.

Collaborate with community organizations to connect students, families and staff to expand learning opportunities, community services and civic participation.

- School staff should work closely with community organizations, businesses and institutes of higher education to make resources available and turn the school into a hub of community life.

Families' Responsibilities

Create a home environment that promotes learning and holds children to high expectations.

- Engage in family reading activities and support homework. Emphasize the value of education and hard work. Talk to children about school and help them think about and plan for their future.

Build a relationship with children's teachers.

- Let teachers know families want to work with them as a partner to ensure children's success. Ask teachers to keep families informed about children's progress.

Take advantage of the opportunities the school and district provide.

- Join the parent organization and seek out ways to contribute at home or at school. Attend meetings and get to know school staff.
- Engage in parent leadership and family literacy programs that build parents' own skills and knowledge.

Make sure children go to school every day and closely monitor how they are doing in school.

- If a child is struggling or falling behind, contact the teacher or a counselor and insist on getting help.
- Make sure children are taking challenging classes or programs. Ask teachers or counselors for help if children need it to succeed. Learn about what students must do to graduate on time and be ready for college.

Community Leaders' Responsibilities

Work with the district to create community schools that provide integrated family support services.

- Survey families and staff at each school to find out their interests and needs. Respond by mapping the assets in the community, building upon existing resources and co-locating social and health services in schools.

Form a network of organizations that can partner with schools to strengthen families and support student success.

- Community members and employees can: serve as volunteers, role models and mentors; give students individual attention; and demonstrate the value the community places on education. Businesses can sponsor partnership activities and encourage employees to play an active role. Libraries, museums, colleges and cultural agencies can reduce fees and make special programs available for families.

Students' Responsibilities (as developmentally appropriate)

Take responsibility for learning.

- Students are entitled to a free public education and should take full advantage, asking for help when needed.
- Take initiative to find and explore new areas of learning that are of personal interest.

Form a student organization at school.

- Let the teachers and principal know what is working well in the school and how it could be better.

Join the school improvement team.

- Ask the principal and teachers for student-led conferences where students can display work, explain what has been learned and discuss what students want and will need to learn.

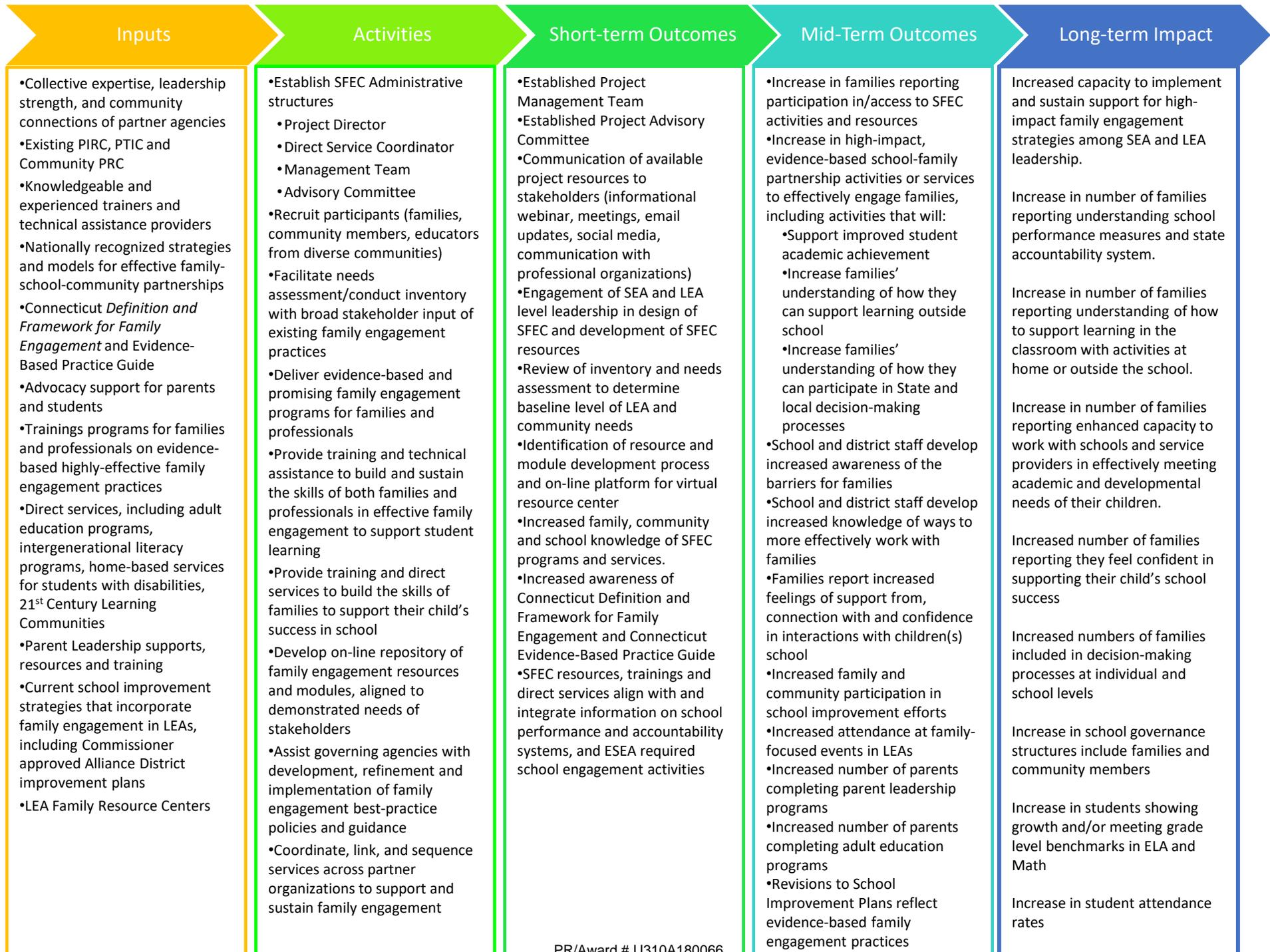
Plan for your future and think carefully about goals in life.

- Discuss ideas with family, teachers, counselors and other adults. Find out how to reach those goals.

Attachment E - Individual Alliance District Data

ALLIANCE SCHOOL DISTRICTS	2017-18 Overall Enrollment	Am Indian	Asian	Black or African American	Hispanic / Latino of any race	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Percent Special Education	Percent F/R	Percent EL
Ansonia School District	2304	<.1%	1.9%	18.0%	37.5%	0.0%	4.3%	37.6%	19.8%	68.7%	3.9%
Bloomfield School District	2149	<.1%	2.4%	72.7%	10.1%	0.0%	4.6%	9.8%	2.3%	49.0%	2.3%
Bridgeport School District	20896	0.7%	2.8%	34.8%	48.0%	0.2%	0.9%	12.7%	16.5%	57.2%	16.5%
Bristol School District	7997	0.1%	3.7%	6.9%	27.2%	0.1%	3.5%	58.4%	4.6%	44.4%	4.6%
Danbury School District	11483	0.1%	6.5%	7.1%	49.4%	0.1%	2.7%	34.1%	26.2%	58.0%	26.2%
Derby School District	1370	<.1%	2.0%	18.0%	30.7%	0.0%	5.0%	43.9%	2.7%	64.1%	2.7%
East Hartford School District	6868	<.1%	5.0%	32.2%	46.8%	0.0%	0.5%	15.2%	10.3%	70.4%	10.3%
East Haven School District	2872	<.1%	3.9%	4.5%	25.0%	0.0%	2.4%	64.0%	7.6%	45.3%	7.6%
East Windsor School District	1082	<.1%	4.5%	11.2%	19.7%	0.0%	<.1%	60.1%	4.0%	43.3%	4.0%
Groton School District	4381	0.8%	6.4%	7.3%	19.6%	0.4%	9.9%	55.6%	2.5%	44.4%	2.5%
Hamden School District	5420	<.1%	8.1%	29.1%	19.8%	0.0%	5.4%	37.4%	6.8%	40.8%	6.8%
Hartford School District	20142	0.3%	4.2%	29.9%	53.1%	0.2%	2.1%	10.2%	18.9%	73.5%	18.9%
Killingly School District	2523	<.1%	2.7%	2.6%	8.6%	0.0%	4.7%	80.1%	2.0%	39.2%	2.0%
Manchester School District	6228	0.3%	8.4%	24.1%	27.4%	0.1%	3.1%	36.4%	6.4%	55.2%	6.4%
Meriden School District	7933	<.1%	2.1%	10.6%	54.0%	0.0%	3.5%	29.6%	14.9%	73.7%	14.9%
Middletown School District	4588	<.1%	4.6%	19.7%	19.9%	0.0%	7.5%	48.0%	3.8%	44.6%	3.8%
Naugatuck School District	4244	<.1%	2.8%	8.0%	25.0%	0.0%	5.3%	58.5%	5.8%	48.8%	5.8%
New Britain School District	10064	<.1%	2.4%	11.6%	63.9%	0.0%	2.5%	19.7%	15.5%	79.6%	15.5%
New Haven School District	21518	0.2%	2.1%	38.1%	45.0%	0.0%	1.3%	13.3%	15.9%	55.4%	15.9%
New London School District	3700	0.8%	1.4%	18.5%	50.1%	0.2%	10.0%	19.1%	21.4%	81.4%	21.4%
Norwalk School District	11573	0.1%	5.2%	16.4%	47.1%	0.1%	2.1%	28.9%	15.4%	51.5%	15.4%
Norwich School District	3595	0.6%	7.1%	18.4%	31.4%	0.4%	10.2%	31.9%	17.0%	75.9%	17.0%
Putnam School District	1185	<.1%	1.2%	1.9%	10.5%	0.0%	5.0%	81.1%	3.7%	59.2%	3.7%
Stamford School District	15931	0.1%	8.1%	16.1%	43.2%	0.1%	2.6%	29.8%	13.2%	52.0%	13.2%
Thompson School District	1020	<.1%	<.1%	0.9%	6.4%	0.0%	3.3%	88.2%	0.0%	38.1%	0.0%
Torrington School District	4108	0.1%	4.1%	3.8%	26.1%	0.2%	3.6%	62.1%	9.5%	53.7%	9.5%
Vernon School District	3108	<.1%	6.8%	11.3%	17.6%	0.0%	6.0%	58.2%	2.8%	43.8%	2.8%
Waterbury School District	19007	<.1%	1.6%	22.0%	54.0%	0.0%	3.5%	18.2%	13.8%	71.8%	13.8%
West Haven School District	5861	<.1%	3.8%	22.9%	37.0%	0.0%	3.3%	32.8%	13.5%	65.7%	13.5%
Winchester School District	554	<.1%	3.1%	2.0%	13.9%	0.0%	2.5%	77.8%	6.9%	55.6%	6.9%
Windham School District	3349	<.1%	0.8%	3.3%	70.5%	0.0%	2.1%	23.0%	26.1%	83.1%	26.1%
Windsor Locks School District	1553	<.1%	8.7%	11.3%	14.3%	0.0%	<.1%	61.1%	4.4%	42.2%	4.4%
Windsor School District	3274	<.1%	4.7%	44.3%	18.2%	0.0%	6.7%	26.1%	3.4%	37.0%	3.4%
Alliance Districts Total	221880	0.2%	4.1%	21.6%	42.0%	0.1%	3.1%	28.7%	13.5%	59.8%	13.3%
All Connecticut LEAs	535025	0.3%	5.1%	12.8%	24.8%	0.1%	3.3%	53.6%	14.8%	36.7%	7.2%

Attachment H - Project Logic Model



PR/Award # U310A180066

Attachment I - References

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ANNE T. HENDERSON
Senior Consultant
National Association for Family, School and Community Engagement

July 20, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

Dear Amy --

I am writing to express my strong support for your grant application to the U.S. Department of Education to establish a Statewide Family Engagement Center in Connecticut.

This proposal, which is submitted by the Capitol Region Education Council (CREC), has been developed in collaboration with the African Caribbean American Parents of Children with Disabilities (AFCAMP), the Connecticut Parent Advocacy Center (CPAC), and the State Education Resource Center (SERC).

Connecticut's newly adopted definition of family engagement is a *full, equal and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career*. Your proposal is closely aligned with that definition, which was co-developed with parents, teachers, education leaders and community organizations across the state.

The purpose of the CT Statewide Family Engagement Center (SFEC) program will be to build school district capacity to develop high-impact family-school partnerships by designing policies, programs, and family-friendly school cultures that foster healthy student development, improve academic achievement, and advance equitable outcomes for all students.

For sustained impact, the professional development strategy will be dual capacity building for both educators and families. Both sides must have opportunities to develop the knowledge and skills, attitudes and beliefs, connections and confidence to collaborate effectively in improving student outcomes.

An additional focus will be to guide districts and schools to use Title I funds earmarked for family engagement in more powerful and cost-effective ways. Some examples are linking school-parent compacts to reaching student achievement goals; co-developing with families systems of parent-teacher communication using both face-to-face approaches and technology

tools; addressing class and cultural differences through parent-teacher home visits; and replacing traditional parent-teacher conferences with Academic Parent-Teacher Teams.

Additionally, the program will identify districts, schools and organizations that support family-school partnerships, and work collaboratively with them to strengthen and expand those partnerships, through the approaches mentioned above.

My own work over the past thirty years has been to track research and effective practice of family engagement, leading to a small library of widely used books, reports, tools and materials that are aligned with the research and capture what works to improve student learning and development. I had the pleasure of working with the CT State Department of Education and the Office of Early Childhood to guide the development of the new definition and framework, and also on several other projects over the years. Because I have so valued this work, I have also agreed to serve on the advisory committee of the Statewide Family Engagement Center, should it be funded.

Your proposal is grounded in the best and most innovative work in the field. The National Association for Family, School and Community Engagement, of which I am a co-founder and Board member, stands ready to support your excellent work in Connecticut.

Best wishes,



Anne T Henderson



Child Health and Development Institute of Connecticut, Inc.

July 25, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

The Child Health and Development of Institute of Connecticut, Inc. (CHDI) supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

Additionally, the program will assist to identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. Parent education and family engagement in education programs will be supported by this grant program. Family engagement in student learning and other school activities leads to stronger, more meaningful communication, and greater academic achievement.

Training, professional development, curriculum, teaching, and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

Our mission at CHDI is to build stronger and more effective health, mental health, and early childhood systems that result in better outcomes for all children in Connecticut, especially for underserved populations of children and their families. To achieve that mission, we work at the policy, system, and practice level and implement proven strategies for creating sustainable change. We've learned through our various initiative that identifying and sustaining effective practices must be done in partnership with families. In our work as the Coordinating Center for a SAMHSA-funded system of care expansion grant, a key focus is to create statewide and regional networks of family members and youth that drive system changes. We rely on the direct engagement of families in developing policy and system innovations, and in our work to implement a variety of evidence-based mental health interventions for children.

It's impossible to overstate the importance of family and youth engagement in education, health, and mental health work, which is why I am so enthusiastic about the current application. I support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center. We pledge our full support to the implementation of this initiative and

invite you to call on us to partner with CSDE and its partners as you embark on this critically important work.

Sincerely,



Jeffrey J. Vanderploeg, PhD
President and Chief Executive Officer
Child Health and Development Institute of Connecticut, Inc.
Assistant Clinical Professor, Yale University School of Medicine
Assistant Clinical Professor, University of Connecticut Health Center

270 Farmington Ave., Ste. 367
Farmington, CT 06032
Phone: (860) [REDACTED]
Email: [REDACTED]



Connecticut Association of Boards of Education

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

Robert Mitchell
President
Montville

July 25, 2018

Donald Harris
First Vice President
Bloomfield

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

Elizabeth Brown
Vice President
for Government Relations
Waterbury

Christopher Wilson
Vice President
for Professional Development
Bristol

Dear Director Karwan:

Michael Purcaro
Secretary/Treasurer
Ellington

The Connecticut Association of Boards of Education (CABE) strongly supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvement in student development and academic achievements.

Ann Gruenberg
Immediate Past President
Hampton

Bryan Hall
Executive Committee
Member at Large
East Hartford

Lydia Tedone
NSBA Director
Simsbury

Additionally, the program will assist to identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. Our association has long understood and supported additional family and parent engagement with our member districts. We have been a key player in providing School Governance Committees (consisting of approximately half parents) training so that they become more effective in helping individual schools become even more effective in increasing the achievement of students. We also have encouraged the Committees to help their communities better understand and support the work of their schools.

Robert Rader
Executive Director

Patrice A. McCarthy
Deputy Director
and General Counsel

Rebecca Adams
Senior Staff Attorney

Nicholas D. Caruso, Jr.
Senior Staff Associate
for Field Services

Parent education and family engagement in education programs will be supported by this grant program. Family involvement in student learning and other school activities leads to stronger, more meaningful communication, and greater academic achievement.

Sheila McKay
Senior Staff Associate
for Government Relations

Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Lisa M. Steimer
Senior Staff Associate
for Professional Development
and Communications

Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

Teresa Costa
Coordinator of Finance
and Administration

CABE represents nearly all boards of education across Connecticut. School boards are comprised of citizens, elected or appointed, who work with their superintendents to provide the best education possible in their communities. They devote countless volunteer hours to provide leadership and oversight, and connect the will of the community to the education of its children.

We do this by providing policy assistance, professional development and advocacy for our members. We work with the Connecticut Parent-Teacher Association and other groups as appropriate as community and parent engagement is an important responsibility of boards.

One of CABE's long-term positions on parent/family/school involvement "urges all Connecticut school boards to develop Parent/Family/School Involvement Policy statements recognizing that a child's education is a responsibility shared by the school and the family."

We have disseminated and helped boards adopt policies focused on establishing effective two-way communication with all parents, respecting the diversity and differing needs of families; developing strategies and programmatic structures at schools to enable parents to participate actively in their children's education; providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement from Prek-12; and, utilizing schools to connect students and families with community resources that provide educational enrichment and support.

We have long work closely with CREC, as the largest regional educational service center in the State and it is one of our Educational Affiliates. We have attended many high-quality programs developed and presented by SERC.

Because of the need for better school/community/parent interaction, we support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely yours,

A black rectangular redaction box covering the signature of Robert Rader.

Robert Rader
Executive Director



July 25, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

Dear Ms. Karwan,

CAPSS supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

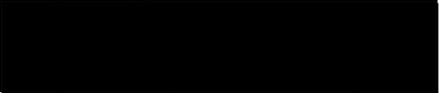
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Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

This grant supports the mission of the Connecticut Association of Public School Superintendents (CAPSS) which is to lead the continuous improvement of public education for all students by advocating public policy for children, and by developing and supporting executive school leaders.

I support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,


Frances Rabinowitz
CAPSS, Executive Director

Fran Rabinowitz

Executive Director

Email: frabinowitz@capss.org

PR/Award # US10A490066
Tel: (860) 236-8640, x160 Cell: (203) 257-2049 Fax: (860) 236-8628



Connecticut Early Childhood Alliance

July 20, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

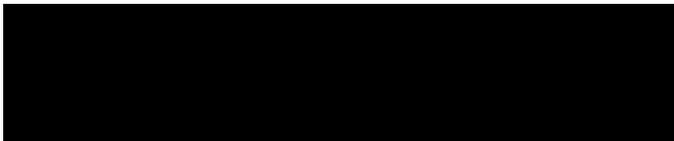
The Connecticut Early Childhood Alliance supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

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The Early Childhood Alliance is a statewide coalition of over 100 organizations focused on improving the lives of young children (birth to age 8). Over the years, we have worked closely with CREC, CPAC and SERC. We support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,



Merrill Gay

Executive Director

www.earlychildhoodalliance.com
237 Hamilton St Hartford, CT 06106

PR, [REDACTED] 066



Dannel P. Malloy
Governor
 Nancy Wyman
Lt. Governor

STATE OF CONNECTICUT

OFFICE OF EARLY CHILDHOOD



Connecticut Office of
 Early Childhood

David Wilkinson
Commissioner

July 23, 2018

Amy Karwan, Director
 CREC Resource Group, Capitol Region Education Council
 111 Charter Oak Avenue
 Hartford, CT 06106

The Connecticut Office of Early Childhood (OEC) supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

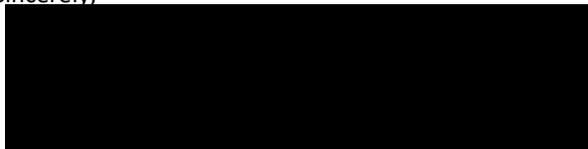
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Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

OEC's vision is that all young children in Connecticut are safe, healthy, learning and thriving. Each child is surrounded by a strong network of nurturing adults who deeply value the importance of the first years of a child's life and have the skills, knowledge, support and passion to meet the unique needs of every child. Only to be strengthened by our mission: To support all young children in their development by ensuring that early childhood policy, funding and services strengthen the critical role families, providers, educators and communities play in a child's life. We have been working with the State Department of Education and the Early Childhood Funders Collaborative over the last two years to develop a joint family engagement framework that will guide future work of both state agencies.

I/we support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,



Director, Quality Improvement Division

Phone: (860) [REDACTED] · Fax: (860) [REDACTED]
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 Hartford, Connecticut 06103
www.ct.gov/oec

Affirmative Action/Equal Opportunity Employer

PR/Award # U310A180066

Page e144



July 25, 2018

Jennifer Falotico, President
Connecticut Parent Teacher Association
540 Washington Blvd.
North Haven, CT 06473

Connecticut PTA supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

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Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

Connecticut PTA seeks to empower family-school partnerships to positively impact student achievement and school improvement across our state. Our association advocated for the inclusion of this program during the reauthorization of the Every Student Succeeds Act (ESSA) and for its federal funding. Reestablishing federal funding for Statewide Family Engagement Centers has been a priority for our association and members for the last several years. With funding provided for this program and this grant competition, we are one step closer to ensuring that families are meaningfully supported and engaged in their child's education.

Connecticut PTA supports CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Thank you,



Jennifer Falotico
President, Connecticut PTA



July 20, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

The Connecticut Regional Education Service Center Alliance supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

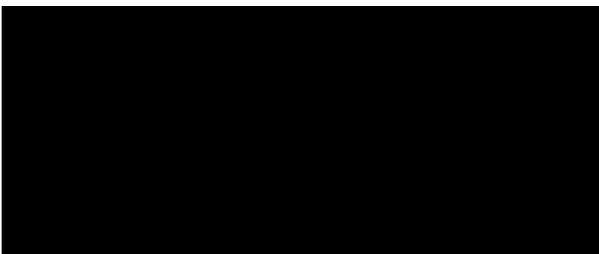
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All RESCs in our state work extensively in the area of community constituent engagement. We have maintained initiatives to support and further develop student, family, and community engagement and have done so as strategic partners including those referenced as collaboratively working with the Capital Regional Education Council to achieve this application

We enthusiastically support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

On behalf of the RESC Alliance,



Gary S. Mala
President, CT RESC Alliance
Executive Director
EASTCONN

July 25, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

Dear Amy,

The Hartford Foundation for Public Giving is pleased to provide this letter of support for the Connecticut Statewide Family Engagement Center (SFEC) proposed by the Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). We appreciate that the proposed center will provide training, technical assistance and other resources to strengthen the types of family, school and community partnership policies and practices that have been demonstrated in multiple national research studies to contribute substantively to improved student learning and student success. This research shows that effective family engagement and community partnership can contribute substantially to students' reduced absenteeism and need for behavioral intervention, increased student achievement, social and emotional learning, reduced dropout rates and higher graduation rates.

Since 1925, the Hartford Foundation for Public Giving (the Foundation) has brought people together to discuss local issues and find creative solutions. As a community foundation for Hartford and the 28 surrounding towns, the Foundation's mission is "Putting philanthropy into action to create lasting solutions that result in vibrant communities within the Greater Hartford region."

The focus of the Foundation's education investments strategy is to increase educational equity and opportunity throughout the region we serve by increasing students' access to high quality learning opportunities within and beyond the traditional classroom. In particular, we are helping to build a new infrastructure for family, school and community partnerships and related extended learning opportunities across six high-need school districts in our region. As examples of the results of this work to date,

- new cabinet-level Offices of Family and Community Engagement have been created in six school districts in Connecticut;
- a new curriculum focused on the role of family, school and community partnership in student success has been developed with Foundation funds by the University of Connecticut as an element of CT's principal and superintendent certification programs;
- the Foundation has brought numerous researchers and systems change experts to Greater Hartford to support the development of a learning community among superintendents and their leadership teams and partners;

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- Hartford Public Schools plans to leverage the experiences of an initial cohort of seven community schools funded by the Foundation and others, to implement the community schools strategy district-wide; and
- the Foundation has enabled education policy experts to analyze CT policy, funding streams and practices that support or pose barriers to high-quality family, school, and community partnership to help the districts create sustainability plans for this work.

In April 2018, the Foundation also awarded funds to CREC toward its goal to further develop its capacity to support school districts' family, school and community partnership building in a manner consistent with the proposed Statewide Family Engagement Center. The success of this Hartford Foundation-funded project conjoined with the proposed SFEC can provide a comprehensive and enduring source of support for family, school and community partnership building benefitting the entire State of Connecticut.

We wish CREC all the best with this important proposal.

Si


Sara Sneed
Director, Education Investments



HARVARD GRADUATE SCHOOL OF EDUCATION

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

Ms. Karwan,

I have been asked to write a letter of support for the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with the African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and the State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) is using the Dual-Capacity Building Framework, developed in 2012 through a collaboration with me, the Southwest Educational Development Lab, and the USDOE, to provide evidence-based, high-impact family engagement programs that have been shown to lead to improvements in student development and academic achievements.

Additionally, the program will identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. This grant program will support parent empowerment and family engagement in education programs. Family engagement in student learning and other school activities leads to stronger, more meaningful communication, and greater academic achievement.

Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

I currently serve as the Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE) and the Faculty Director of the Education Policy and Management Master's Program. Over the past twenty years, my work has focused on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement.

Given my experience in the field of school, family and community partnerships, I wholeheartedly support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,

Karen L. Mapp, EdD
Harvard Graduate School of Education

TRANSFORMATIVE SOLUTIONS IN EDUCATION

Building Capacity for Student and School Success

July 26, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

As the Principal Consultant for Transformative Solutions in Education, I enthusiastically submit this letter in support of the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) is using the dual-capacity building framework to provide evidence-based, high-impact family engagement programs that have been shown to lead to improvements in student development and academic achievements.

Additionally, the program will identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. This grant program will support parent empowerment and family engagement in education programs. Family engagement in student learning and other school activities leads to stronger, more meaningful communication, and greater academic achievement.

Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

In our work of building capacity for effective engagement structures and practice, consultants of Transformative Solutions in Education have worked with districts in the Connecticut region. We have partnered with the Connecticut based entities proposing this grant and have found them to be knowledgeable, resourceful and outstanding partners.

I support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,



Michele P Brooks
Principal Consultant
Transformative Solutions in Education



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT

Ms. Betsy LeBorious
CREC Resource Group (Capitol Region Education Council)
111 Charter Oak Avenue
Hartford, CT 06106

July 27, 2018

Dear Betsy,

It is my distinct pleasure to write a letter of support for CREC Resource Group, the Connecticut Department of Education (CDE) and the partners who will comprise the Statewide Family Engagement Center (SFEC) project team in Connecticut.

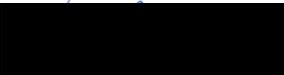
NAFSCE is pleased to be a potential partner if the grant is awarded to Connecticut, providing technical assistance, capacity building services and a statewide and national community of practice for NAFSCE partner SFEC's. We see the opportunities of the SFEC federal grant initiative providing important resources to build on foundational work already being conducted in the state. Connecticut's work to galvanize broad-based buy-in from several state government agencies to create a statewide family engagement definition is impressive and the definition's guiding principals support the advancement of high-impact family engagement. As part of the commitment to diverse involvement and voice in the definition's development, CDE established the Commissioners Family Engagement Round Table, including parent leaders, school districts, community-based organizations, early childhood providers, policy makers and philanthropists. I had the pleasure of attending a full-day session in December 2017 where a group approaching 100 stakeholders convened to provide positive feedback and energized discussion in finalizing this definition.

The momentum for the advancement of family engagement is also exhibited through leadership from the philanthropic community there who has committed significant funding to school districts and early childhood providers in addressing the important birth-grade 12 continuum of family engagement services. This SFEC project could leverage these funds in a well-coordinated public/private statewide approach to support:

- A comprehensive responsive research-based system of capacity-building service delivery to families
- A capacity-building infrastructure supporting educators, aligned with USDE's Dual Capacity Framework
- A virtual SFEC branch to maximize reach and service delivery to families, educators and community-based organizations statewide.

Best of luck to you and the Connecticut SFEC team in this submission!

Warm Regards,


Vito J. Borrello
NAFSCE Executive Director

NAFSCE • 601 King Street • Suites 401-403 • Alexandria, VA • 22314

PHONE: (703) 518-5546 | **WWW.NAFSCE.org**



♥ Ensuring a Place at the Table for Every Family

July 27, 2018

John Flanders, Connecticut Parent Advocacy Center
Ann Smith, AFCAMP
Via Email

Dear Mr. Flanders and Ms. Smith:

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

As organizational members of National PLACE, you have demonstrated your commitment to strengthen the voice of families and family organizations at decision-making tables that affect Connecticut's – and our nation's – children, youth and families, especially those who face the greatest challenges. As leaders 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]

nal PLACE

[Redacted address]



[REDACTED]
olivebranchclinical.com

1 [REDACTED]

July 25, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

Olive Branch Clinical and Consulting Services supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

Additionally, the program will assist to identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. Parent education and family engagement in education programs will be supported by this grant program. Family engagement in student learning and other school activities leads to stronger, more meaningful communication, and greater social and emotional skill development and academic achievement. Training, professional development, curriculum and teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

Olive Branch Clinical And Consulting Services LLC, (OBCCS), was founded to provide clinical services and to partner with community organizations, residential programs, hospitals, and systems to develop a viable and adequate behavioral health workforce that is consumer and family driven, culturally and linguistically responsive and effective in the delivery of quality services. We found such a partner. OBCCS has a long standing relationship with AFCAMP.

We have partnered with AFCAMP on their mobilization efforts to engage members of the community, organization leaders and system representatives to promote equity in education, children behavioral health, juvenile justice and to address disparities across systems. We partnered for many years in developing and providing relevant training to parents, family members and the provider community. Since its inception, AFCAMP has been a leading agency in the state of Connecticut providing information, education, resources and support to families. AFCAMP is also well known for its capacity to support the development of parents' ability to effectively advocate for their children and themselves. Their ability to also support parents in the journey to participate on local and state-wide committees is also part of the agencies' profile.

Again, as the President of Olive Branch Clinical and Consulting Services, I strongly support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center. Please feel free to contact me if you have any questions.

Respectfully Submitted

[REDACTED]
President and CEO



July 26, 2018

Amy Karwan, Director
CREC Resource Group, Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

The CT Parent Leadership Training Institute supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

Additionally, the program will assist to identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. Parent education and family engagement in education programs will be supported by this grant program. Family engagement in student learning and other school activities leads to stronger, more meaningful communication, and greater academic achievement.

Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement and parent leadership. Family, school and community engagement and partnership are shared responsibilities, and should be continuous through all ages. Family empowerment and engagement occurs wherever learning is present – in the home, school or community.

The Parent Leadership Training Institute (PLTI) is a two-generation strategy to bolster parental involvement and leadership while promoting the lifelong health, safety and learning of children. The program integrates child development leadership and democracy skills into a parent curriculum. PLTI has helped develop supportive communities of parents within targeted regions of the state that support one another in both their skills development and successful parent action for young children; develop supportive communities of parents within parent-driven institutions such as Head Start and Title I programs; facilitate parents' capacity to offer input into community efforts on the neighborhood, city, regional and state level; facilitate systems change for parental involvement with increased utilization of parents in policy and process decisions; and Increase parent-child interactions and quality children's programs through parent involvement. We have partnered with SERC and CPAC over the years, but most recently connecting our Parent Leaders, Facilitators and Site Coordinators to race equity trainings, participation in conferences and also as beneficiaries of programming providing by CPAC.

We support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,


Melvètte Hill
State Director, Parent Leadership Training Institute
A Family Civics Initiative of the Connecticut Commission on Women, Children and Seniors
18-20 Trinity Street, Hartford CT 06810 | 860-240-8442 | melvètte.hill@cga.ct.gov

July 25, 2018

Amy Karwan, Director
CREC Resource Group
Capitol Region Education Council
111 Charter Oak Avenue
Hartford, CT 06106

The Connecticut Education Association supports the grant application for the Statewide Family Engagement Center to the US Department of Education, submitted by Capitol Region Education Council (CREC), in collaboration with African Caribbean American Parents of Children with Disabilities (AFCAMP), CT Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). The CT Statewide Family Engagement Center (SFEC) program will provide training and technical assistance to enhance effective family engagement policies, programs and activities that ultimately will lead to improvements in student development and academic achievements.

Additionally, the program will assist to identify districts, schools and organizations that support family-school partnerships, and will strengthen and expand those partnerships. Parent education and family engagement in education programs will be supported by this grant program. Family engagement in student learning and other school activities leads to stronger, more meaningful communication, and greater academic achievement.

Training, professional development, curriculum and, teaching and learning are embedded in this program, and are effective tools to build community engagement. Family, school and community engagement is a shared responsibility, and should be continuous through all ages. Family engagement occurs wherever learning is present – in the home, school or community.

As teachers, we believe that children need communities and organizations—as well as parents and schools—that care and are involved in every aspect of their development. It's why CEA played a key role in organizing the conference by partnering with American Federation of Teachers Connecticut, Connecticut Parent Teacher Student Association (CTPSA), Connecticut State Department of Education/School-Family-Community Partnerships Department, Connecticut Federation of School Administrators, Connecticut National Association for the Advancement of Colored People, Urban League of Greater Hartford, and Latino and Puerto Rican Affairs Commission. We were gratified to see dozens of parents, teachers, and community members roll up their sleeves to work to enhance community outreach efforts, foster relationship building, and promote meaningful parental involvement. But we need to do more to support this effort and this funding will allow us to do that.

Therefore, I support CREC, in partnership with AFCAMP, CPAC, and SERC, in its application for federal funding of a CT Statewide Family Engagement Center.

Sincerely,



Jeff Leake, CEA President

CC: Lisa Cordova, President of CREC; Don Williams, CEA Executive Director

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

MEMORANDUM OF UNDERSTANDING
Connecticut Statewide Family Engagement Center

This document serves as a Memorandum of Understanding between Capitol Region Education Council (CREC) and organizations that comprise a partnership consortium, including the African Caribbean American Parents of Children with Disabilities, Inc. (AFCAMP), Connecticut Parent Advocacy Center (CPAC), and State Education Resource Center (SERC). Consortium members will define responsibilities of mutual collaboration and support regarding implementation of the strategies described in the application submitted by CREC on behalf of the consortium of organizations, in partnership with the Connecticut State Department of Education (SDE), to establish a Statewide Family Engagement Center (SFEC). The SFEC program is authorized under title IV, part E of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The purpose of the SFEC program is to (1) carry out parent education and family engagement in education programs, and (2) provide comprehensive training and technical assistance to the state education agency (SEA), local education agencies (LEAs), schools identified by SEA and LEAs, organizations that support family-school partnerships, and other such programs.

Each signer of this MOU agrees to:

1. Assist in the development of an application that adequately addresses the requirements of the SFEC notice published by the Department of Education in the Federal Register on 06/28/2018. In the case of CREC, it shall be the designated applicant, is responsible for the timely submission of the completed application, and will be the fiscal agent. AFCAMP, CPAC, and SERC shall approve the application by consensus.
2. Provide fiscal, in-kind and programmatic support, within available resources, to support effective long-term implementation of the strategies described in the application.
3. Ensure completion of the activities specified in the application, and share authority for final approval of same.
4. Designate an individual to serve as the primary contact for all communications regarding the development, implementation, monitoring and evaluation of a SFEC should the Connecticut application be selected for funding. Collectively, these individuals shall establish an appropriate mechanism to ensure full participation in decision making by all consortium member organizations.


Date

7/30/18

Sandra Cruz-Serrano
Deputy Executive Director
Capitol Region Education Council


Signature

7/18/18

Date

Dianna R. Wentzell
Commissioner
CT State Department of Education

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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Connecticut's Statewide Family Engagement Center Proposal

Budget Narrative

The following is an explanation of the proposed budget for Connecticut's Statewide Family Engagement Center. The figures correspond to those provided in the required form: Section A – Budget Summary for Year 1. Additionally, a detailed budget worksheet is attached with this narrative to provide further information on the calculations for Years 1 – 5.

Personne

- **Direct Service Providers:** Each partner agency will retain or assign staff to provide direct services to LEAs, families, and community members to improve the skills and abilities to effectively engage with each other and provide support for positive educational outcomes for all students. Direct services include but are not limited to adult education (e.g., family literacy, digital literacy, financial literacy, ESL and workforce readiness, Raising Readers Parent Clubs), services for students with disabilities and their families, parent leadership training, and advocacy.
- **Technical Assistance and Capacity Building Support:** Each partner agency will retain or assign staff to provide support, including trainers, for design and implementation of family engagement improvement strategies:
 - In schools, including integrating research-based, effective family engagements strategies into Title I and/or Alliance District improvement plans; developing School-Family Compacts, training on Parent-Teacher Home Visits, and facilitation and training of School Governance Councils.
 - With school, LEA, SEA, and parents, to build capacity as leaders of family engagement initiatives including but not limited to Friday Cafes, Welcoming Walkthroughs, Parent Leadership Training Institutes, social justice professional learning, and Board of Education training.
- **Virtual Resource Center Development:** Through CREC Resource Group's product development office, one or more staff members' time, totaling 50% of an FTE, will be assigned to designing, developing, and populating the online hub; 20% of one staff member's time will be devoted to maintaining the technology-based platform for hosting the virtual resources developed by the partner agencies, advisory committee and other stakeholders.
- **Project Director:** This person will provide project management support, including overseeing the completion of progress reports, managing the project budget, and ensuring grant activities are completed on time. She will spend 25% of her time on grant activities for the five-year funded period.

- Lead Agency Director: 5% of CREC's Resource Group Division Director, providing project leadership and oversight.
- Direct Services Coordinator: Fulltime, dedicated staff person responsible for managing the daily responsibilities associated with project implementation. The Direct Services Coordinator will build family engagement capacity across the state of CT, including coordination of all resources to achieve project outcomes; organizing, communicating about and marketing regional convenings of stakeholders (LEAs, families, students, community members and other agencies) and other events and opportunities; monitoring the on-going development and implementation of project activities; facilitating the project Advisory Group; serving as the liaison between and among the partner agencies, the advisory group and the service providers; project managing the development of the virtual resource repository; and serving as the main point of contact for all stakeholders engaged in the project.; a job description for this position is provided in Attachment H of the application submission.
- Data Analysis/Evaluation Coordination: 25% of one staff member's time will be allocated to assist with coordinating contracts with survey and program evaluation members; this staff member will provide occasional data management and analysis support for the project as needed.
- Administrative Support: 25% of one staff member's time will be assigned to support the administrative needs of the project, including assistance with planning and scheduling meetings, communication across partner agencies, stakeholders and LEAs, and publicizing training opportunities and resources.

Fringe - [REDACTED]

- FICA 7.65% Non-certified; 1.45% Certified
- Unemployment Ins. @ .60%
- Workers' Compensation @ 1.30%
- Retirement Insurance @ 3.7% Non-certified
- Health Insurance @ \$11,600 per 1 fte

Travel - \$11,000

- Mileage for advisory committee meetings and statewide and regional convenings with LEAs and stakeholder groups.
- Travel for annual project meeting for the Project Director and Direct Services Coordinator. Travel costs include airfare, hotel, and per diem.
- Support for family transportation to convenings, events, and meetings.

Supplies - \$42,000

- Training materials, books, workbooks and other supplies required to run meetings of advisory committee and other stakeholders

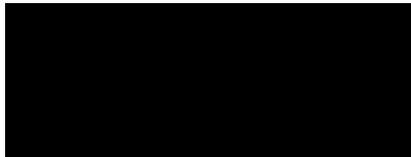
Contractual - \$462,500

- State Support for Capacity Building and Technical Assistance: A national family engagement vendor or vendors will be contracted to support the partner agencies in developing systems-wide family engagement policies and practices.
- Survey Dissemination and Data Collection: The applicant will contract with a vendor with demonstrable expertise in surveying diverse stakeholders on the topic of family engagement. The vendor will provide survey measurement tools, data collection and analysis support and report writing.
- Project Evaluation: Program evaluation services will be retained for the project, a combination of internal capacity and external services, including cataloging the implemented activities, measuring outcomes and producing periodic and annual reports on project results.
- Venue costs and logistics support for regional convenings, advisory committee meetings, training and other related events.
- Additional outlets and mechanisms for communicating with families, schools and districts on program offerings.

Construction

We do not plan to have any construction costs for this grant program.

Indirect Cos



Grand Total

Capitol Region Education Council
 Statewide Family Engagement Centers (SFEC) Proposal
 Budget Narrative

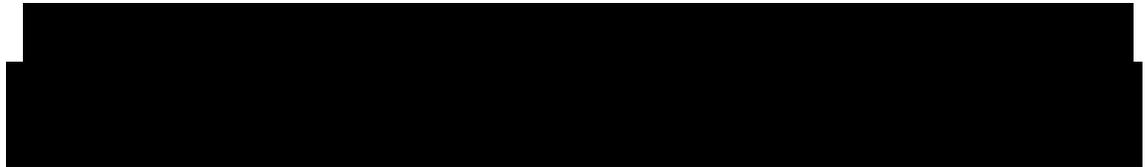
			Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel:	FTE	Service Area						
	3.7							
Project Director	0.25	Admin						
Project Coordinator	1.00	Direct						
Education Specialist	0.50	Direct						
On-line Hub Development	0.50	Tech						
Data Analysis/evaluation	0.25	Direct						
Trainers (2)	0.50	Direct						
Administrative Assistant	0.25	Admin						
Adult Ed trainers (2)	0.25	Direct						
Platform Maintenance	0.20	Tech						
Fringe Benefits:								
FICA 7.65% Non-certified; 1.45% Certified								
Unemployment Ins. @ .60%								
Workers' Compensation @ 1.30%								
Retirement Insurance @ 3.7% Non-certified								
Health Insurance @ \$11,600 per 1 fte								
Travel:			11,000	11,220	11,444	11,674	11,906	57,244
Travel to Federal conference for 2 people, 2 x \$500 flight, 2 nights hotel and meals (\$500)		Admin	3,000	3,060	3,121	3,184	3,247	15,612
Mileage for trainers		Direct	3,000	3,060	3,121	3,184	3,247	15,612
Transportation for families to attend events		Direct	5,000	5,100	5,202	5,306	5,412	26,020
Supplies:			42,000	42,840	43,697	44,571	45,462	218,570
Training materials for regional convenings, including videos, printed materials, project activity supplies		Direct	15,000	15,300	15,606	15,918	16,237	78,061
Advisory committee meetings (monthly)		Direct	10,000	10,200	10,404	10,612	10,824	52,040
Materials for repository: guides, manuals, books, workbooks		Direct	17,000	17,340	17,687	18,041	18,401	88,469
Contractual:			462,500	464,850	467,347	471,993	477,794	2,344,484
Evaluation		Direct	50,000	50,000	50,000	50,000	50,000	250,000
Survey development, dissemination, data collection and report writing		Tech	20,000	20,000	20,000	20,000	20,000	100,000

Partner agencies' training/programs 3 @ \$100,000	Tech	150,000	153,000	156,060	159,181	162,365	780,606
	Direct	150,000	153,000	156,060	159,181	162,365	780,606
National expert consultant on Family Engagement	Tech	25,000	20,000	15,000	12,000	10,000	82,000
Venue for regional convenings - 9 at \$2,500	Direct	22,500	22,950	23,409	23,877	24,355	117,091
Program communications/dissemination to families, students, districts, stakeholders/ advertising	Direct	45,000	45,900	46,818	47,754	48,709	234,181

Total Direct Costs

Indirect costs @4.08%

Grand Total



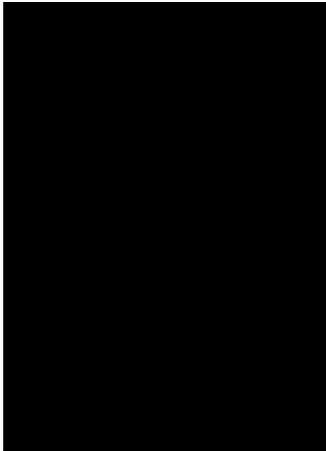
Admin-5%
Tech-30%
Direct-65%

Direct Cost Breakdown %

Total

Benefits Breakdown

Admin
Tech
Direct
Total



Capitol Region Education Council
 Statewide Family Engagement Centers (SFEC) Proposal
 Budget Narrative - Attachment C - Non-Federal

In Kind Contributions

Personnel:

FTE

- Project Director
- Division Director, Resource Group
- Division Director, Student Services
- Director of Strategy and Logistics
- Data Analysis Coordinator

Fringe Benefits:

- FICA 7.65% Non-certified; 1.45% Certified
- Unemployment Ins. @ .60%
- Workers' Compensation @ 1.30%
- Retirement Insurance @ 3.7% Non-certified
- Health Insurance @ \$11,600 per 1 fte

Supplies:

Office supplies

Other:

- Computer Services (avg. 2% of budget)
- Meeting space (10 meetings @ \$1,000)
- Professional consulting from matching grant - private foundation for Impact of Family Engagement; shared family activities from CREC and Partners such as Welcoming Schools, Friday Café, Partners' programs in Bridgeport, Hartford, New Haven

Direct Costs

Indirect Costs @ 4.08%

Grand Total

Year 1 Year 2 Year 3 Year 4 Year 5 Total

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel:	[REDACTED]					
Fringe Benefits:	[REDACTED]					
Supplies:	[REDACTED]					
Office supplies	3,000	3,000	3,000	3,000	3,000	15,000
Other:	90,000	90,000	90,000	90,000	90,000	450,000
Computer Services (avg. 2% of budget)	20,000	20,000	20,000	20,000	20,000	20,000
Meeting space (10 meetings @ \$1,000)	10,000	10,000	10,000	10,000	10,000	10,000
Professional consulting from matching grant - private foundation for Impact of Family Engagement; shared family activities from CREC and Partners such as Welcoming Schools, Friday Café, Partners' programs in Bridgeport, Hartford, New Haven	60,000	60,000	60,000	60,000	60,000	60,000
Direct Costs	[REDACTED]					
Indirect Costs @ 4.08%	[REDACTED]					
Grand Total	[REDACTED]					



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

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

1. Level of Evidence

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

- Promising Evidence
 Moderate Evidence
 Strong Evidence

2. Citation and Relevance

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

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>Epstein, J. L., & Sheldon, S. B. (2016). Necessary but not sufficient: The role of policy for advancing programs of school, family, and community partnerships. <i>Russell Sage Foundation Journal of the Social Sciences</i>, 2(5), 202-219. https://www.rsfsjournal.org/doi/pdf/10.7758/RSF.2016.2.5.10</p>	<p>Page 10. The stronger the school program used to partner with families, the more organized the processes and structures, the more likely a school is to address challenges to engage parents who typically are under- or uninvolved, including fathers and parents who speak languages other than English.</p> <p>Pages 9-10: Increased family engagement related to higher rates of student attendance</p> <p>Page 13: Schools that did more to apply research-based structures and processes to their work on partnerships were more likely to conduct basic and advanced activities that engaged more families in their children's education, regardless of the families' demographics.</p>	<p>Page 6. A mix of large and small urban, suburban and rural school districts serving students in grades K-12. 70% Title 1 Schools, 68% free/reduced lunch eligible student, 85% non-white. The geography and demographics of the schools in this student overlap with those in the proposed project.</p>
<p>Westat and Policy Studies Associates (2001) <i>The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary</i>, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. https://www2.ed.gov/offices/OUS/PES/esed/lescp_vol2.pdf</p>	<p>Page 36; Table 5-1, Page 77. Title I students' reading and math scores improve 40-50 percent faster when teachers routinely: meet with families face-to-face; send materials on ways to help their child at home; and telephone/text routinely about progress. Strongest evidence of impact is for low-achieving students.</p>	<p>Page 17: Family outreach activities shown to have impact on student achievement in high-poverty, Title I elementary schools, with large populations of free/reduced lunch eligible students and majority African-American and Hispanic schools. These study samples coincide with school populations in the proposed project</p>
<p>Hoover-Dempsey, K., Walker, J., Jones, P., & Reed, R. (2002). <i>Teachers Involving Parents (TIP): Results of an in-service teacher education program for enhancing parental involvement</i>. <i>Teaching and Teacher Education</i>, 18 (7), 843-847.</p>	<p>Pages 846-47 Program to enhance educator's capacity to successful engage with families using a program to create professional learning community, within which participants could trust others, offer ideas, examine experiences and beliefs, and co-construct knowledge and best-practice approaches to engaging with families.</p> <p align="center">PR/Award # U310A180066</p> <p>Page 852: The program was designed as flexible modules, to allow participants' experiences,</p>	<p>Page 850, Table 1. Teachers across elementary and middle school grades, both special and general education, with variety of educational backgrounds and years of experience. The population of teachers is comparable to the demographics of Connecticut educators, including participants in the Friday CAFÉ and other professional learning communities.</p>

questions and goals to guide program content.

Page 850, figures 1 & 2; Page 860: Participating educators' beliefs about parents' efficacy for helping children learn and extension of invitations to families to be involved in school increased significantly.

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Instructions for Evidence Form

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

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

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

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

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