

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 # U310A180044

Grants.gov Tracking#: GRANT12685862

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

Closing Date: Jul 30, 2018

PR/Award # U310A180044

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1235-CAFEAreasAffected)</i>	e6
<i>Attachment - 2 (1236-CAFECongressionalDistricts)</i>	e7
2. Standard Budget Sheet (ED 524)	e8
3. Assurances Non-Construction Programs (SF 424B)	e10
4. ED GEPA427 Form	e12
<i>Attachment - 1 (1245-CAFEGEPA427Statement)</i>	e13
5. Grants.gov Lobbying Form	e15
6. Dept of Education Supplemental Information for SF-424	e16
7. ED Abstract Narrative Form	e17
<i>Attachment - 1 (1234-CAFEAbstract)</i>	e18
8. Project Narrative Form	e19
<i>Attachment - 1 (1237-CAFEPProjectNarrative)</i>	e20
<i>Attachment - 2 (1238-CAFECCompPref1b-Literacy)</i>	e65
<i>Attachment - 3 (1239-CAFECCompPref2-School Choice)</i>	e67
9. Other Narrative Form	e69
<i>Attachment - 1 (1240-CAFEAppendix-A1-2)</i>	e70
<i>Attachment - 2 (1241-CAFEAppendix-A3-8)</i>	e142
<i>Attachment - 3 (1242-CAFEAppendix-A9)</i>	e243
<i>Attachment - 4 (1243-CAFEAppendix-B-D)</i>	e430
<i>Attachment - 5 (1244-CAFEReferences)</i>	e459
10. Budget Narrative Form	e467
<i>Attachment - 1 (1246-CAFEBudgetNarrative)</i>	e468
11. Form ED_Evidence-V1.0.pdf	e511

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="07/29/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>
---	---

d. Address:

* Street1:	<input type="text" value="5272 River Road, Suite 340"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Bethesda"/>
County/Parish:	<input type="text" value="Montgomery"/>
* State:	<input type="text" value="MD: Maryland"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20816-1437"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Susan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Shaffer"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="x118"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-062818-001

* Title:

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

13. Competition Identification Number:

84-310A2018-1

Title:

FY 2018 STATEWIDE FAMILY ENGAGEMENT CENTERS PROGRAM GRANT

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

1235-CAFEAreasAffecteded.pdf

Add Attachment

Delete Attachment

View Attachment

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

Collaborative Action for Family Engagement Center (CAFE)

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.

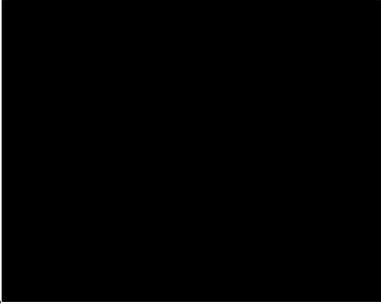
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 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:



Areas Affected by the Program

- Maryland
- Pennsylvania



Congressional Districts of Areas Affected by the Program

- MD-all
- PA-all

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

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

Name of Institution/Organization

Mid-Atlantic Equity Consortium, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,500.00	2,000.00	2,500.00	2,500.00	2,500.00	12,000.00
6. Contractual						
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	70,000.00	70,000.00	70,000.00	70,000.00	70,000.00	350,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U310A180044

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual						
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)						

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>Phoebe Schlanger</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>Mid-Atlantic Equity Consortium, Inc.</p>	<p>DATE SUBMITTED</p> <p>07/29/2018</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.

1245-CAFEGEPA427Statement.pdf

Add Attachment

Delete Attachment

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GEPA Section 427 Statement

The Mid-Atlantic Equity Consortium’s General Educational Provisions Act, Section 427 Statement in Support of its Proposal for Collaborative Action for Family Engagement Center (CAFE) in Response to the U.S. Department of Education’s Request for Proposals for New Grants Under the Statewide Family Engagement Centers Program - No. CFDA 84.310A. (July 29, 2018)

The Mid-Atlantic Equity Consortium (MAEC) is the lead applicant in the proposal of the Collaborative Action for Family Engagement Center (CAFE) as the regional State Family Engagement Center for Maryland and Pennsylvania. MAEC’s Mission aligns exactly with GEPA Section 427. MAEC serves districts, schools, educators, students and families (the “Education Community”) to overcome barriers to success that confront students based upon race, color, national origin, gender - including identity, socio-economic status, language including English language learners, disability, and religious belief. MAEC’s principal organizational goal is to assist the Education Community to take ownership of equity principals, establish policies, commit resources, and adopt and implement practices to desegregate education and eliminate overcome barriers to education. MAEC ensures that its mission and principal organizational goal are reflected its administration and management of all of its programs and will do so for the proposed CEE program.

MAEC’s dedication to overcoming barriers to hire and advancement is grounded in its core beliefs as an equity facilitating organization and the reality that its service populations have more faith in proposed education strategies that are presented by someone who “looks like them.” MAEC’s success in overcoming barriers is shown by the diversity of its executives, managers, professionals and staff.¹

¹ MAEC’s Vice President is Hispanic. Its professional staff is 60% African American and 20% Hispanic. 20% of its professional staff and 33% of its support staff come have national origins other than North American. Its President and Vice President are over sixty-five years of age. Its staff includes persons from the major faiths. One of the professionals proposed for MAEC is Musliim. MAEC’s program directors are 50% African American and 25% Hispanic. MAEC’s Board of Directors representation is 86% female, 29% African American, 14% Hispanic, and 14% Asian.

MAEC's written employment policy is to "provide equal employment opportunity to all employees and job applicants." MAEC's policy prohibits managers, employees, and contractors from discriminating in employment on the bases of race, religion, color, sex, sexual preference, age, national origin, disability, military status, or any other characteristic protected by applicable federal, state, or local law. "MAEC policy requires that its teaming partners and consultants to maintain and implement similar policies. The proposed CEE program would be operated by MAEC and this Policy would apply to CEE employees.

Because non-discrimination and desegregation are the essence of MAEC's mission, its policy provides that the company President is responsible for receiving EEO complaints and promptly investigating the circumstances, and facilitating resolution or remediation. To ensure EEO compliance, MAEC's written policies include a separate formal Grievance Procedure that offers a second avenue of complaint or appeal and remediation.

Because of the work it does, MAEC subject matter, visibility draw interested applications. Over its 25-year history, MAEC has identified and works to overcome two primary barriers to its hires and advancement.

One barrier to hire and advancement is the small number of educators, regardless background, who have the knowledge of education technical assistance strategies and instructional design to effectively present its program services. In MAEC's experience, a program will not be well received by the client if presented by an experienced person.

MAEC addresses this barrier by hiring persons who demonstrate some experience with and understanding of required knowledges, the skills needed to gain the required knowledges, and excellent training skills. MAEC then pairs these hires with its most experienced professionals and consultants for mentoring and training. MAEC management intentionally use every communication, meeting, and tasks to train.

MAEC has found that the most difficult barrier to hire and advancement in its work is compensation. School districts pay substantially more than non-profits for the same level of education, skills, and experience. MAEC addresses this barrier by focusing its recruitment on the young and dedicated who are prepared to work for less to be trained more and retirees who are dedicated and happy to work for less compensation than offered by the schools. And MAEC will subsidize a salary from other programs to make a good hire. MAEC also offers a rich benefit plan. And, MAEC squeezes the most out of every penny it brings in to maximize salaries.

Once a hire is made, MAEC manages its office, programs, employment practices, and work environment to maximize retention.

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 Mid-Atlantic Equity Consortium, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Susan Middle Name:
* Last Name: Shaffer	Suffix:
* Title: President	
* SIGNATURE: Phoebe Schlanger	* DATE: 07/29/2018

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

1. Project Director:

Prefix: Ms.	First Name: Maria del Rosario	Middle Name:	Last Name: Basterra	Suffix:
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[REDACTED]	

Email Address:
[REDACTED]

2. Novice Applicant:

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

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The Mid-Atlantic Equity Consortium, Inc. (MAEC) proposes the **Collaborative Action for Family Engagement Center (CAFE)** as the regional State Family Engagement Center for Maryland and Pennsylvania. MAEC is the lead applicant and is **partnering** with the National Association for Family, School, and Community Engagement, the Academic Parent Teacher Teams (APTT) @WestEd, the National Center for Families Learning, and Parents as Teachers (State Office for PAT in Pennsylvania, housed in the Center for Schools and Communities). CAFE builds upon MAEC's 26-year track record developing and implementing successful applications of evidence-based strategies and capacity building to produce long term changes and increased outcomes in high-impact, culturally responsive family engagement.

Project Description: CAFE proposes a birth-grade 12, multi-tiered, comprehensive program that includes: a) Technical assistance and training to SEAs, LEAs, and schools in collaboration with community organizations to provide evidence-based, effective practices in culturally responsive family engagement, and 2) Direct services for parents, increasing their knowledge and efficacy to help their children improve school readiness and academic achievement.

CAFE's Goals: (1) Improve and sustain regional and statewide family engagement by addressing systemic barriers to enhance communication and collaboration among SEAs, LEAs, schools, community-based organizations, families, and students. (2) Build capacity of educators and families to practice high-impact, culturally responsive family engagement to improve student development and academic achievement.

CAFE's Objectives: (1) Improve capacity of SEAs to design and implement statewide family engagement policies and frameworks aligned to ESSA. (2) Increase capacity of LEAs to co-construct family engagement policies and practices. (3) Improve SEA and LEA Interstate Collaboration. (4) Build capacity to conduct effective outreach and communication. (5) Increase Parents' ability to promote school readiness and support the academic achievement of their children. (6) Improve parents' literacy and communication skills.

CAFE is applying for **Competitive Preference Priorities 1b and 2.**

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Collaborative Action for Family Engagement Center (CAFE)

Table of Contents

Section A: Quality of the Project Design	1
(1) Conceptual framework	2
(2) Up-to-date knowledge from research and effective practice.	5
(3) Build capacity and yield results that will extend beyond the period of Federal financial assistance.	17
Section B: Quality of the Management Plan and Project Personnel	19
(1) Ensure diversity of perspectives in operation of the proposed project.	19
(2) Collaboration of appropriate partners for maximizing effectiveness of services.	20
Section C: Adequacy of Resources	26
(1) Relevance and demonstrated commitment of each partner.	27
(2) Costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.	31
(3) Costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.	32
Section D: Quality of Project Evaluation	33
(1) Methods of evaluation include use of objective performance measures that are related to intended outcomes and will produce quantitative and qualitative data.	33
(2) Evaluation will provide performance feedback and periodic assessment of progress.	42
(3) Methods of evaluation will produce promising evidence about the project’s effectiveness.	42
Competitive Preference Priority 1B: Providing Evidence-based Services for Families	
Competitive Preference Priority 2: Empower Student Options	
Appendices	
References	
Charts and Figures	
Logic Model	11-12
Organizational Chart	23
Overview of proposed evaluation framework aligned to logic model	43

Section A: Quality of the Project Design

The Mid-Atlantic Equity Consortium, Inc. (MAEC), a non-profit technical assistance organization, proposes the Collaborative Action for Family Engagement Center (CAFE), a regional State Family Engagement Center (SFEC) serving both Maryland (MD) and Pennsylvania (PA). In collaboration with State Education Agencies (SEAs) and Local Education Agencies (LEAs), CAFE will use a multi-tiered and comprehensive approach of technical assistance and training services to reach the four audiences – educators, families, community-based members, and, students – crucial to building a statewide infrastructure for sustained capacity. CAFE, with its partners, will simultaneously construct a systemic family engagement framework while working with families, educators, and community members to build the necessary skills for long term participation and implementation. CAFE

The CAFE’s *conceptual framework* and *approach* to family engagement is based on two basic assumptions. 1) **Families are committed to actively supporting their children’s learning and development.** 2) **The complex intersections of race, socioeconomic status, gender, religion, ethnicity, disability, and language must be addressed to facilitate engagement.** Research shows schools which embrace diversity *and* equity are more successful at engaging families and students and achieve greater improvement in student development and academic achievement (Fergus, Noguera, & Martin, 2014).

MAEC has successfully promoted educational excellence, culturally responsive family engagement, and equity for more than 25 years. MAEC operates the federally-funded Region I equity assistance center, giving it a strong presence in MD and PA, and 13 other states and territories. MAEC previously served as the MD Parent Information and Resource Center (PIRC) from 2006-2011. The CAFE partnership includes four outstanding national family engagement and parent education organizations: the National Association for Family, School, and Community Engagement (NAFSCE), the National Center for Families Learning (NCFL), Parents as Teachers (PAT), and WestEd’s Academic Parent-Teacher Teams (APTT) program. CAFE also employs the expertise of MAEC’s staff, Board of Directors, and its national parent

engagement and equity consultants and collaborators. CAFE leverages these resources to provide a sustained system of support to build capacity which effectively and efficiently serves the target populations to facilitate lasting results. (Appendix A-2, MAEC Institutional Capability; Appendix A-3, Project Partners; Appendix A-4, MAEC Board of Directors; Appendix A-5, Key Consultants; Appendix A-6, Collaborating Organizations; Section C, Adequacy of Resources, p.26)

CAFE’s Approach to Family Engagement: MAEC believes effective family engagement must be culturally responsive and infuses that belief into all aspects of our practice. This requires acknowledgment, identification, and understanding of family and community needs, resources, and funds of knowledge. This asset-based approach is inclusive and develops capacities to improve outcomes. It provides educators with knowledge and tools enabling effective work with families and community members to ensure students have the encouragement, support, and equitable opportunities to achieve. CAFE promotes: (1) proven strategies that increase school outreach in diverse communities to establish common vision; (2) engagement of culturally diverse communities as resource partners, including those of color, economically disadvantaged, English learners, with disabilities, foster families, and the homeless; (3) identification and mitigation of cultural bias obstacles to student development and academic achievement; and (4) redefining traditional, and sometimes inaccurate, beliefs about the value of families and communities to maximize family engagement and facilitate success.

CAFE’s *family engagement approach* and programs are purposely designed to reach vulnerable populations. Staff and partners have the expertise, disposition, and experience to advance family engagement in rural, suburban, and urban locations that meets the needs of low-income, racially, linguistically, religious, and culturally diverse children, and parents with low levels of education or employment status (Garner, Mahatmya, Brown, & Vesely, 2014).

(1)The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

CAFE’s *conceptual framework* is designed to ensure cumulative impact, to create genuine and lasting high-impact culturally responsive family engagement. Successful implementation

requires a transformational strategy. CAFE’s conceptual framework identifies and addresses PA and MD’s demonstrated needs, and leverages its partners’ and advisors’ thorough knowledge of the research and extensive experience in the implementation of culturally responsive pedagogy and practices to achieve high-impact family engagement.

SEAs are responsible for establishing state education standards and accountability measures for achieving them in alignment with elevated and evidence-based strategies and approaches identified in the federal Every Student Succeeds Act (ESSA). The PA and MD ESSA federally approved Consolidated State Plans and dedicated staff provide an excellent opportunity to elevate family engagement as a key lever for school and community collaboration to improve student achievement.

CAFE’s *conceptual framework* addresses the consequences of concentrated poverty on readiness to learn. It embraces the skills and cultural values of students without benefit of adequate family income to facilitate classroom environments which meet the needs of, and engage all, children. This requires rigorous and relevant curricula, informing families of attainable opportunities, and building their capacity to support learning at home.

CAFE’s conceptual framework is based on: culturally sustaining pedagogy, using multi-directional practices to engage families, asset-based versus deficit-based approaches, and the collective benefits of family engagement.

Culturally Sustaining Pedagogy. Culturally sustaining pedagogy provides that culturally diverse parents possess distinct assets. A more culturally sensitive approach recognizes, values, and facilitates more nuanced forms of parental engagement. This recognition enables educators to implement educational initiatives that inform diverse parents the ways in which they can become involved to overcome these hindrances (Vukovic, Roberts, & Wright, 2013; Kozleski & King-Thourius, 2013). Research indicates that transformative change requires educators be exposed to more than short courses or a lecture. Educators must internalize the values associated with culturally responsive strategies. This requires pre- and in-service preparation and culturally embedded professional learning to facilitate implementation of practices which engage all

parents as partners in learning. Engagement begins with bridge building to obtain trust and a common vision.

Multi-directional practices: Practices which value and encourage a different levels of parent participation and experiences more effectively address differing family needs. Examples include: (1) providing education and resources to address identified parent needs; (2) utilizing multiple culturally aligned communication methods; (3) providing opportunities for parents to be heard and genuinely acknowledged; (4) providing parents with information about school choice options and (4) celebrating modest successes, e.g., recognizing parents attending parent meetings or taking English classes.

Asset-based versus Deficit-based Approaches. CAFE employs an asset-based approach which affirms the funds of knowledge and the power, potential, resourcefulness and resilience of low-income, racially, culturally, and linguistically diverse populations (Gonzales, Moll & Amanti, 2005; Gay, 2013; Boykin, 2002; and McCarty 2002). CAFE’s program identifies, values, and incorporates the resources and funds of knowledge of culturally diverse and/or low income students and families. CAFE achieves this by implementing improved structures and state family engagement frameworks to elevate policy, practice, and capacity building efforts on all levels to reach and support families. Transformation from deficit-based to asset-based requires creation of a culture in which **all** parents are valued through intentional and active engagement in their child’s learning and the school experience.

Collective benefits of family engagement: Reimagining family engagement to meet the needs and incorporate the strengths of culturally diverse and low-income families benefits the entire community. “Reimagining” requires school and program focus on changing the traditional, one-way, directional approach of “family engagement” into a more authentic bi-directional and intentional approach. In order to achieve this, leaders and educators must ensure that their practices are culturally relevant, they reflect family race, ethnicity, economic, and social conditions, and they are effectively communicated in ways that engage families. These practices must be integrated into all aspects of professional development, curriculum, assessment, and

evaluation. Our conceptual framework provides the scaffolding for policies and practices that are deep and lasting and have a cumulative impact on the delivery of improved family engagement and equitable educational services.

(2)The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

Research shows systemic family and community engagement, school leadership, and curriculum alignment are the essential contributors to increased success in low-performing schools (Bryk et al., 2010). Quality family engagement produces better attendance and homework completion, fewer special education placements, improved student attitudes and behavior, higher graduation rates, and greater post-secondary enrollment. (Epstein, Galindo & Sheldon, 2011; Henderson & Mapp, 2002 & 2007; Weiss & Stephen, 2010). In contrast, lack of expertise, capacity, and institutional structures prevent LEAs, schools, and communities from engaging and leveraging family resources (Brinson et al., 2009; Hoachlander & Yanofsky, 2011). Low-income parents may lack the knowledge, social capital, and cultural inclusion needed to navigate the school system (Laureau & Weininger, 2003; Ream & Palardy, 2008). Parents of English Learners (ELs) report difficulty accessing information necessary for their children’s success because of lack of proficiency in English (Zeh, 2011). Poverty challenges hinder parent ability to engage in their children’s schooling and parents with less education may feel less competent to engage with school professionals. (Johnson, Rucker, Kalil & Dunifon, 2010; Manz, Fantuzzo, & Power, 2004). To address these challenges, families must be intentionally and authentically engaged to achieve sustainable change.

Family, school, and community engagement (FSCE) is a top predictor of school preparedness and academic success. FSCE requires development of trusting relationship between teachers and families (Henderson & Mapp, 2002 & 2007; Hill & Chao, 2009; Weiss, Lopez & Rosenberg, 2010). Research shows that parents play a critical role in supporting early childhood learning. Fostering parents’ efforts to help their children during the preschool years improves school readiness, reduces behavior problems, enhances social skills, and promotes academic success

(Yoshikawa et al., 2013). However, low-income families often face barriers to providing high-quality early educational opportunities for their children. As a result, there is a school readiness gap between children from low-income families and those from high-income families (Fantuzzo et al., 2014). **Home Visits**, one of CAFE's proposed programs with partner **Parents as Teachers (PAT)**, effectively facilitates trust, relationship-building, and engagement during the early years. Home visits are linked to lower school truancy and better reading outcomes (Chandler, 2015).

Parents need real-time data on their child's academic performance and learning activities to support long-term academic success (Henrich & Gadaire, 2008; Weiss, Caspe, & Lopez, 2006; Mapp, Carver & Lander, 2017). CAFE proposes using partner **WestEd's Academic Parent-Teacher Teams (APTT)** to build capacity of both educators and parents and transform the way families participate in their children's education. The improvement of parental self-efficacy has been shown to have a compounding positive effect on student literacy achievement over time (Dearing, Kreider, Simpkins, & Weiss, 2006; Hindman, Skibbe, Miller & Zimmerman, 2010). Meaningful, accessible, and consistent communication with families and communities effectively supports student achievement and school improvement (Jung & Sheldon, 2015). CAFE proposes using partner **National Center for Families Learning (NCFL's)** four-component **Family Literacy Model** (an evidence-based program) which demonstrates that well-developed language and literacy skills are a critical tool for academic and life success (Student Literacy, 2006, Phonological awareness training, 2007).

Jeynes (2010) shows subtle aspects of parental engagement make it a powerful predictor of student academic achievement. These include expressing belief in a child's ability, communicating with a child about academics, and holding high expectations for achievement (Jeynes, 2010). Holding high education expectations is particularly important for culturally and economically disadvantaged children. They are able to internalize the positive and potentially uplifting expectations of their parents to overcome already internalized expectations of discrimination. (Bandura & Walters, 1963; Jeynes, 2010; McKnown & Weinstein, 2008). Children whose parents expect them to achieve academically tend to adapt their beliefs, feel

increased competence, and experience academic achievement (Bandura, 1995; Fan & Williams, 2010; Jeynes, 2010). Parents with limited resources can still strengthen and support their children's academic achievement through subtle aspects of parental engagement (Jeynes, 2010).

Cultural and socioeconomic differences must be integrated into education as learning assets. Academic success requires both opportunity and engagement; classrooms and school cultures must be positive and inclusive and culturally welcoming. In MD and PA, CAFE will work to build parent engagement leading to higher student achievement and build capacity across the states (Tully & Ujifusa, 2016). Closing achievement gaps requires a broader vision and ambitious agenda that reaches beyond programmatic and instructional reforms to forge stakeholder alliances.

In alignment with the overall purpose of the SFEC program, state needs, inclusion of urban, suburban, and rural schools/counties, and competitive preference priorities, CAFE has identified two priority goals and six objectives:

Goal I: Improve and sustain regional and statewide family engagement efforts which focus on increasing high impact, culturally responsive family engagement by **addressing systemic barriers** to enhance communication and collaboration among SEAs, LEAs, schools, community-based organizations, families, and students.

Goal II: Build capacity of educators and parents to practice **high-impact, culturally responsive family engagement** through increased awareness, knowledge and skills.

Objective 1: Improve capacity of **SEAs** to design and implement statewide **culturally responsive** family engagement policies, frameworks, and practices aligned to ESSA.

Objective 2: Increase capacity of **LEAs** to **co-construct**, with families, policies and practices which focus on creating partnerships between families, schools, and communities to improve student outcomes.

Objective 3: Improve SEA and LEA **interstate collaboration** to enhance knowledge, skills, abilities, and best practices to implement high impact, culturally responsive family engagement and increase academic achievement and support school improvement.

Objective 4: Build capacity for SEAs, LEAs, and schools to conduct effective **outreach** and **communication** with families to galvanize communities from diverse racial, linguistic, religious, and cultural backgrounds, including the use of technology.

Objective 5: Increase parents' ability to promote **school readiness** and support the **academic achievement** of their children.

Objective 6: Improve parents' **literacy** and **communication skills** to build their capacity to grow as **leaders** and increase the opportunities for all children.

Detailed Plan of Work by Objective: CAFE, in collaboration with MD and PA, has developed a comprehensive, multi-tiered system of TA to address the program goals and objectives. CAFE will use an annual roll-out plan to implement proposed services at three tier levels.

TIER 1: UNIVERSAL SERVICES: (a) Identification and creation of relevant, high-quality products and processes, evidence-based practices, and research publications; and, virtual PD; (b) wide dissemination of project and non-project resources, including a curated content collection; and (c) purposeful communication of information to targeted audiences through trusted sources (such as Parent Technical Assistance Collaborative offices serving MD and PA, our partners, and collaborators). Tier 1 TA will be available through the MAEC/CAFE website, the NAFSCE website, webinars, social media, and publications. Examples of universal activities include: hosting webinars on how to promote culturally responsive family engagement, providing activities to support learning at home, and tools to conduct outreach for vulnerable populations, including the economically disadvantaged, migrant, special education students, families who are homeless, and culturally and linguistically diverse families. Universal activities will feature several publications during the period of the grant. For Year 1, CAFE will implement a shared website for educators, community organizations, and parents. The parent section of the website will be bilingual (English/Spanish). (See Appendix A-8, Digital Resources and Engagement Strategies.) CAFE also will produce a guide to assist parents of English Learners to support their children to graduate from high school and a digital guide for parents on school choice.

TIER 2: TARGETED SERVICES: (a) Organization and facilitation of short-term, concentrated TA; (b) strategic convenings, virtual and face-to-face trainings, and trainer-of-trainers that support SEAs, LEAs, schools, families, and community members; and (c) a platform for virtual collaboration. CAFE will convene stakeholder collaboration to identify common needs, engage in professional learning, analyze data, understand root causes of problems and challenges, develop improvement strategies, plan for and implement solutions, and monitor and evaluate results, including authentic stakeholder *engagement* to build trust, common vision, ownership, community, and commitment to high-impact family engagement. Tier 2 TA will prioritize schools and districts that need targeted support based on referrals, requests, and an analysis of need determined through data.

CAFE will establish state Advisory Committees including key stakeholders; representatives of education professionals with expertise in improving services; students and teachers from rural, suburban, and urban schools; business and community members and organizations; and representatives from SEAs, LEAs, who will meet to engage in focused dialogue and inform the CAFE project on an ongoing basis. These state Advisory Committees will address problems of practice such as equitable access to rigorous curriculum, chronic student absenteeism, and assistance to students who are not making academic progress. The Advisory Committees will help to identify strategies to address needs for their states, and thereby improve state-wide knowledge, systems change, communication, and collaboration. It is anticipated that each state Advisory Committee will meet three times per year. The MD and PA state Advisory Committees also will meet together virtually. Together these states will have the opportunity to learn from one another and establish a network of shared leadership and peer support.

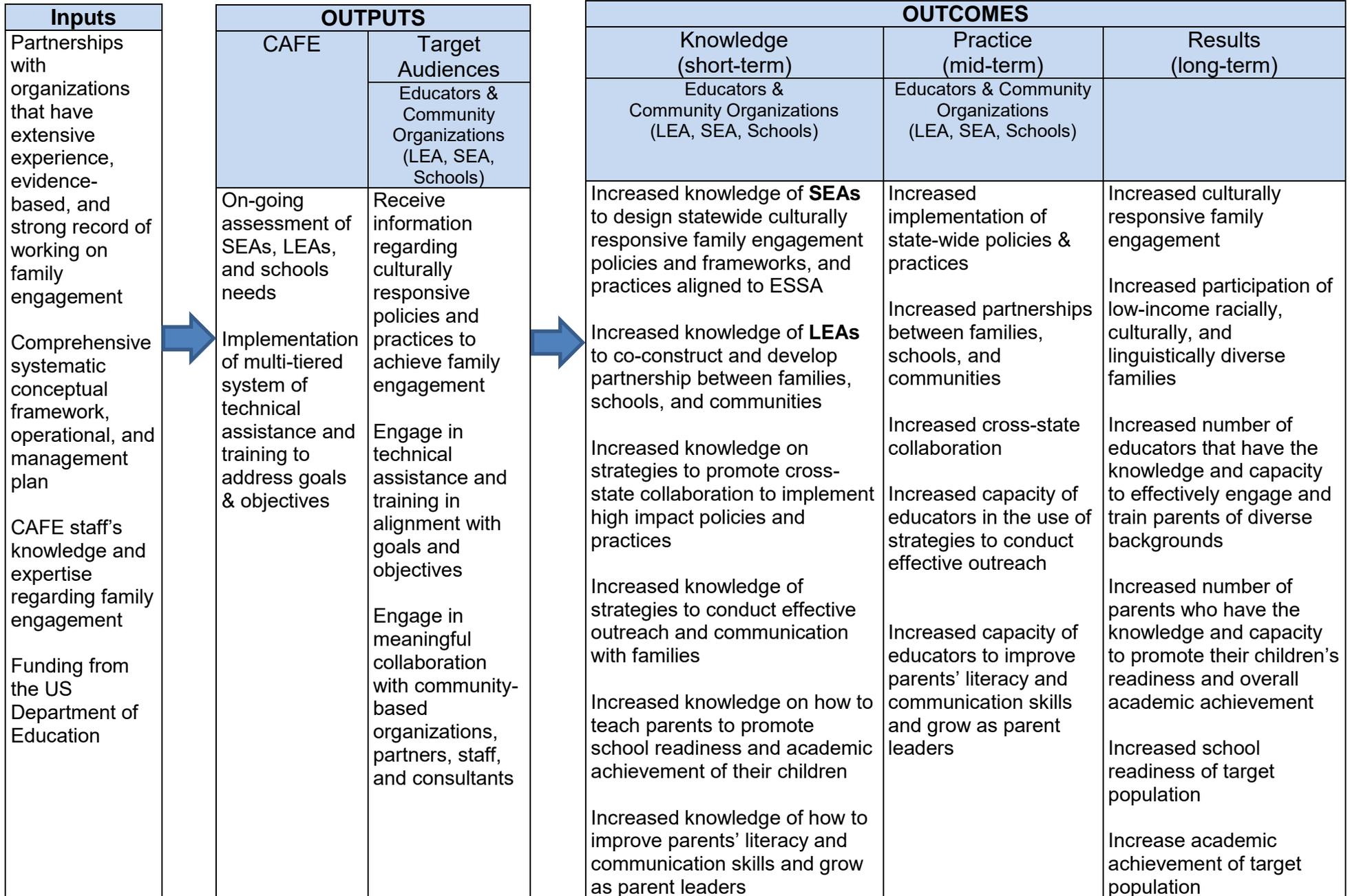
TIER 3: SYSTEMIC SERVICES: (a) Long-term TA to SEAs focused on development of state frameworks and sustained, diverse statewide coalitions focused on advancement and implementation of family engagement; (b) long-term TA with co-development of products and approaches with clients and leading experts; (c) dissemination of knowledge, skills, products and approaches for use by other districts, communities, and states; (d) direct service to parents using

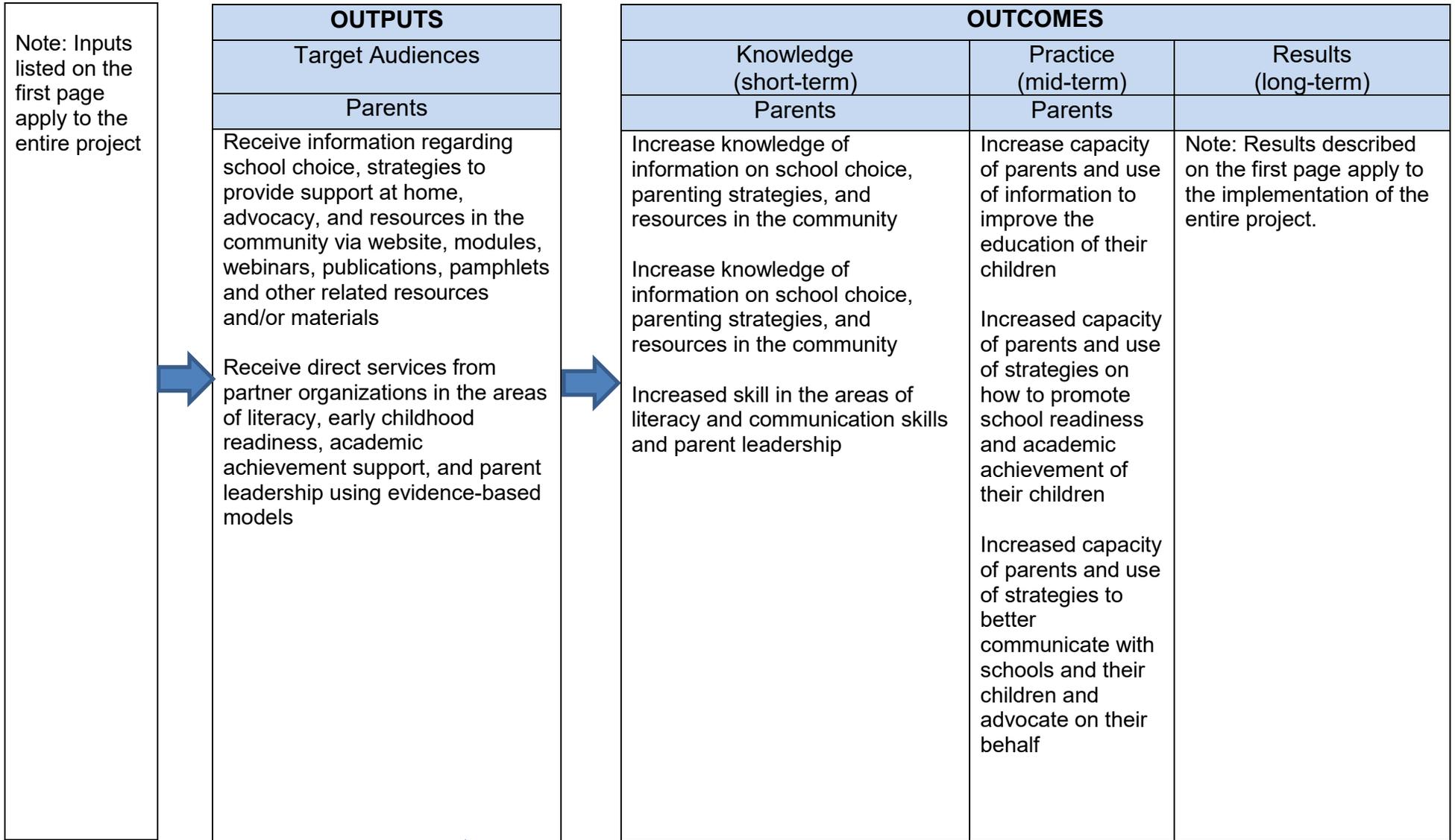
evidence-based education programs; and (e) direct intensive, intervention for SEAs and LEAs to create a statewide infrastructure for family engagement. Tier 3 TA addresses systemic barriers to produce substantial changes in family engagement policies, programs, and practices. Tier 3 involves a multi-step process including; 1) Needs assessment, 2) Goal setting, 3) TA planning using evidence-based practices, and 4) Implementation and evaluation. Universal and Targeted TA products, services, and resources will be utilized as foundational for Systemic TA.

MAEC and its partners will implement this multi-tiered system with parents, communities, schools, LEAs, and SEAs to foster authentic stakeholder engagement. Research shows this blended collaboration and co-creation generates both buy-in and commitment (Gairin-Sallán, et al., 2010; Wenger, 2009; Gray, 2004; Bourhis, et al., 2005). (Section C, Adequacy of Resources, p. 26; Appendix A-2, MAEC Institutional Capability; A-3, Project Partners.)

CAFE's 2-page **Logic Model** identifies key project components, including inputs, outputs, and relevant outcomes, and informs project performance measures and evaluation design.

Collaborative Action for Family Engagement Center (CAFE) Logic Model





Feedback loop: Evaluation informs future planning and promotes continuous improvement in quality, relevance, and use of technical assistance

CAFE has developed a detailed description of the **Targeted and Systemic Projects** by objective, title, target audience, educational level, background, and anticipated outcomes.

Descriptions are presented below.

OBJECTIVE 1: Improve Capacity of SEAs to Design and Implement Statewide Family Engagement Policies and Frameworks Aligned to ESSA		
<p>Project 1 - A Comprehensive Family Engagement Framework for Birth to Grade 12 Background: As lead partners in the Council for Chief State School Officers’ (CCSSO) Consortium on State Family Engagement, CAFE with partner NAFSCE, will work with MD & PA SEAs to support further development and implementation of the Frameworks.</p>		
Project 1 Attributes	Project 1 Activities	Project 1 Outcomes
<p>Tier: Systemic Target: MD/PA SEAs Ed. Level: Birth-Grade 12 Location: Statewide</p>	<ul style="list-style-type: none"> • Work with MD SEA to create a seamless birth to grade 12 Family Engagement Framework; • Work with PA SEA to create a pk-12 Family Engagement Framework and align with early childhood; • Build stakeholder coalitions to support the implementation of the frameworks; • Create an interstate professional learning community between MD and PA to more effectively and efficiently design and implement the frameworks; and • Establish an advisory committee in each state. 	<ul style="list-style-type: none"> • Improved federal and state engagement frameworks and policies.
<p>Project 2 - Reframing the Family Engagement Conversation: A National Strategic Communications Campaign Background: Through a \$400,000 partnership with the FrameWorks Institute, NAFSCE is engaged in a comprehensive research project to launch a national family engagement communications campaign. CAFE and NAFSCE will build a National Alliance for Family Engagement, starting with MD and PA, to create a unified, national voice leading to transformative policies and practices.</p>		
Project 2 Attributes	Project 2 Activities	Project 2 Outcomes
<p>Tier: Targeted Target: MD/PA SEAs, LEAs, State, Community-based Organizations, and Families Ed. Level: Birth-Grade 12 Location: Statewide</p>	<ul style="list-style-type: none"> • Engage statewide stakeholders to participate in the National Alliance for Family Engagement; and • Contribute to a national family engagement communications campaign to build a unified voice leading to transformative policies and practices. 	<ul style="list-style-type: none"> • Improved understanding and perception of family engagement as a key lever for school improvement and academic achievement.

OBJECTIVE 2: Increase Capacity of LEAs to Co-Construct Family Engagement Policies and Practices		
<p align="center">Project - Building Stronger Schools: Improve Student Outcomes</p> <p>Background: CAFE will work with MD schools identified for Comprehensive Support and Improvement (CSI) and PA School Improvement Pilot (SIP) Schools, in collaboration with the Center for Schools and Communities (PA), and the 24 Family Involvement Coordinators (MD) to provide a deep dive into family engagement practice to foster systemic outcomes.</p>		
Project Attributes	Project Activities	Project Outcomes
<p>Tier: Targeted Target: LEAs, Schools Ed. Level: K-12 Location: Coatesville Area School District and Juniata County School District (PA), Baltimore City Public Schools and Prince George’s County Public Schools (MD)</p>	<ul style="list-style-type: none"> • Parent Academies; • Communities of Practice (CoPs); • Parent Cafes; • Trainer-of-trainers for MD Family Involvement Coordinators; and • PA Parent Involvement in Education (PIE) consultants. 	<ul style="list-style-type: none"> • Increased awareness among educators of how to engage parents and families to support learning. • Increased number of parents who have enhanced capacity to work with schools & service providers to meet academic and developmental needs of their children.
OBJECTIVE 3: Improve SEA and LEA Interstate Collaboration		
<p align="center">Project - Collaboration Among Participating States</p> <p>Background: As leaders and participants with the CCSSO, both MD and PA have benefited from sharing common practices and lessons learned to increase family engagement, Birth-Grade 12. CAFE will facilitate states to meet regularly to grow, problem solve, and advance opportunities for family engagement in policy, practice, and procedures. Project activities will be staged over the five year grant period.</p>		
Project Attributes	Project Activities	Project Outcomes
<p>Tier: Targeted Target: SEAs/LEAs Ed. Level: Birth-Grade 12 Location: Four MD regions and six PA regions</p>	<ul style="list-style-type: none"> • Interstate Virtual Convenings; • Network of CAFE Coalitions; • National SEA Symposium; and • Virtual and In-person Convenings. 	<ul style="list-style-type: none"> • Increased knowledge of high-impact, culturally responsive family engagement (CRFE) research & practice. • Improved interstate collaboration between MD and PA. • Increased sustainability of family engagement (FE) leadership.

OBJECTIVE 4: Build Capacity to Conduct Effective Outreach and Communications

Project - Conducting Outreach to Engage All Families

Background: Many schools and LEAs are not successful in reaching low-income, racially, and linguistically diverse families. Recognizing the importance of collectively supporting the success of every child, CAFE will engage with local communities to ensure effective outreach and collaborative action. This effort will be enhanced by CAFE’s universal activities and bi-lingual Spanish website.

Project Attributes	Project Activities	Project Outcomes
<p>Tier: Targeted & Universal Target: LEAs, Schools, Community-based organizations Ed. Level: PreK-12 Location: Statewide (universal) in PA and MD, Reading School District and School District of Philadelphia (PA) (targeted), Baltimore County and Allegany County (MD) (targeted)</p>	<ul style="list-style-type: none"> • Convening to Develop Collaborative Action between LEAs, schools, and CBOs; and • Communities of Practice (CoP). 	<ul style="list-style-type: none"> • Improved communication strategies. • Improved capacity of LEAs & schools to effectively reach parents of diverse backgrounds. • Improved capacity of LEAs, schools, & CBOs to develop and implement collaborative actions to serve parents of diverse backgrounds. • Increased opportunities for parents to learn skills. • Increased opportunities for parents to actively participate in collaborative action plan.

OBJECTIVE 5: Increase Parents Ability to Promote School Readiness and Support the Academic Achievement of Their Children

Project 1 - Promoting Early Childhood School Readiness and Nurturing Child Development

Background: The evidence-based program, Parents as Teachers, provide parents with knowledge and resources to prepare their children for a stronger start in life and greater success in school. PAT serves families for at least two years between pregnancy and kindergarten. With CAFE’s assistance, PAT can provide more targeted services with the PAT affiliate programs in the proposed districts to positively impact family engagement.

Project 1 Attributes	Project 1 Activities	Project 1 Outcomes
<p>Tier: Systemic Target: Parents, Young Children Ed. Level: Ages 2-4 Location: Erie County School District, Coatesville, Juniata County, Lancaster School District, Allentown School District, Pittsburgh</p>	<ul style="list-style-type: none"> • Provide parents with child development knowledge and parent support; • Conduct home visits, with more time offered to higher-need families; • Provide early detection of developmental delays and health issues 	<ul style="list-style-type: none"> • Increased knowledge and understanding of child rearing practice and child development. • Increased readiness of racially, linguistically, and culturally diverse children upon entering the school system.

<p>[continued from p. 15] School District, Reading School District (PA)</p>	<ul style="list-style-type: none"> • Provide parents and children with skills to increase school readiness; Connect families to other needed supports & services; • Assist families to enroll in a high quality preschools; and • Facilitate community asset mapping, professional development, and parent leadership activities. 	<ul style="list-style-type: none"> • Increased readiness of racially, linguistically, and culturally diverse children upon entering the school system. • Improved scores for students on kindergarten readiness measures. • Increased high-impact, culturally responsive family engagement.
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Project 2 - Parents and Teachers Working Together To Promote Academic Success

Background: Significant academic gaps exist between African American and Latino students when compared to White students, and between English Learners and English speakers in MD and PA.(Needs Assessment, Appendix A.7.) MAEC will partner with the *Academic Parent-Teacher Teams (APTT)*, an evidence-based program successfully working with parents and teachers to promote student success.

Project 2 Attributes	Project 2 Activities	Project 2 Outcomes
<p>Tier: Systemic Target: Parents, Teachers Ed. Level: K-12 Location: Baltimore City Public Schools (MD), Allentown School District (PA), High Schools and Feeder Middle Schools</p>	<ul style="list-style-type: none"> • Facilitate in person and virtual orientation sessions to school and district leaders interested in learning more about the APTT model; • Help interested schools and districts develop APTT awareness and readiness for adoption to start implementation in Year 2; • Train teachers in designated schools to conduct the program; • Implement the program and facilitate three team meetings and one individual meeting per student (student, teacher, and family); • Select 2-4 experienced instructional coaches/family engagement specialists at the State, district or school levels, including CAFE staff, that will train and practice to become certified APTT trainers after two years of training and coaching from WestEd; • Provide ongoing coaching to staff implementing the program; and • Monitor program implementation. 	<ul style="list-style-type: none"> • Increased capacity of teachers to train parents to support learning at home. • Increased capacity of parents to work with their children to meet target academic goals. • Increased academic achievement of participating students.

OBJECTIVE 6: Improve Parents' Literacy and Communication Skills

Project - Increasing Parents Literacy, Communication, and Leadership Skills to Enhance their Children’s Learning and Academic Success		
Background: The National Center for Families Learning Family Literacy Model is a nationally recognized, evidence-based program with four components: Adult literacy, student literacy, parent time, and Parent and Child Together time (PACT). The model uses a two-generational approach to build the capacity of low-income, vulnerable families to support their children’s education and their own employability skills.		
Project Attributes	Project Activities	Project Outcomes
Tier: Systemic Target: Parents, Teachers Ed. Level: Prek-3 Location: Charles County Public Schools (MD)	<ul style="list-style-type: none"> • Implement comprehensive system of professional development to school staff that includes: an initial two-day program orientation, one site visit, monthly technical assistance calls, six webinars, one national training and networking opportunity, and ongoing TA conversations; • Recruit parents in cohorts of 25 to participate in the program; and • Implement the four-part family literacy program that includes training in: adult literacy, student literacy, parent time, and Parent and Child Together (PACT). 	<ul style="list-style-type: none"> • Increased capacity of staff to train parents to conduct literacy activities with their children. • Increased capacity of staff to train parents to better communicate with teachers and other school staff. • Increased capacity of staff to train parents to become better leaders. • Increased capacity of parents to conduct literacy activities with their children. • Increased capacity of parents to communicate with teachers and school staff. • Increased capacity of parents to become parent leaders and advocate for their children. • Increased capacity of parents to improve their own educational needs.

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

MAEC’s proposed CAFE will build client capacity and yield results that extend beyond the period of Federal Assistance. The CAFE model employs MAEC and its partners’ years of successful family, school, and community engagement work to implement researched-based strategies to facilitate transformative education, capacity, engagement, and commitment (Appendix A-1, MOUs and Letters of Support; Appendix A-2, MAEC Institutional Capability;

Appendix A-3, Project Partners.) CAFE’s transformative initiatives serve, assist, and engage all stakeholders to form a collaborative community based upon common interest. CAFE initiatives will institutionalize long term capacity and results by using the combined skills of CAFE, its partners, and key consultants to promote evidence-based strategies in policy, practice, and messaging. The synergy of these practices will engage and empower all stakeholders, including SEAs, LEAs, schools, teachers, students, families, and community members. MAEC’s experience demonstrates that the relationship between educators, families, and communities serve as the foundation for shared learning and responsibility and also acts as an incentive and motivating driver for the continued participation of key stakeholders.

MAEC’s approach is based on a strong corpus of research, focusing on the assets of students and their families, enabling a contextualized understanding of the lived experiences of students. To advance high-impact, culturally responsive family engagement, CAFE’s capacity building approach is based on the following principles: *Collaborative*: Work jointly with clients to identify underlying needs and objectives. *Targeted*: Determine what areas of the proposed plan have the greatest need and therefore where TA will have the greatest impact. *Adaptive*: Address changes and new needs to advance opportunities for successful outcomes. *Customized*: Respond to the unique needs of SEAs, LEAs, schools and the parents they serve. *Asset-based*: Focus on strengths and resources that educational, community based organizations and parents have. *Accountable*: Obtain agreement to outline specific actions and responsibilities. *Results-driven*: Identify specific outcomes with measurable results. These principles align with CAFE’s capacity building and systems change strategies.

Each CAFE initiative works to change attitudes, build knowledge and skills, and create systems change to ensure sustainability. On the state level, key elements of this proposal focus on creating SEA policies and structures that support sustained impact. Development and advancement of a state family engagement birth through grade twelve framework will provide a comprehensive strategic document that can be used and revised by the SEA beyond the five-year grant period. CAFE builds coalitions within and between the states to create an ongoing and

sustained support network for learning during the implementation phase of the Birth-Grade 12 Family Engagement Frameworks initiative for LEAs and schools. In addition, NAFSCE's Family Engagement Communications Campaign with FrameWorks will advance policies and a better understanding of family engagement that transcend the timeframes of this grant initiative.

Parent education programs provide opportunities to build life-long skills for parents and their children. (A. Quality of Project Design, p. 1) By shifting families from participation in school activities, to a more engaged approach of working with families to help meet their specific goals, families move from being involved at school to being engaged with each other, with their school, and in their communities. Low-income, culturally, racially, and linguistically diverse children will have increased readiness for kindergarten and a more successful educational path. Adult and student literacy builds the capacity of low-income vulnerable families to support their children's education and their own employability skills. Teachers and families with children in middle and high schools will be given the opportunity to work together to increase academic achievement and student growth. The synergy of CAFE's proposed project will strengthen parents' ability to achieve economic self-sufficiency and improve the lives of their families. These initiatives will facilitate the development of parent, teacher, and student skills which will encourage and enable them to engage in transformative change to increase academic, life, and career success (CCSSO, 2017), thereby extending the benefits of this project way beyond the period of the grant.

Section B: Quality of the Management Plan and Project Personnel

(1) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project.

MAEC is a leader in the implementation of strategies based upon equity, cross-cultural understanding, and interpersonal connection. With its diverse staff and Board of Directors, it is well positioned to assist SEAs, LEAs, and schools to collaborate with a variety of stakeholders to address the diverse needs of families, students, educators, and community members to increase high-impact, culturally responsive family engagement. MAEC has established relationships with parent groups, educators, the business community, federally funded research, content, and

comprehensive centers, community-based partners, advocacy-based organizations, and culturally diverse educational professionals with expertise in a wide variety of disciplines. (Appendix A-6, Collaborating Organizations.)

It is not enough to have diverse perspectives, they must be *practiced* with fidelity and integrity. We turn equity from a value into an integrated and sustainable practice. High-impact family engagement at its core is respectful, multi-directional, and culturally responsive; it values relationships among all key stakeholders. We co-construct TA and training with clients, recipients, and/or beneficiaries to create positive school climates and engage culturally and linguistically diverse students, families, and community members in learning.

MAEC's capacity building approach is collaborative, adaptive, asset-based, accountable, and results-driven. The challenges to parent and student success are systemic, and so are the solutions. Family voices in the development of solutions make our field better, stronger, and more responsive to the supports that families need. CAFE's management and infrastructure support the inclusion of diverse voices, including Statewide Parent Advisory Committees, national, state, regional, and local early childhood, k-12, and family engagement organizations and committees. These stakeholders will unite through communities of practice, regional convenings, place-based parent education programs, and interstate networks.

(2)The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

MAEC combines its institutional resources with four well-established organizations that have worked on family engagement issues for more than one hundred years. MAEC will be the lead fiscal agency. MAEC has proven experience managing large-scale TA projects involving multiple partners and stakeholders. (Appendix A-2, MAEC Institutional Capability.) WestEd, PAT, NCFL, and NAFSCE are lead partners. WestEd will support educators and parents in capacity building through the Academic Parent-Teacher Teams (APTT) program at the elementary and secondary levels. PAT will provide an early childhood home visiting program in selected LEAs. NCFL will implement the Family Literacy model in selected LEAs. NAFSCE

will provide TA to the states on their family engagement frameworks, build coalitions within and across states to advance policy and practice, and launch a national communications campaign using family engagement messaging research through FrameWorks institute. These organizations will work together to provide a cohesive and integrated implementation plan to increase academic achievement and student development. This synergy will enhance systemic and sustainable family engagement policies, programs, and activities.

The proposed center reflects an organizational model for a community of learners. Technology will create a “virtual integrated center” that transcends any one location or single organization. Together, we will assist SEAs, LEAs, and schools in achieving high-impact culturally responsive family engagement and work together to accomplish outcomes as envisioned by the purpose of the SFEC program, the GPRA measures, and CAFE’s goals and objectives.

Management Plan: CAFE will mobilize its exceptionally broad and deep resources to deliver services. The center collaboration focuses on strategic alliances, leveraging flexible staffing, multiple responsibilities, responsiveness, and scalability to provide a unified system of client/beneficiary support. CAFE’s strength and greatest resource is its ability to leverage relationships with the best national and regional experts to develop and implement high-quality TA informed by leading edge research and innovative approaches. CAFE's management plan follows these principles:

Create Distributive Leadership: Executive Director will work with partners, collaborating organizations, and CAFE staff to develop leadership skills of staff and clients.

Build Capacity: All TA projects will seek to promote sustainability by building client capacity to institutionalize programs and strategies that align with CAFE project goals and objectives.

Develop and Monitor Client Systemic and Sustained TA: Staff and clients will develop relationships and design plans outlining baseline data, objectives, performance indicators, resources, and anticipated outcomes.

Implement Changes Based on Formative and Summative Evaluation: Executive Director and staff will collaborate continuously with the external evaluator to review benchmarks and performance indicators for successful implementation and to make necessary adjustments in project services. They will share formative and summative evaluation results with clients to assess progress, identify lessons learned, and make appropriate changes and adjustments.

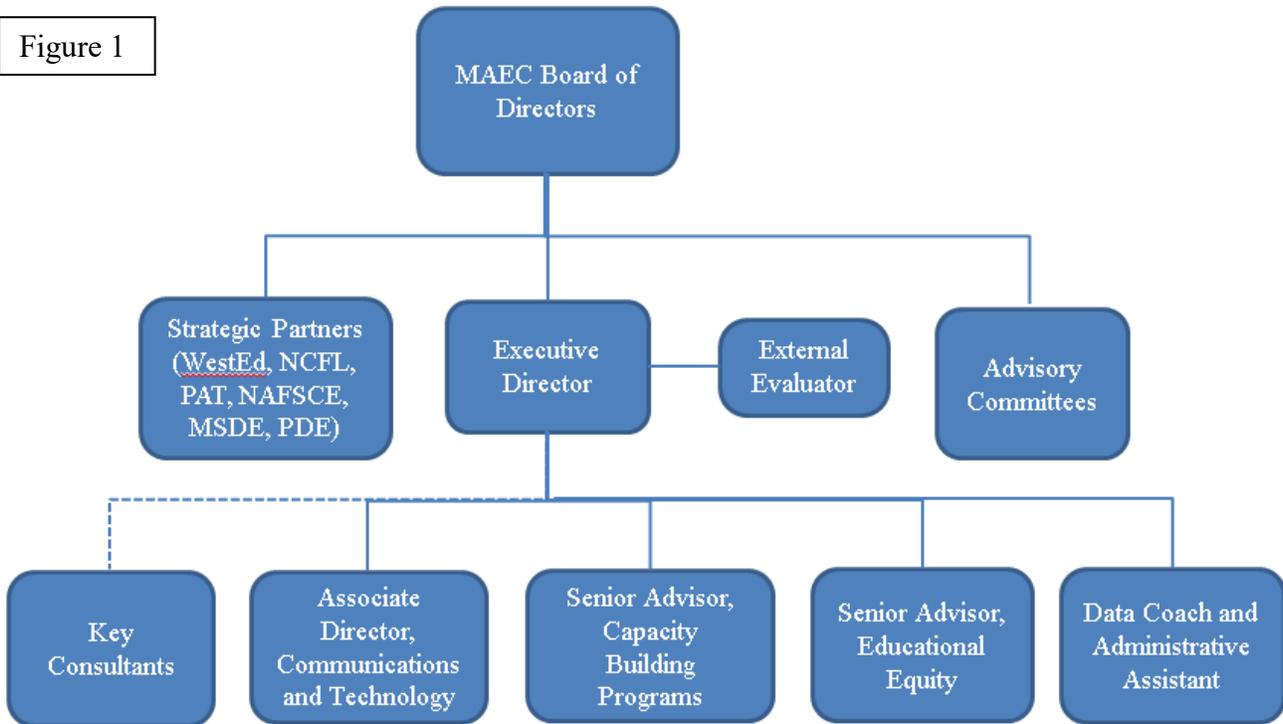
Leverage and Network Resources through Organizational Collaboration: Staff will use a variety of strategic partnerships, community, government and educational organizations to expand CAFE's capacity to deliver services.

State Needs: CAFE will assign one staff member to work with each state who will be responsible for identifying needs; serving as the main contact with SEAs, LEAs, schools, and participating community organizations; monitoring programs; and assisting in identifying appropriate consultants to address specific requests and/or issues that arise. (Appendix A-7, Needs Assessment for Maryland and Pennsylvania.)

(3)The adequacy of management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The organizational chart follows.

Figure 1



Executive Director will have overall fiscal and programmatic responsibilities of the program. She will supervise staff, manage budgetary functions, develop policy, and supervise sub-contractors in project implementation. She will ensure that all timelines and milestones are accomplished. **Senior Advisor, Educational Equity**, will serve as the main liaison with Pennsylvania and provide TA and training on culturally responsive education. **Senior Advisor, Capacity Building Programs**, will serve as the main liaison with Maryland and provide TA on building and sustaining the work in family engagement. Together, they will provide TA and training, monitor all project activities in the state, and work closely with the SEA, LEAs, community-based organizations, families, and schools. MAEC’s **Associate Director of Technology and Communication** will oversee and support the design and development of CAFE’s bilingual (English/Spanish) website and the use of multimedia components of the project. **Data Coach and Administrative Assistant** will ensure proper data collection and entry into database. This staffer will also provide administrative support. **External Evaluator**: Dr. Steven Sheldon, National Network of Partnership Schools (NNPS), Johns Hopkins University, will lead the formative and summative evaluation of the program. (Adequacy of Resources, p. 26; Appendix B-1, Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks;

B-2, Resumes of Key Personnel; Appendix, B-3, CAFE; Contributing MAEC Staff; Appendix D-1, Resume of External Evaluator.)

(4)The qualifications, including relevant training and experience of key project personnel.

Maria Del Rosario (Charo) Basterra, Executive Director, is an educational psychologist with over 30 years of experience on issues related to educational evaluation, English learners, family engagement, culturally responsive education, and early childhood education. Ms. Basterra is MAEC’s Vice-President and the Deputy Director of the Center for Education Equity (CEE). She assists the Executive Director with managerial and programmatic day to day operations. She provides TA to SEAs, LEAs, and schools to promote the academic achievement of Language Minority students and K-12 ELs. Ms. Basterra oversees and supervises external evaluators and monitors all MAEC evaluation activities. Recently, Ms. Basterra was appointed by the Governor of Maryland to serve a four-year term on the Maryland State Early Childhood Advisory Council where she will contribute to advancing best practice for families of young children.

Ms. Basterra served as MAEC’s Director of Informed Parents-Successful Children (IPSC), an MSDE-funded project funded to provide training and information on early childhood development to non-English speaking parents and caregivers throughout Maryland. Before joining MAEC, Ms. Basterra worked at the Smithsonian Institution Central Office of Education as Manager for Multicultural Programs for five years. Ms. Basterra provided Preschool and Bilingual Vocational Training programs at the Spanish Education Development Center and at the Organization of American States where she conducted studies on Preschool Education in Latin America.

Ms. Basterra is the co-author of *Adelante: Moving Forward*, a guide to empower parents of ELs to advocate for their children, the principal editor of *Cultural Validity in Assessment: Addressing Linguistic and Cultural Diversity and Excellence* (2011, Routledge), and the editor of *Equity for Language Minority Students: Critical Issues and Promising Practices* (1999, Mid-Atlantic Equity Consortium). She is also the co-author of *Family Involvement Information and Training Kit* developed in collaboration with the Delaware State Department of Education.

Ms. Basterra has received awards from the Delaware State Department of Education and the District of Columbia Public Schools for her contributions toward the achievement of language minority students. She holds a M.A. in Education from Temple University and a B.A. in Psychology from Catholic University in Lima, Peru. She was a recipient of a Fulbright Scholarship to pursue her graduate studies and a Ford Foundation Research grant to pursue a study about the impact of culture in child development.

Pamela Higgins Harris, Senior Advisory, Educational Equity (PA), is a long time education equity leader and a 38 year veteran in public education. Her years of service have centered on the academic, emotional and social needs of culturally diverse learners and marginalized populations, ranging from kindergarten to adulthood. Ms. Harris's background includes: culturally responsive education and leadership, civil rights compliance, and special education. Ms. Harris's areas of expertise include: building capacity of school, district, and state education department personnel to engage authentically with families and community members; building and strengthening strategic partnerships between school, community, and parent organizations; and building parents' capacity to support student learning at home.

Ms. Harris has experience and expertise providing technical assistance to families, schools, and community stakeholders on discrimination and harassment prevention and investigations; restorative practices; bullying prevention; conflict analysis, mediation and intervention; high school/university partnerships; elementary/secondary special education services; school improvement; multicultural curriculum instruction and professional development; culturally responsive teaching and culturally responsive leadership; and oversight of district wide equity assurance compliance and programs. Before joining MAEC as a Senior Education Equity Advisor and Consultant, she was the District Equity and Compliance Officer for Prince George's County Public Schools, MD. Ms. Harris has taught university courses centered on equity, diversity, inclusion, and social justice at Howard University, University of Maryland College Park, Trinity Washington University, Bowie State University, and the University of the District of Columbia. She holds a B.A. and M.A. from American University and the University of

Maryland College Park in French, Special Education, and Professional Development in Urban Education.

Shontia Lowe, Senior Advisor, Capacity Building Programs (MD), currently serves as Program Director for MAEC’s Achievement Linking Innovation, Vision, and Engagement (ALIVE) program, funded by MSDE’s 21st Century Community Learning Center grant. Ms. Lowe manages day-to-day operations of ALIVE, including curriculum design, staff supervision, student coaching, and family engagement. The program focuses on STEAM and addresses the academic and socio-emotional needs of students. The program also offers character building and community service learning opportunities. ALIVE’s family engagement component promotes communication and partnership with the students’ families, in support of the child. Ms. Lowe has over a decade of professional experience working in the education sector and in youth and family services. Her fields of expertise include: working with students from low-income communities (6th grade – college), facilitating Adult English as a Second Language classes, and working with families of students from diverse cultural and linguistic backgrounds. Her work experience includes: the DC Office of the State Superintendent of Education, Prince George’s County Public Schools, CASA de Maryland, select charter school networks, and Teach For America. She holds a B.A. in Spanish and English from Mount Holyoke College, and a M.S. in Public Policy, with a concentration on Education, from Drexel University. (Appendix B-2, Resumes of Key Personnel.)

Section C: Adequacy of Resources

CAFE brings extensive resources to the project. The partners are committed, the projected costs enable CAFE to reach its goals and objectives, and the costs are reasonable when compared to the number of people served in two states. CAFE will use distributed expertise and leadership to maximize efficiency and results, provide high-quality services to improve capacity to increase equity, and to ensure that targeted student populations have access to the best educational opportunities.

(1)The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

MAEC uses intersectionality as an operating model to maximize the effect of the combined knowledge and expertise of partners and collaborators. MAEC has integrated partners NAFSCE, NCFL, PAT, and WestEd into a seamless delivery service for clients. (Section A. Quality of Project Design, p. 1, Organizational Chart, p. 23; Appendix A-3, Project Partners.) CAFE is comprised of national and regional experts in all facets of education, family engagement, and culturally responsive pedagogy and practice, who will work collaboratively and systematically to both model collective impact and deliver intersecting TA.

Collective impact builds on existing resources, capabilities, experiences, stakeholder relationships, trust, leadership identification, and development to create a culture of learning (Kania & Kramer, 2011). MAEC program management uses the five conditions of collective impact: a common agenda; shared measurements; mutually reinforcing services and activities; a staff hub with the knowledge, skills, and abilities to support and implement the initiative; and coordination of program services (Kania & Kramer, 2011). MAEC’s interconnected operational system offers an outstanding approach to service delivery. The CAFE partner organizations’ resources enable successful, efficient, and cost-effective TA service delivery.

Relevance of Each Partner: *Partner NAFSCE* is *the* national organization for family, school, and community engagement. It provides outreach to families and communities through their family engagement leadership network and district and state level family engagement specialists, national and statewide systemic work, and their resource library. NAFSCE’s unique contribution to the project is its ability to address the grant requirement addressing (c)(2) “the development and implementation, in partnership with the SEA(s), of statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESSA,” as well as to (f)(8) “Provide assistance

to SEAs.” NAFSCE will serve as our primary partner for interstate, state, and regional convenings.

Partner NCFL envisions a world in which all families are provided opportunities to improve their lives and become strong contributors to society. It addresses our nation’s literacy challenges by engaging all family members in learning, with a primary focus on parents and children living in poverty. NCFL advances literacy and education by developing, implementing, and documenting innovative and promising two-generation practices, networks, and learning tools. Its evidence-based four-component Family Literacy model is a two-generational educational approach to building the capacity of low-income, vulnerable families. NCFL’s model breaks down traditional educational silos by concurrently developing the skills of parents and their children. This model enables families to practice and learn together, effectively strengthening their ability to achieve economic self-sufficiency and improve their lives. This type of programming also positively impacts academic outcomes for adults and kindergarten readiness for children. Their Family Literacy model represents the highest level of effort to engage families and transport them toward positive educational and work outcomes. The overarching goal is to provide the most supports and resources to those who are the most in need. An additional element of the two-generational approach to literacy is parent engagement in their children’s education. NCFL recognizes the important role of parents serving and working in their children’s schools, and strives to connect the family with the school, and parents with their children, at a much higher level of engagement. (See Evidence Form; Appendix A-9, NCFL Report-Impact Study and Final Report of the Subgrantee Southwest Solutions English Language Learners Program.)

Partner Parents as Teachers (PAT) provides parents with child development knowledge and parenting support, early detection of developmental delays and health issues, and increases child readiness. The PAT model includes one-on-one home visits, monthly meetings, developmental screenings, and linkages and connections for families to needed resources. Parent educators conduct the home visits using structured visit plans and guided planning tools. Local sites offer

at least 12-hour long home visits annually with more offered to higher-need families. PAT serves families for at least two years between pregnancy and kindergarten. PAT affiliate programs select the target population they plan to serve and the program duration.

Numerous studies indicate that on average students whose parents participated in PAT showed improved academic capabilities, as reflected in higher test scores (Albritton, Shelly, Klotz, Jack, Roberson, & Thelma, 2003). The PAT program, in particular, benefits economically disadvantaged families. Students from low-income households whose parents participated in PAT showed statistically significant improvements in cognitive, social, communication, physical, and self-help aspects (Wagner, Spiker, & Linn, 2002). As a result of the success of PAT, over 50 sites across the nation have adopted this program in order to continue implementing parent engagement as a key method to fostering growth in children's academic and social development (Winter & Rouse, 1990).

Partner WestEd works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. It operates multiple National and Regional Comprehensive Centers, Regional Educational Laboratories, and Equity Assistance Centers. The *Academic Parent-Teacher Teams (APTT)* gives families tools and strategies to help their children master the academic skills they need to succeed. APTT has thus far provided support to over 600 schools in 22 states — impacting the learning of approximately 600,000 students and over 200,000 families. The Academic Parent Teacher Teams (APTT) model of family engagement is a research and evidence-based framework that has transformed the way schools engage families in student learning by aligning grade level learning concepts, student performance data, and family-teacher communication and collaboration.

Recent evidence collected by WestEd and independent evaluation sources indicated the APTT model had positive impact on student achievement, family engagement, teacher efficacy, family efficacy, and teacher-family relationships. Students whose families participated in APTT meetings had statistically significant academic performance growth compared to students whose

families did not participate in APTT meetings. (Appendix A-1, MOUs and Letters of Support; Appendix A-3, Project Partners.)

Demonstrated Commitment: All partners have demonstrated commitment to the implementation and success of the proposed project, and to their specific program responsibilities. Program partners are committed to: 1) providing the necessary training and capacity building of SEAs, LEAs, and schools participating in the project; 2) monitoring fidelity of implementation; 3) providing coaching and technical assistance to clients in the implementation of the project, and 4) providing data to document progress and results of the projects.

Matching Funds: NAFSCE has committed to matching funds of \$53,334 in years two-five. NCFL has committed to matching funds of \$50,000 from years two-five. PAT is being supported by a combination of state and other funding sources. They have committed to matching funds of \$200,000 per year (including this year). We will partner with PA's Office of Child Development and Early Learning (OCDEL) to provide any necessary supplemental funds from years two-five.

In addition to project partners, CAFE engages an unprecedented network of Family Engagement consultants and collaborating organizations which contribute content and context-specific TA across all family engagement areas. The network includes the Council for Chief State School Officers (CCSSO), of which MAEC and NAFSCE are lead partners. CCSSO is building a National State Consortium on Family Engagement. The Center for Schools and Communities (CSC) serves as the PA State PAT Office and provides local capacity building TA in family engagement, migrant education, positive school climate, and services to assist at-risk students including those who are experiencing homelessness, pregnant/parenting, in foster care settings, and identified as disruptive/delinquent. Additional collaborators include other SFECs, and parent training and information centers and community parent resource centers, such as the Parent Education and Advocacy Leadership (PEAL) Center (PA), a Parent's Place (MD), Judith P. Hoyer Early Child Care and Family Engagement Centers (MD), and Centers on Enhancing Early Learning (CEELO-PA). (Appendix A-1, MOUs and Letters of Support; Appendix A-4,

MAEC Board of Directors; Appendix A-5, Key Consultants; Appendix A-6, Collaborating Organizations).

Significantly, MAEC has 26 years of experience managing grant, contract, and project accounts; audits; benefits management; and general office activities. MAEC uses the QuickBooks Enterprise Solutions for Non-Profit Organizations online accounting to enable external accountant and auditor monitoring and review. MAEC undergoes an annual Uniform Guidance Single Audit (formerly known as an A-133 audit). All expenditures must be approved in vigorous three-point checking system to ensure transparency, accuracy, budget compliance, and integrity of fund allocations. All vendor bills, invoices, and payroll are processed for payment semi-monthly. MAEC's three-person accountant management team reviews all transactions and expenditures prior to the final signature and approval by Susan Shaffer, MAEC's president. All financial data are stored both on-site and in the cloud to ensure continuity and accessibility. (Appendix A-2, MAEC Institutional Capability; Appendix C-1, MAEC Selected List of Grants and Contracts.)

(2)The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Although CAFE's objectives are ambitious compared with the proposed budget size, MAEC has the experience to deliver services at the lowest possible cost. MAEC begins with the systemic work it has started with CCSO. MAEC has more than 25 years of experience working with Maryland and Pennsylvania schools and school systems. Service delivery will be facilitated by CAFE staff who will use long-standing relationships, resulting in greater levels of engagement and improved quality and quantity of services. Careful use of strategic partnerships will enable highly qualified staff to provide TA and training. Our proposed programs vary in scope, intensity, and duration.

CAFE proposes to meet two goals and six objectives. (Section A, Quality of the Project Design.) Based on past experience, universal and targeted TA requests could number in the thousands. As described earlier, MAEC currently serves as the Region I equity assistance center

(EAC). In Year II, MAEC conducted approximately 645 training activities to date, more than doubling the number of activities conducted in Year I for a wide range of local and state stakeholders (including, regional, SEA, LEA, and school staff; teachers; parents; community members). CAFE will leverage the expertise and broad reach of the Region I EAC. (Appendix B-3 CAFE and contributing MAEC staff.)

Prior to 2017, MAEC served as the Region III equity assistance center for over 20 years, providing TA to five states and the District of Columbia. During the 2011-2016 EAC grant cycle, MAEC conducted 6,873 TA and training activities. MAEC served as the Maryland State PIRC for five years, during which we provided services both directly and indirectly to an average of 100,013 low-income families, 7,765 limited English proficient families, and 56,800 minority families. We worked with a total of 381 Title I schools and schools not meeting AYP (Neuman-Sheldon, 2016; PIRC Final Performance Report, 2011).

(3)The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

CAFE’s proposed cost of \$991,006 is reasonable serving in relationship to the (1) number of persons to be served and the services they require, (2) the quality and quantity of services, (3) the exceptionally broad and deep resources to deliver services, and (4) the agreement of the two states to work together providing for an efficient and effective use of financial and human resources. Maryland and Pennsylvania comprise 524 school districts, with 4,511 schools. These states educate 2,597,015 students, of whom 1,093,991 are students of color, 822,041 are young children, 1,197,871 are eligible for free or reduced lunch, 115,973 are limited English proficient or English language learners, and 407,158 are identified as special education students (NCES State Profiles, 2015-2016).

CAFE will offer three tiers of client service: Universal, Targeted, and Systemic. (A. Quality of Project Design, p. 1) Through our universal services, we estimate reaching 50,000 low-income and culturally diverse parents, 10,000 educators, and four-10 parent advocacy groups during the first year, with an expected growth rate of 1.5 each year. CAFE will develop and maintain a

website (bi-lingual, Spanish for parents) at an estimated cost of \$20,000 per year. The website benefits include: increased capacity of parent advocacy groups, improved networking and sharing of resources among groups, less duplication of labor, large reductions in travel costs, and major savings in dissemination costs. An additional benefit is that the cost per added user is zero. The value of the website increases with the user rate in two respects: (1) users contribute to the site through their comments and postings, so the information content grows, and (2) as the user rate increases, the network grows. The CAFE proposed project is designed to be financially efficient and optimally effective.

Section D: Quality of Project Evaluation

Dr. Steven Sheldon from Johns Hopkins University will conduct the evaluation of the proposed Collaborative Action for Family Engagement Center (CAFE). Dr. Sheldon has been involved as an evaluator, researcher, and scholar in the field of family and community engagement for almost 20 years. (Appendix D-1, Resume of External Evaluator.)

(1)The extent to which the methods of evaluation include use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The CAFE evaluation uses a mixed-method design, collecting quantitative and qualitative data from a range of stakeholders involved in the various family engagement practices. The evaluation will systematically collect and analyze data to determine the extent to which CAFE: (1) implements activities discussed in the Project Design, (2) meets the pre-determined objectives set forth in this proposal, and (3) meets the GPRA performance measures outlined in the call for proposals. For each proposed activity, the evaluation will collect objective performance measures related to the intended outcomes of the project, provide performance feedback, enable CAFE staff to assess their progress toward achieving their intended outcomes, and help produce promising evidence related to the family engagement practices implemented by CAFE. It, therefore, functions as a formative and summative evaluation.

Evaluation Questions

1. To what extent does CAFE successfully implement the planned activities outlined in this proposal?
2. To what extent is CAFE providing high-quality, relevant, and useful information to clients in Maryland and Pennsylvania? To what extent does CAFE meet service quality objectives?
3. To what extent are CAFE services helping clients build long-term capacity to support family engagement in culturally responsive ways? To what extent does CAFE meet capacity-building objectives?
4. To what extent does available evidence suggest CAFE services have affected district policies, district and school practices, parent outcomes, and student outcomes?

The following sections, organized according to the objectives described in this proposal, outline the evaluation methods and analytic approaches that will be used to evaluate CAFE. Each objective includes the collection of data about the implementation of the practices and clients' perceived value and satisfaction, providing formative feedback to CAFE staff. The evaluator will routinely share this data with CAFE staff in quarterly check-in calls or in-person meetings. The evaluator also will conduct quarterly check-in calls with program staff implementing practices in the field to share formative feedback and ensure data collection protocols are in place.

For each objective, outcome data will be collected assessing clients' sense of efficacy to engage families, in the case of LEAs and school staff, or in the case of parents, clients' sense of efficacy to support their children's learning. Having this consistency throughout the evaluation provides the opportunity for a summative evaluation documenting the ability of CAFE to build the capacity of numerous constituencies to enact high-impact, culturally responsive family engagement practices.

Universal Projects

Evaluation of CAFE's universal tier supports will align closely with the stated efforts to: (a) Identify and create relevant, high-quality family engagement products and processes that are evidence-based practices, research publications, and virtual PD; (b) disseminate widely project and non-project resources; and (c) communicate information with targeted audiences through

trusted sources. The implementation and impact of these practices will be measured using a variety of sources and data collection methods:

Evaluation Activities: Evaluators will measure outcomes and implementation of these activities primarily via client surveys of participants in virtual PD and analyses of data generated by the online platforms and administrative data maintained by CAFE staff. For webinars and other virtual PD offered, attendees will be sent a follow-up survey asking them the extent to which the event resulted in increased knowledge and understanding of family engagement. Webinars will be determined to be effective if at least 80% of attendees indicate satisfaction, and that they gained knowledge about implementing family engagement practices. CAFE staff and project partners will share the website analytics related to the number of visitors to the website, the number of times resources have been downloaded, and the number of times the website was used to facilitate communication with CAFE.

Targeted and Systemic Projects by Objective

Objective 1: Improve Capacity of SEAs to Design and Implement Statewide Family Engagement Policies and Frameworks Aligned to ESSA

Systemic Project: *A Comprehensive Family Engagement Framework for a Birth to Grade 12*

Evaluation Activities: Evaluators will interview and survey SEA clients about their satisfaction working with CAFE, as well as the extent to which they believe they have increased their knowledge of, and ability to, integrate culturally responsive family engagement into their statewide frameworks. Surveys will be administered following trainings. Effective implementation will be indicated if 80% of respondents report satisfaction with the materials and that working with CAFE improved their knowledge of, and ability and disposition to, integrate family engagement frameworks into their statewide work.

Targeted Project: *Reframing the Family Engagement Conversation: A National Strategic Communications Campaign.*

Evaluation Activities: Interview data will be collected with CAFE staff, NAFSCE representatives, and state partner representatives to assess the extent to which the

communications campaign increased constituents' understanding and support for family engagement in education, as well as to gain feedback on the strengths and weaknesses of the National Alliance for Family Engagement. Also, members of the National Alliance for Family Engagement and SEA partners will be contacted and asked to provide examples where LEA or SEA policies changed to include attention to culturally responsive practices, the need for multiple directions of communication, and asset-based approaches to family engagement. Changes to these official documents will serve as objective evidence of impact from the communications campaign.

Objective 2: Increase Capacity of LEAs to Co-Construct Family Engagement Policies and Practices

Targeted Project: *Building Stronger Schools: Families, Schools and Community Working Together to Improve Student Outcomes*

Evaluation Activities: In the MD and PA schools working with CAFE, the evaluator will collect data related to the use of Parent Academies, Communities of Practice, MD Family Engagement Coordinators, and PA Parent Involvement in Education (PIE) Consultants. Client surveys will be administered at the end of trainings to measure the extent to which Parent Academies and Community of Practice attendees felt more knowledgeable about strategies to engage families (district, school, and families) and more confident in their ability to engage with their students' families in ways consistent with the *Dual Capacity-Building Framework for Family-School Partnerships* (districts and school staff). Families attending the trainings will be asked to report about whether they feel more confident in their ability to support and advocate for their child's learning and well-being. Trainings will be determined to be effective if at least 80% of attendees indicate satisfaction and that they gained knowledge about implementing highly effective family engagement practices. MD Family engagement coordinators and PA PIE consultants will be interviewed and surveyed about their satisfaction working with CAFE and asked to describe the success and challenges of their work with school staff and families.

At the end of the school year, school leaders will be asked to report how much district support for family engagement they received and to rate how helpful they found this support. Also, where available, district collected family surveys will be used to measure families' perceptions of the school climate, comparing family ratings of schools with family engagement training to ratings of schools that did not attend a training.

Objective 3: Improve SEA and LEA Interstate Collaboration

Targeted Project: *Collaboration Among Participating States*

Evaluation Activities: Evaluation of the CAFE interstate convenings will use interviews with SEA staff and leadership about their participation in state-level meetings and webinars, what they gained from them, what actions they believe will come from the meetings and how the meetings could be improved. State leaders' attendance at the symposium will be recorded. Also, participants will be asked to complete a survey indicating the extent to which they have gained knowledge of culturally responsive family engagement practices and how likely they are to support the implementation of these practices in schools and communities. Finally, state leaders will report the frequency with which they collaborate and share resources with other state leaders to facilitate best practices of family engagement. These results will be followed for the duration of the grant and examined for year-to-year changes in state leader collaboration.

Following each webinar, attendees will be sent an on-line survey to assess their satisfaction with the session, whether they gained knowledge and confidence that they could implement family engagement practices that are asset-based and culturally responsive, and to learn about other information that would be helpful to them. Webinars will be determined to be effective if at least 80% of attendees indicate satisfaction and that they gained knowledge about implementing family engagement practices.

Objective 4: Build Capacity to Conduct Effective Outreach and Communications

Evaluation Activities: To build educators' capacity for effective family engagement outreach, CAFE will plan and implement convenings among LEA, school, and community leaders. At these meetings, clients will be surveyed about their current strategies for culturally responsive

and asset-based family engagement practices they currently implement. In addition, they will be asked to rate the extent to which the event was useful, that it helped improve their knowledge and skills for family engagement, and how confident they feel to strengthen school-family relationships as a result of attending the meeting.

Because one of the intended outcomes of this strategy is to build Communities of Practice around family engagement, participants will also be asked whether they feel as though they have colleagues and partners with whom they can collaborate and improve their family engagement practice. To estimate the impact of these meetings, follow-up surveys will be sent to LEA and school attendees one month later to assess the extent to which the convening resulted in their planning or implementing more or improved family engagement practices. Parents who attended will be contacted as well and asked to report on the extent to which they have had more opportunities presented to work with educators to improve the school and their child's learning, and to rate their feelings of confidence to advocate for their child at the school.

Objective 5: Increase Parents Ability to Promote School Readiness and Support the Academic Achievement of Their Children

Systemic Project 1: Promoting early childhood school readiness through parent-child interactions

Evaluation Activities: The Parents as Teachers (PAT) theory of change posits that children's optimal development from birth into school will be achieved through their four program components: personal family visits, group connections, child health screenings, and connecting families to resources. Evaluation of PAT will use correlational and quasi-experimental study designs to determine successful implementation and program impact. Data will be collected about the number of LEA and school staff trained by PAT, as well as the number of families being served by the program.

Implementation of PAT will be documented using a single group design collecting data each year about the number of visits conducted for each family in the program, the number of group connections and resources available to each family, the number of health screenings and services

used by each family, and the number of resources accessed by each family. These measures will be used as independent variables in analyses estimating the impact of PAT. Data about the provision of services will be gathered from the central PA PAT office to discover possible variation in PAT implementation across districts.

Evaluating the impact of PAT will use data collected from parents, as well as outcome data collected from the LEAs in which the program is operating. Annually, parents in the program will be asked to report the extent to which they feel confident in supporting their child's healthy physical and cognitive development and the frequency with which they are engaged in shared reading and game-playing with their children. Over time, analyses will examine the extent to which these measures increase.

In the final two years of this grant, a **quasi-experimental design** will be used to assess the extent to which children served by PAT are better prepared for school upon entry. Teachers in the schools PAT children attend will administer preschool and/or kindergarten readiness measures in the first two months of school. These teachers will be asked to rate all of the students in their classroom using established measures such as the Maryland Kindergarten Readiness Assessment (KRA) or the Pennsylvania Kindergarten Entry Inventory (KEI). Both measures are designed and tested to assess children's cognitive and non-cognitive development at the beginning of the school year. In addition, students' scores on early literacy skill assessments will be collected for PAT and non-PAT students at the end of the school year. Utilizing appropriate statistical controls for background characteristics (i.e., race/ethnicity, special education status, parent education) school readiness scores will be compared to other students in their schools using regression and ANOVA techniques. Similar comparisons will be made using district data from early literacy skills assessments and school attendance.

Systemic Project 2: Parents and Teachers Working Together to Promote Academic Success

Evaluation Activities: The Academic Parent-Teacher Team (APTT) program theorizes that students' academic outcomes will improve through teacher-led, data-driven workshops at school. The theory of action for APTT is that parent participation in these workshops will help them

understand how to be engaged at home in ways aligned with the classroom curriculum, more effectively supporting their child's learning, and resulting in better school outcomes.

Evaluation of APTT implementation will utilize data collected from teachers and families. Each year, the number and percentage of parents who attended each APTT session will be collected. Likewise, after each session, parents attending those sessions will be asked to rate their satisfaction with the session and their belief that the session helped them gain knowledge and understanding about how to support their child's learning, as well as their sense of efficacy to support learning. Teachers also will be asked to report on their satisfaction with the APTT process and staff, and to estimate the extent to which they believe the workshop has helped improve student learning and engagement in school. In addition, teachers will be asked to provide feedback on their experiences with the APTT training process.

Over the course of the five years, using a single group (cohort) design, parent attendance at the APTT sessions will be compared across years to look for differences over time. Similarly, parent satisfaction and sense of efficacy to support their children's learning will be measured at the first and last APTT meeting, allowing for evaluators to calculate change over the course of the year. Correlations will be tested between the number of APTT meetings attended and the amount of change in parental efficacy. Likewise, student grades, attendance, and literacy assessment scores will be correlated with the number of APTT meetings attended.

At the end of the school year, all teachers at an APTT school will be surveyed and asked to report on their own sense of efficacy to engage families and to rate the support and engagement of families whose children attend the school. They will also be asked to report on their own efforts to reach out to families. Statistical t-tests and regression analyses will test the extent to which APTT teachers rated their families as better partners and whether they felt more efficacious in their own ability to engage families. Appropriate controls for teacher background (i.e., grade level taught, years teaching, etc.) will be included in the analyses.

Finally, the impact of APTT on student outcomes will be assessed using math and English language arts assessments, as well as attendance and grades. These data will be obtained from

the school or district. Student outcomes for those whose families attended APTT meetings will be compared to the outcomes of students whose families did not attend these meetings using Ordinary Least Squares Regression to allow for the inclusion of student background and prior measures of the outcomes into the statistical models. Two types of dependent variables will be used: whether the students' family attended at least one APTT meeting and the number of APTT meetings the students' family attended.

Objective 6: Improve Parents' Literacy and Communication Skills

Systemic Project: *Increasing Parents' Literacy, Communication, and Leadership Skills to Enhance their Children's Learning and Academic Success*

The NCFL project theory of change assumes that educators must build parent/caregivers' capabilities to support their children as learners to strengthen their academic outcomes. This mixed methods evaluation plan examines implementation (outputs) and outcomes for parents and their children. Implementation will be documented using a single group, pre-post design that assess delivery of outputs (e.g., professional development) from participants (school staff and parents). Data will be collected about program implementation using the NCFL Benchmarks assessment that assess: a) adherence to protocols outlined in the SFEC Evaluation Manual, b) sufficient opportunities for parents to engage with the school, c) adherence to implementation timelines, and d) complete and timely data collection and management of data.

The impact evaluation will investigate the extent to which parent engagement over one or more school years (Independent Variable - IV) increases education-related parent behaviors (Dependent Variable - DV), improves student school actions (DV), and increases student attendance and achievement (DV)? A **quasi-experimental design** (QED) will be used to examine the impact of this family literacy program (FLP) on parents and their children in elementary school. The study compares students in kindergarten through third grade whose parents are participating in the FLP to students in their class whose parents are not in the family literacy program. Instruments used for this study will measure parents' reports of engagement in and outside of school around reading and literacy, parents' sense of efficacy to support their

child's learning, and parents' confidence to talk with their child's teacher. Teachers will complete a questionnaire for children in NCFL and a matched group of students about their attendance, approach to learning, reading level, and peer interactions. Achievement and attendance data will be collected from the district.

Analyses will test for correlational relationships between the level of parental participation in the program and pre-post measures of self-efficacy, literacy engagement with their child, and confidence to interact with the school. Between group analyses (e.g., ANOVA) will test for differences in student outcomes and teacher ratings of students across treatment and comparison families.

(2)The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

To ensure that the CAFE evaluation serves the purpose of providing formative feedback to staff and practitioners, annual and interim reports will be provided to CAFE documenting recent programmatic work for each objective, as well as providing an update on the data collection. Also, regular monthly check-in meetings between the evaluator, the director of CAFE, and invited program staff will allow for performance feedback and provide the opportunity for program adjustments if deemed necessary.

(3)The extent to which methods of evaluation will, if well-implemented, produce promising evidence about the project's effectiveness.

The evaluation examines the impact of family engagement programs on family and student outcomes, including: parental efficacy, parental engagement, student literacy skills, and student attendance. Where appropriate, the evaluation employs a quasi-experimental design comparing students in a program to a similar group that has not received any direct services or services designed to increase family engagement. To help account for any remaining differences in the samples, statistical controls include prior measures of the outcomes will be included in any analyses. This design provides an opportunity for the evaluation to produce promising evidence of the programs implemented.

What follows is a chart that highlights the overview of the proposed evaluation framework aligned to the logic model.

Logic Model Component	Data source	Freq.	Indicators	Implementation and Outcome Measures
Processes	CAFE admin. data	Quarterly	<ul style="list-style-type: none"> • Extent to which universal, targeted, and systemic practices are made available to schools, school districts, states, community organizations, and parents 	<ul style="list-style-type: none"> • Types and topics of information provided on website • Types of service requests submitted by schools, school districts, states, and community organizations • Number/percent of requests from new/returning schools, LEAs, and SEAs
	CAFE and partner staff interviews	Annual		
Outputs	CAFE admin. data	Quarterly	<ul style="list-style-type: none"> • Number of planned service activities provided, by objective and project • Number/types of products planned and disseminated by objective and project • Content of website, webinars, resources provided to schools, LEAs, SEAs, and families. • Types of collaborative activities in which center staff participate 	<ul style="list-style-type: none"> • Number/percent of resources and services provided by CAFE staff and partner organizations
	CAFE and partner staff interviews Client survey	Annual		
Outcomes (short)	Staff interviews	Annual	<ul style="list-style-type: none"> • Staff reports on increases in and impact of collaborative activities with federal agencies and stakeholders 	<ul style="list-style-type: none"> • 100% of clients report receiving planned services/assistance
	Client surveys (includes educators, community orgs., parents)	TBD		

<p>[continued from p. 43]</p> <p>Outcomes (short)</p>	<p>District /school admin. data</p> <p>Website analytics</p>	<p>Annual</p> <p>Annual</p>	<ul style="list-style-type: none"> • Proportion of clients reporting high levels of satisfaction with service delivery and quality by implementation tier and projects • Proportion of clients reporting receiving planned services by implementation tier • Proportion of clients giving high ratings of service quality by implementation • Proportion of clients reporting increased access to and collaboration with colleagues • Proportion of clients reporting increased internal capacity to implement culturally responsive family engagement 	<ul style="list-style-type: none"> • 80% of clients across all projects report increased knowledge and understanding of effective family engagement • 80% of clients report high levels of service and resource satisfaction • 80% of clients report increased capacity for highly effective family engagement • 100% Clients implement programs according to proposed objectives and goals
<p>Results (mid)</p>	<p>Client surveys</p> <p>Client interviews</p> <p>District/ school admin. data</p>	<p>TBD</p> <p>Annual</p> <p>Annual</p>	<ul style="list-style-type: none"> • Families report greater sense of efficacy for supporting their children’s education • Teachers report greater efficacy for engaging families • Changes in publicly reported data school climate and quality 	<ul style="list-style-type: none"> • Families served by programs will rate their efficacy higher after participating (pre-post) • Teachers in programs will feel more efficacious for family engagement (pre-post)
<p>Impacts (long)</p>	<p>District/ school admin. data</p>	<p>Annual (Y4-Y5)</p> <p>Annual</p>	<ul style="list-style-type: none"> • Outcomes of students in proposed programs outperform comparison students. 	<ul style="list-style-type: none"> • QED studies show children in programs with greater attendance, literacy skills and achievement, and school readiness scores

Competitive Preference Priority 1B: Providing Evidence-based Services for Families

CAFE will provide families with evidence-based strategies for promoting literacy. MAEC has partnered with the National Center for Families Learning (NCFL) who pioneered the four-component family literacy program defined in the RFP. The program includes adult education, children's education, parent education, and parent-child (intergenerational) literacy experiences. Place-based family literacy programs employ family-driven high-impact strategies, foster civic engagement, build employability skills and social capital, and work to change the community. NCFL's model breaks down traditional educational silos by *concurrently* developing the skills of parents and their children so that the entire family shares, practices, and learns together, effectively strengthening their ability to achieve economic self-sufficiency and improve their lives. This comprehensive and customizable program provides families with evidence-based strategies for promoting literacy and lifelong learning.

The most recent independent study of NCFL's evidence-based family literacy program demonstrated positive outcomes for child and adult participants (Levesque & Scordias, 2018). The study used a quasi-experimental design. For parents, pretest- posttest results showed improvements in the home literacy environment and parents' beliefs about their capacity to support their children as learners. For children, pretest-posttest results showed increases in school attendance and reading growth rate. The study also found that parents' level of participation (measured in hours) have positive effects on students' school attendance, academic mindset, and reading achievement. (See Evidence-based chart and Appendix A-9 for a copy of the executive summary of the study.)

Component 1 – Adult education, particularly literacy instruction. **Benefits:** families become economically self-sufficient and increase their social and human capital (Kirsch, 2016). **Activities:** provide Adult Basic Education classes based on parents' current abilities; help students set and achieve goals. Potential goals include reaching the next ESL level, acquiring a GED, supporting their children's education, college preparation for themselves and their children, building strong technology skills, and getting a job or gaining job skills.

Component 2 – Age-appropriate child education, particularly language and literacy skills.

Benefits: children are prepared for success in school and for life experiences; learning alongside their parents enables improved academic achievement. **Activities:** provide children language and literacy skills for kindergarten readiness and a successful education path.

Component 3 – Parent education (Parent Time), “*training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.*”

Benefits: Parent Time enables parents to be meaningfully engaged in their children’s learning, supporting school readiness and long-term academic success (Henrich & Gadaire, 2008; Weiss, Caspe, & Lopez, 2006). Increased family engagement counterbalances the negative harms of low levels of maternal literacy, low socioeconomic status, lack of English language skills, and can improve parental self-efficacy (Dearing, Kreider, Simpkins, & Weiss, 2006). **Activities:** parents and program staff discuss topics, such as meeting each child’s unique learning needs, navigating the school system, safe use of technology as a learning tool, the importance of reading aloud to children, and homework assistance. Program staff work with parents to set high expectations for children’s progress, prepare parents to be engaged in their children’s education in school and at home, learn to advocate for all children, and mentor other families. Parent education serves as the hub of communication for adult to adult information sharing in family engagement programs.

Component 4 – Parent-Child (intergenerational) literacy experiences (Parent and Child Together (PACT) Time®), *interactive literacy activities between parents and their children* at home, in the classroom, or in the community. **Benefits:** meaningful interactions lead to stronger parent-child relationships and cognitive growth for children. **Activities:** Assist parents in their role as their children’s first teacher; help them gain awareness of, and practice with, how children learn, and; provide tools and strategies for them to support their children’s learning.

Competitive Preference Priority 2: Empower Student Options

CAFE will build SEA and LEA capacity to create information systems that enable parents – particularly culturally, linguistically, and socioeconomically diverse parents – to be aware of, and easily access, the educational choices available to them. The *U.S. Department of Education Strategic Plan for Fiscal Years 2018–22* leads with the objective of “Increas[ing] high-quality educational options and empower[ing] students and parents to choose an education that meets their needs” (Strategic Objective 1.1). Research shows that parents from racially, linguistically, and socioeconomically diverse backgrounds, and parents of children with disabilities, are more likely to report challenges navigating school choice (DeArmond, et al. 2014). CAFE seeks to address this disparity.

Giving parents the capacity to make choices regarding their child’s education increases parental engagement in student learning, provides more accountability for failing schools, and gives more opportunities for students stuck in failing schools. This approach creates a personalized educational pathway and choice for student learning, helping to reduce the achievement gap in a way that best meets the needs of, and is most appropriate for, the individual student (Armev & Puig, 2011; Fitzpatrick, Kaplan, & Teske, 2006).

ESSA emphasizes the need to build parents’ capacity to make informed decisions about their children’s education. Specifically, ESSA requires LEAs to provide parents with information regarding their rights about program enrollment for English Learners, advocacy, and other outreach activities for migratory children and their families, including helping such children and families gain access to other education services, and guidance related to navigating the special education referral and identification process (IDEA, Parent participation in meetings, 34 C.F.R. § 300.501(c)(1); ESSA Title I, Sec. 1112(e)(3)(A); ESSA Title I, Sec. 1304(c)(7)). For example, high-quality public charter schools have shown positive effects on student performance, particularly for low-income students and students of color (Center for Research on Public Education, 2015). For school year 2016-2017, MD had 50 charter schools and PA had 183, affecting more than 2,500,000 students (Palmer, Schultz, & Zieberth, 2017). CAFE will build the

capacity of families to be aware of, to understand, and to access this kind of information to make the best choice for their children, from cradle-to-career.

For parents of young children, CAFE will provide information and training regarding high-quality early care education options, including early intervention, early Head Start, Head Start, and state and local preschools. For families of students in elementary and middle school, choice information will include information on enrolling students in Language Immersion Programs, International Baccalaureate, online education programs, homeschooling, and Gifted and Talented programs. For families of students approaching or in secondary school, choice information will include information on school year and summer internship and fellowship programs, dual college credit, vocational opportunities, college and career preparation programs, credit recovery, and accelerated learning.

CAFE will deliver this information through in-person trainings and symposia, webinars, a bilingual Spanish website for parents, and online resources such as publications and podcasts. During Year I, CAFE will develop a digital guide on available options, decision-making strategies, key considerations, financial planning, and college preparation planning, entitled, “The Choice is Yours: A Parent’s Guide for School Choice in MD and PA.” CAFE will work with state leaders to ensure that all schools, including charters, are held accountable for providing high-quality education.

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APPENDIX



2018 SFEC Proposal Appendices

SECTION A	PROJECT DESIGN
• A-1	MOUs and Letters of Support
• A-2	MAEC Institutional Capability
• A-3	Project Partners
• A-4	MAEC Board of Directors
• A-5	Key Consultants
• A-6	Collaborating Organizations
• A-7	Needs Assessment for Maryland and Pennsylvania
• A-8	Digital Resources and Engagement Strategies
• A-9	NCFL Report-Impact Study and Final Report of the Subgrantee Southwest Solutions English Language Learners Program
SECTION B	MANAGEMENT/PERSONNEL
• B-1	Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks
• B-2	Résumés of Key Personnel
• B-3	CAFE and Contributing MAEC Staff
SECTION C	ADEQUACY OF RESOURCES
• C-1	MAEC Selected Lists of Grants and Contracts
SECTION D	EVALUATION
• D-1	Résumé of External Evaluator
REFERENCES	

APPENDIX A
Project Design

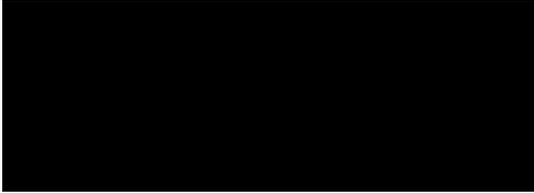


MAEC | CAFE - CFDA 84.310A – PROPOSAL

APPENDIX A-1
Memorandums of Understanding
and Letters of Support



MAEC | CAFE - CFDA 84.310A – PROPOSAL



Memorandums of Understanding and Letters of Support

The Mid-Atlantic Equity Consortium (MAEC) and its partners, the Maryland State Department of Education (MSDE), the Pennsylvania Department of Education (PDE), WestEd, The National Center for Families Learning (NCFL), Parents as Teachers (PAT), and the National Association for Family, School, and Community Engagement (NAFSCE), have received strong support in its effort to become the Maryland and Pennsylvania State(s) Family Engagement Center, Collaborative Action for Family Engagement Center (CAFE). The letters demonstrate the depth and breadth of MAEC capabilities and highlight the quality of service delivered by MAEC and its partners. The letters represent diverse support from: State Education Agencies, Local Education Agencies, Community-Based Organizations, State and National Organizations, and Federally funded TA centers.

The expression of support from these key stakeholders provides evidence of the existing strong ties and relationships MAEC holds in Pennsylvania, Maryland, and nationally. Additionally, MAEC has secured committed consultants who harness an all-encompassing range of expertise related to furthering high-impact, culturally responsive family engagement. (Appendix A-5, Key Consultants.)

The Memorandums of Understanding (MOUs) include state partners, Maryland and Pennsylvania, and program partners, WestEd, The National Center for Families Learning

(NCFL), Parents as Teachers (PAT), and the National Association for Family, School, and Community Engagement (NAFSCE).

The MOUs and letters of support are presented in the following order: (1) State Education Agencies; (2) Program Partners; (3) Local Education Agencies; (4) National, State and Community-Based Organizations; and (5) Federally Funded Technical Assistance Centers.

Memorandums of Understanding



MAEC | CAFE - CFDA 84.310A – PROPOSAL



July 25, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into between the Mid-Atlantic Equity Consortium, Inc., (the “Consortium” and “Party”) and the Maryland State Department of Education (MSDE) (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the State of Maryland. This MOU serves only as a preliminary/draft statement of intent. It is the present intent of the Parties that a final MOU will be completed, signed, and submitted by the end of the first year of the project. Each Party acknowledges that no agreement, commitment or final MOU has been reached with respect to these intentions and that these intentions are under no circumstances legally binding on or enforceable against either Party and do not impose on either Party an enforceable duty to negotiate or conclude any agreement, MOU or commitment, and neither Party will assert otherwise in the absence of a fully integrated, definitive agreement or MOU that has been duly authorized, executed and delivered by all Parties.

The Parties to this MOU set forth the following description of their understanding:

1. **Objective and Strategies:**
 - a. Implementation of the United States Department of Education CFDA No. 84.310A, for the formation of the proposed MAEC State Family Engagement Center (SFEC).
 - b. Develop long-term strategies to provide technical assistance and training to State Education Agencies (SEAs) and Local Education Agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
 - c. Co-construct methodologies for the implementation of the long-term strategies.
 - d. Build cross-State SEA and within-State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.
2. **Staff Availability:** MSDE shall make its staff reasonably available for participation in this project throughout the term of the project.
3. **Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

4. **General Provisions.**

- a. Either Party may terminate this MOU without liability by notice delivered to the other.
- b. This MOU is not intended to, and does not create, any contractual rights or obligations with respect to the Parties, or other parties.
- c. The laws of the State of Maryland shall be used to interpret this MOU.
- d. This MOU shall only be modified in writing with the same formality as the original MOU.
- e. This MOU represents the entire description of the mutual present intentions of the parties. No other prior or contemporaneous oral or written understandings exist with regards to this relationship.

MID-ATLANTIC EQUITY CONSORTIUM, INC. MARYLAND STATE DEPARTMENT OF
EDUCATION

by:



Maryland State Department of
Education

Date: 7/27/2018

Date: 7-27-18

**APPROVED AS TO FORM AND LEGAL
SUFFICIENCY**

By: Christle Sheppard-Southall

Signature



Title: Assistant Attorney General
Maryland State Department of Education

Date: July 27, 2018



July 16, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into between the Mid-Atlantic Equity Consortium, Inc., (the “Consortium” and “Party”) and the Pennsylvania Department of Education (PDE) (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the State/Commonwealth of Pennsylvania. It is the present intent of the Parties that a final MOU will be completed, signed, and submitted by the end of the first year of the project. Each Party acknowledges that no agreement, commitment or final MOU has been reached with respect to these intentions and that these intentions are under no circumstances legally binding on or enforceable against either Party and do not impose on either Party an enforceable duty to negotiate or conclude any agreement, MOU or commitment, and neither Party will assert otherwise in the absence of a fully integrated, definitive agreement or MOU that has been duly authorized, executed and delivered by all Parties.

The Parties to this MOU set forth the following description of their understanding:

1. **Objective and Strategies:**
 - a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed MAEC State Family Engagement Center (SFEC).
 - b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
 - c. Co-construct methodologies for the implementation of the long-term strategies.
 - d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.
2. **Staff Availability:** PDE shall make its staff reasonably available for participation in this project throughout the term of the project.
3. **Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be

limited to, timely (1) compliance with all program requirements provided they are consistent with Partner's statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

4. **General Provisions.**

- a. Either Party may terminate this MOU without liability by notice delivered to the other.
- b. This MOU is not intended to, and does not create, any contractual rights or obligations with respect to the Parties, or other parties.
- c. The laws of the Commonwealth of Pennsylvania shall be used to interpret this MOU.
- d. This MOU shall only be modified in writing with the same formality as the original MOU.
- e. This MOU represents the entire description of the mutual present intentions of the parties. No other prior or contemporaneous oral or written understandings exist with regards to this relationship.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Pennsylvania Department of Education


Susan Shaffer, President


Pedro A. Rivera, Secretary

Date:

7/28/18

Date: 7/26/18



July 27, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the Mid-Atlantic Equity Consortium, Inc., (the “Consortium” and “Party”) and the National Association for Family, School, and Community Engagement (NAFSCE) (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. **Objective and Strategies:**
 - a. Implementation of the United States Department of Education CFDA No. 84.310A for the formation of the proposed MAEC State Family Engagement Center (SFEC).
 - b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
 - c. Co-construct methodologies for the implementation of the long-term strategies.
 - d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. **Financial Commitment:** The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with MAEC to secure matching funds (years 2-5 only) throughout the term of the project. NAFSCE is committed to providing a portion of matching non-federal funds in years two through five reflected through in-kind services which enhance federally funded services to be agreed upon annually.

3. **Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services, including the implementation of products and services not developed under this grant.

4. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory

Mid-Atlantic Equity Consortium, Inc.
Memorandum of Understanding - SFEC
NAFSCE
July 27, 2016
Page 2 of 2

requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

5. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

[AGENCY OR PARTNER]

b

Susan Shaffer, President

[Name and Title]

Date:

7/28/18

Date: 7/27/18



July 16, 2018

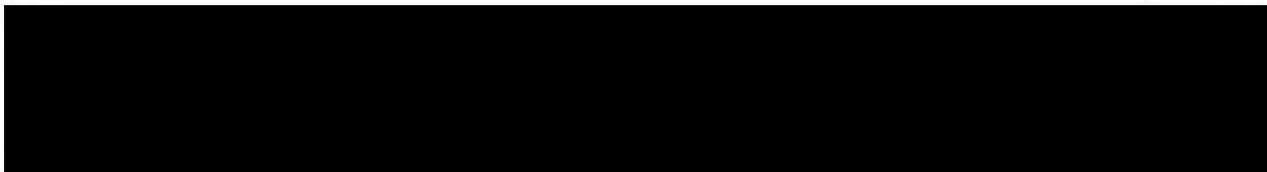
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the Mid-Atlantic Equity Consortium, Inc., (the “Consortium” and “Party”) and the National Center for Families Learning (NCFL) (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the proposed region. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. **Objective and Strategies:**
 - a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed MAEC State Family Engagement Center (SFEC).
 - b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
 - c. Co-construct methodologies for the implementation of the long-term strategies.
 - d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. **Financial Commitment:** The Partner agrees to make its staff available for participation in this project, administer educational programs, and work with MAEC to secure matching funds (years 2-5 only) throughout the term of the project.

3. **Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.



Mid-Atlantic Equity Consortium, Inc.
Memorandum of Understanding - SFEC
NCFL
July 16, 2016
Page 2 of 2

4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

NATIONAL CENTER FOR FAMILIES LEARNING,
INC.

by: _____

A large black rectangular redaction box covers the signature area for the Mid-Atlantic Equity Consortium, Inc. The text "er" is visible at the bottom right corner of the redaction.

Date:

7/28/18

Date:

July 17, 2018



July 26, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") contains all of the items of agreement between the Mid-Atlantic Equity Consortium, Inc., located at 5272 River Road, Suite 240, Bethesda, MD 20816, (the "Consortium" and "Party") and Parents as Teachers (PAT), 275 Grandview Avenue, Suite 200, Camp Hill, Pennsylvania 17011 ("Agency or Partner" and "Party") (jointly, the "Parties") for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the "Program") in the State/Commonwealth of Pennsylvania and Maryland. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. **Objective and Strategies:**
 - a. Implementation of the United States Department of Education CFDA No. 84.310A , for the formation of the proposed MAEC State Family Engagement Center (SFEC).
 - b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students' development and academic achievement.
 - c. Co-construct methodologies for the implementation of the long-term strategies.
 - d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. **Financial Commitment:** The Partner agrees to make its staff available for participation in this project throughout the term of the project as mutually agreed upon by both Parties.

3. **Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner's statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.

Mid-Atlantic Equity Consortium, Inc.
Memorandum of Understanding - SFEC
Parents As Teachers (PAT)
July 26, 2016
Page 2 of 2

4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

[AGENCY OR PARTNER]

by: _____

Date: 7/28/18

Date: July, 27, 2018



July 23, 2018

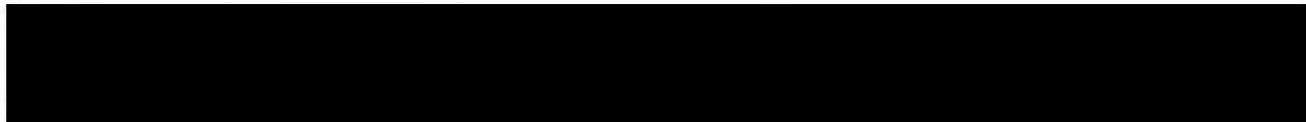
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) contains all of the items of agreement between the Mid-Atlantic Equity Consortium, Inc., located at 5272 River Road, Suite 240, Bethesda, MD 20816, (the “Consortium” and “Party”) and WestEd located at 730 Harrison Street, San Francisco, CA 94107 (“Agency or Partner” and “Party”) (jointly, the “Parties”) for the production and delivery of the MOU Products and Services during SY 2018- 2023 in support of the State Family Engagement Centers, CFDA Number: 84.310A (the “Program”) in the State/Commonwealth of Maryland and Delaware. It is understood by both parties that this is a preliminary MOU. A final MOU will be completed, signed, and submitted by the end of the first year of the project.

1. **Objective and Strategies:**
 - a. Implementation of the United States Department of Education CFDA No. 84.310A, for the formation of the proposed MAEC State Family Engagement Center (SFEC).
 - b. Develop long-term strategies to provide technical assistance and training to SEAs and LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in students’ development and academic achievement.
 - c. Co-construct methodologies for the implementation of the long-term strategies.
 - d. Build cross State SEA and within State LEA systemic collaborations to facilitate both strategy development and methods of implementation while recognizing individual SEA and LEA needs.

2. **Financial Commitment:** The Partner agrees to make its staff available for participation in this project throughout the term of the project. If MAEC is funded to conduct the proposed work, a consultant contract will be negotiated between MAEC and WestEd for WestEd to provide training on parent engagement to LEA's while also building capacity with MAEC staff.

3. **Programmatic Commitment:** The Parties shall fully cooperate and collaborate in the production of the Scope of Work deliverables and the development and implementation of MOU Products and Services. Cooperation and collaboration shall include, but not be limited to, timely (1) compliance with all program requirements provided they are consistent with Partner’s statutory requirements and overall mission, and (2) satisfaction of all external evaluator requirements necessary to monitor, evaluate, and report on the progress of the Program.



Mid-Atlantic Equity Consortium, Inc.
Memorandum of Understanding - SFEC
[Partner]
July 23, 2016
Page 2 of 2

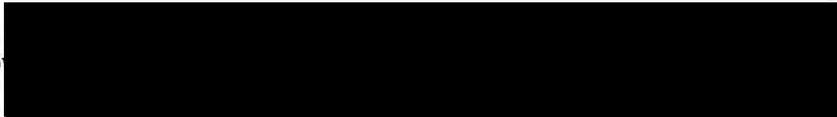
4. **Long Term Commitment:** The Partner warrants that it is entering into this MOU with the commitment to implement the long-term strategies and methodologies developed.

By signing below, each signatory binds the Party he/she is representing to every statement, commitment, duty, warranty, and representation the signatory has made in the MOU.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

WestEd

b



t, Director of Finance and

Contracts

Date:

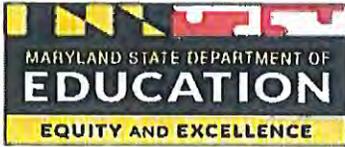
7/18/28

Date: Jul 25, 2018

Letters of Support



MAEC | CAFE - CFDA 84.310A – PROPOSAL



Karen B. Salmon, Ph.D.
State Superintendent of Schools

July 26, 2018

Susan Shaffer
MAEC, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

Thank you for the request to partner with the Mid Atlantic Equity Consortium, Inc. (MAEC) with the intent to apply for the Statewide Family Engagement Center (SFEC), funded by the U.S. Department of Education (ED), CFDA number 84.31A. The Maryland State Department of Education (MSDE) is proud of its longstanding relationship with the MAEC for more than 20 years. It is with ease that we accept your request to work with MAEC as our State's Family Engagement Center. The MSDE offers our commitment and support to partner with your organization as we advance opportunities for stronger engagement among Maryland's families and community partners for greater student success and achievement.

As a pioneer in high-impact, culturally responsive family, school, and community engagement, MAEC is well qualified to serve as Maryland's State Family Engagement Center. The MSDE looks forward to partnering with MAEC and other states to implement creative and intentional approaches with meaningful outcomes for our families, ultimately benefiting our children and youth, birth through grade 12.

Best Regards,

[Redacted Signature]

Karen B. Salmon, Ph.D.
State Superintendent of Schools
Maryland State Department of Education

[Redacted Footer]



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

July 23, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

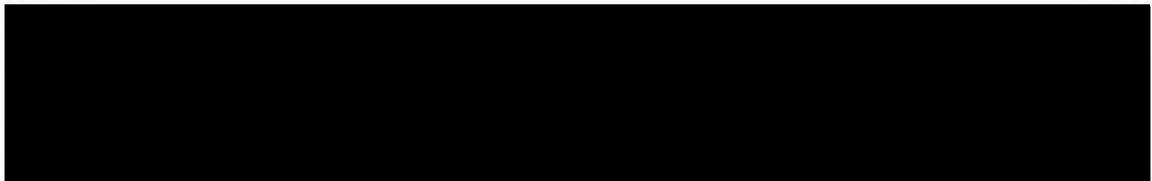
As Secretary of Education for Pennsylvania, I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

MAEC has assisted the Pennsylvania Department of Education in building its capacity to:

- work with the Council of Chief State School Officers (CCSSO) and regional state teams to begin developing a comprehensive family engagement framework to support Pennsylvania learners Pre-K- 12
- provide targeted support to districts throughout the commonwealth on specific topics such as school climate, hate & bias response, and other issues of education equity
- engage and utilize the support of partner organizations in providing support to both state agency staff and school districts in analyzing policies and practices specifically on issues related to gender identity, sexual orientation fluidity, and gender rights



For more than 25 years, MAEC has been working successfully with educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.



Pedro A. Rivera
Pennsylvania Secretary of Education

BALTIMORE CITY PUBLIC SCHOOLS

Catherine E. Pugh
Mayor, City of Baltimore

Cheryl A. Casciani
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

July 27, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As Interim Executive Director of the Engagement Office of Baltimore City Public Schools, I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement(OII).

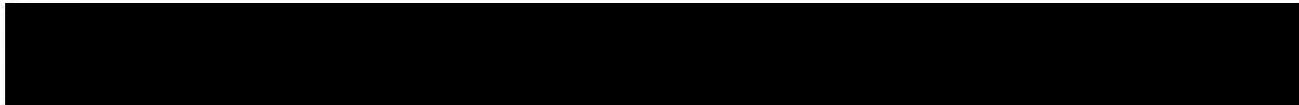
The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

Our research indicates that Mid-Atlantic Equity Consortium (MAEC), uses evidence-based approaches for community asset mapping and needs assessments. This collaborative approach will enable City Schools to examine multiple sources of data as we develop actions plans to tackle complex challenges that pose barriers to gains in student achievement in our schools.

By partnering with specialized groups and associations such as the MAEC, we are able to provide the necessary supports to Title I school communities and build capacity of our schools to support parent involvement and learning at home.

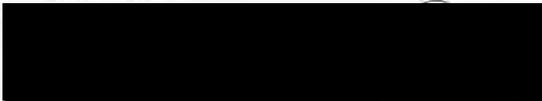
MAEC has assisted Baltimore City Public Schools in building its capacity to both increase and enhance our professional development opportunities for Title I school communities – parents, students, teachers, principals, support staff, and community partners – as well as provide technical assistance as schools implement plans in partnership with the key stakeholders of their respective school communities.



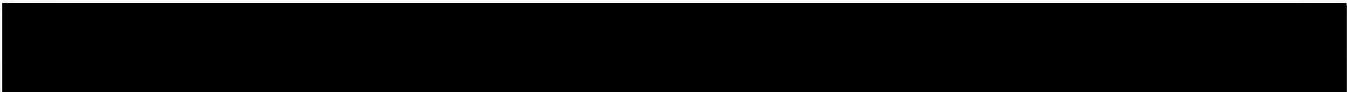
For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,



Sabrina Sutton
Interim Executive Director
Engagement Office



COATESVILLE AREA SCHOOL DISTRICT

3030 C.G. Zinn Road
Thorndale PA 19372

“Advancing, Educating, Inspiring”

July 20, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As Superintendent of the Coatesville Area School District (CASD), I write this letter in support of the Mid-Atlantic Equity Consortium’s proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC’s current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

MAEC has assisted CASD by providing ongoing training and technical assistance to support the creation of school building level equity leaders who support the 12 buildings within CASD. MAEC has also conducted trainings for all district staff, and School Board members. MAEC participated in community meetings to solicit input on the creation and maintenance of a positive school climate that supports all learners, including the distribution and analysis of school climate surveys for students, staff, parents and community members. The MAEC will also be working with CASD’s schools families and community organizations through this new great opportunity to co-create and

AN EQUAL OPPORTUNITY EMPLOYER

The Coatesville Area School District does not discriminate in employment, educational programs, or activities based on race, sex, handicap, or national origin. This policy of non-discrimination extends to all other legally protected classifications in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Section 503 and 504 of the Rehabilitation Act of 1973.

utilize high impact family, school and community engagement strategies. We simply could not do this important work without the support of the MAEC.

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes and because of this important collaboration, that is happening in the Coatesville Area School District.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,



Dr. Cathy L. Taschner
Superintendent of Schools

AN EQUAL OPPORTUNITY EMPLOYER

The Coatesville Area School District does not discriminate in employment, educational programs, or activities based on race, sex, handicap, or national origin. This policy of non-discrimination extends to all other legally protected classifications in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Section 503 and 504 of the Rehabilitation Act of 1973.



Brian J. Polito, CPA
Superintendent of Schools

Bea Habursky
Assistant Superintendent

Board of School Directors

Frank Petrunger, Jr.
President

John C. Harkins
Vice President

Linda Aleksandrowicz

Robert S. Casillo

Robbie Fabrizi

Darlene Feeney

Angela McNair

Thomas A. Spagel

Tyler Titus

Angela G. Jones
Secretary

July 25, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As the superintendent of Erie's Public Schools I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

Erie's Public Schools looks forward to partnering with the Mid-Atlantic Equity Consortium through this new grant opportunity to co-create and adopt high-impact family, school, and community engagement strategies. Through this new partnership, we anticipate more robust connections with our parents and community stakeholders, thereby increasing academic opportunities for our students.

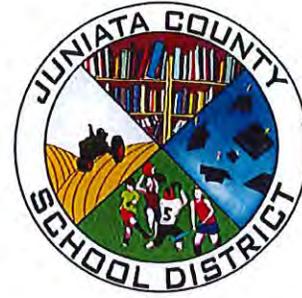
Wishing you the very best with your proposal.

Sincerely,



Brian J. Polito, CPA
Superintendent

Juniata County School District
146 Weatherby Way
Mifflintown, PA 17059
717-436-2111



July 25, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As Superintendent of the Juniata County School District, we write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
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- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

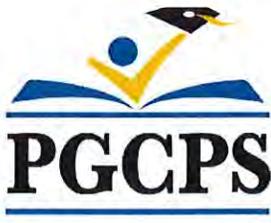
The Juniata County School District looks forward to partnering with the Mid-Atlantic Equity Consortium through this new grant opportunity to co-create and adopt high-impact family, school, and community engagement strategies. MAEC anticipates future partnerships that will build its capacity to building its capacity to increase educational opportunities for all students to learn and achieve on high levels.

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,

[Redacted Signature]
Keith D. Yarger, Ed. D.



Andrea Phillips Hughes Ed.S
Supervisor, Title I

July 26, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As supervisor in PGCPS Title I Office, we write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement(OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

MAEC has assisted our Title I Office in building its capacity to support and promote parent and family engagement by providing workshops to families, school staff and office staff.

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,


Andrea Phillips Hughes

READING

OFFICE OF SUPERINTENDENT

Date: July 23, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As Superintendent of the Reading School District, I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

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- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

MAEC has assisted RSD by providing training and technical assistance to support the creation and maintenance of a positive school climate that supports all learners. MAEC's support included specific outreach efforts to garner parent and community input to increase equity and inclusion practices, policies and procedures throughout our school district.

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,

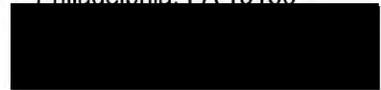

Dr. Khalid N. Mumin
Superintendent



THE SCHOOL DISTRICT OF
PHILADELPHIA

OFFICE OF THE SUPERINTENDENT
440 North Broad Street, Suite 301
Philadelphia, PA 19130

William R. Hite, Jr., Ed.D.
Superintendent



July 20, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

On behalf of The School District of Philadelphia, I am writing in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. MAEC's current work includes providing technical assistance on:

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We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,



William R. Hite, Jr., Ed.D.

WRH/dpw



Carroll County Public Library



July 26, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

Carroll County Public Library (CCPL) is excited to write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement(OII).

The Mid-Atlantic Equity Consortium (MAEC) work to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions is in line with Carroll County Public Library's goals. The library has a strong track record of collaborating with community partners. We look forward to working with MAEC to help CCPL and other libraries boost our capacity to reach low-income, English Learners, homeless children, migrant, youth in foster care, and student with disabilities.

Sincerely,



Dorothy Stoltz
Director for Community Engagement



CENTER FOR SCHOOLS AND COMMUNITIES

275 Grandview Avenue, Suite 200 • Camp Hill, PA 17011

July 25, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

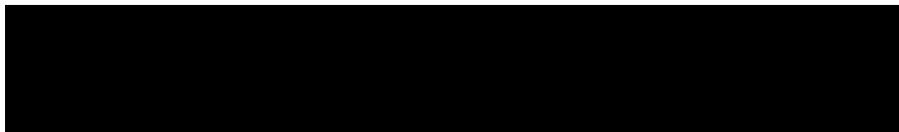
As Director for the Center for Schools and Communities (CSC), I am pleased to write a letter of support for the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

Guided by its mission - *To strengthen the capacity of organizations serving children, youth and their families*, CSC has a 30-year history of developing and implementing evidenced-based family engagement programs and trainings, train-the-trainer models, and online webinars. In addition to the dissemination of research findings, and policy and practice information to improve the body of knowledge on effective parent, school and community engagement strategies. These efforts will compliment the work that Mid-Atlantic Equity Consortium (MAEC) has outlined in its proposal to assist schools, school districts, families, and communities in improving the services and programs provided to students and in particular, to those culturally and linguistically diverse students and families in areas of high need.

CSC, through its staff of certified educators, school administrators, and nonprofit managers, has a record of providing high quality training and technical assistance in areas of child and parent education, family and community engagement with schools, equitable school practices, social and emotional learning and action research involving English learner students. CSC has also provided services that benefit diverse learners, their families and educators who work with them, through Pennsylvania's statewide migrant education program and its English learner training and technical assistance efforts.

The MAEC and CSC collaboration will maximize resources and services delivered through the Statewide Family Engagement Center. CSC will contribute to the work of this center through staff knowledge and expertise in many family engagement programs, services and practices. These include:

- ***Raising a Thinking Child (RaTC)*** – is an evidence-based parenting program for parents and caregivers of children 4 to 7 years developed and researched by Dr. Myrna Shure. RaTC has demonstrated effectiveness in developing interpersonal cognitive problem-solving skills in young children, improving parenting skills and parent-child communication, and in decreasing both impulsive and inhibited behaviors in young children. RaTC has been listed as a model evidence-based program on the Strengthening

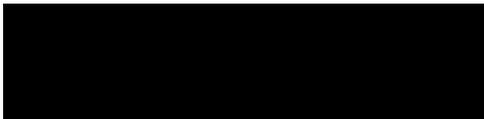


- **Foster Care** –Serving as Pennsylvania’s Every Student Succeeds Act Point of Contact, CSC works in collaboration with state, county and other local stakeholders to ensure the academic rights of children in the foster care system are known and protected. On behalf of the Pennsylvania Department of Education, CSC sponsors regional and local trainings on topics such as trauma informed care, parent engagement, and academic achievement.
- **Pregnant and Parenting Teens** – Designed to meet the changing needs of pregnant and parenting teens, CSC designs trainings that promote practices which assist pregnant and parenting teens to earn a diploma or high school equivalency certificate, become better parents and make the transition to employment, career training or higher education.

Assisting with this broad range of services is CSC’s research and evaluation personnel who has two decades of experience in assisting with program design, developing data collection systems, conducting simple and complex quantitative analyses, and authoring formative and summative evaluation reports. Evaluation staff manage projects in their entirety from conception to execution - including data collection, analysis, interpretation, and application - as well as having key roles in continuous quality project improvement. Research and evaluation staff also provides consultation to existing projects to improve their operations and results.

Having this broad range of family engagement and support services, CSC strongly support MAEC’s proposal to operate the Statewide Family Engagement Center to meet the critical needs of schools and students. If the Consortium is funded, we will be an enthusiastic partner in working with MAEC to improve the success of all students.

Sincerely,



Shileste Overton-Morris
Director

America's Families and the Office of Juvenile Justice and Delinquency Prevention model programs websites. CSC is designated as the lead national trainer for this program.

- **Strengthening Family Protective Factors** - Strengthening Families™ is an approach to working with families that builds upon family strengths, rather than focusing on deficits. Using a framework of five research-based Protective Factors, the approach gives parents what they need to parent effectively. When these protective factors are robust in families the likelihood of child abuse and neglect is reduced. Strengthening Families has been adopted throughout several of Pennsylvania's family-serving systems.
- **Parents as Teachers** - CSC maintains the State Office for Parents as Teachers (PAT) in Pennsylvania and is responsible to develop, support and sustain high quality PAT programs by promoting fidelity to the PAT model. PA PAT offers core and specialized courses and supports to early care and education programs to achieve the PAT outcomes.
- **Parent Cafés** - Certified by Be Strong Families to conduct Parent Café Training Institutes, CSC has structured café discussions that use the principles of adult learning and family support. Be Strong Parent Cafés are led by a team of parents and professional staff who provide safe spaces where parents and caregivers talk about the both the difficulties and the celebrations of child rearing. Through peer conversations, parents grow their leadership skills within their families and within their communities. Be Strong Parent Cafes have been supported by SAMHSA grants and been accepted by the Children's Bureau, Family Support Network, Parents as Teachers, and others.
- **Speakers Bureau** - Partnering with schools, districts, and other public and private agencies, CSC has design customized professional development training based on client need. Through its vast network of partnerships in a variety of fields, CSC staff work collaboratively to identify trainers, keynote speakers and consultants in areas such as family and community engagement, social and emotional learning and school climate and school safety.
- **Community Asset Mapping** - process of map mapping takes a strengths based view that examines community resources by community members, and guides community partners to look at strengths and capacities of residents and institutions. The asset map uses identified resources that can be targeted to resolve concerns, reduce gaps or address important issues in community.

The CSC, in partnership with the Commonwealth of Pennsylvania provides statewide training and technical assistance involving marginalized populations.

- **Migrant Education** - Working with Statewide Parent Engagement Coordinators, CSC develops and provides culturally and linguistically diverse professional development opportunities to migrant families in areas of parent engagement, identification and recruitment. CSC also provides oversight and management of the Pennsylvania Statewide Advisory Council, led by migrant parents who are elected by their peers to develop and implement a statewide parent engagement plan for the Migrant Education Program.
- **Children and Families Experiencing Homelessness** - Through regional coordinators and school-based homeless liaisons serving students and families identified as homeless under the McKinney-Vento Act, CSC provides statewide training and technical assistance to supports the systemic coordination of services designed to meet the needs of students and families experiencing homelessness.

July 25, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As the Program Director for Early Childhood Education at the Council of Chief State School Officers (CCSSO), we write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

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- promoting safe and positive school climates

MAEC has assisted CCSSO in building its capacity to:

- Build capacity among state education agencies to establish a coalition of stakeholders regarding family engagement and to develop Birth to Grade 12 Family Engagement Frameworks;
- Promote the inclusion of equity into the work of state education agencies as it relates to engaging families diverse cultural backgrounds.

MAEC has been a formal partner with CCSSO's State Consortium of Family Engagement since the summer of 2017 and will continue its active support with 17 states until December 2019.

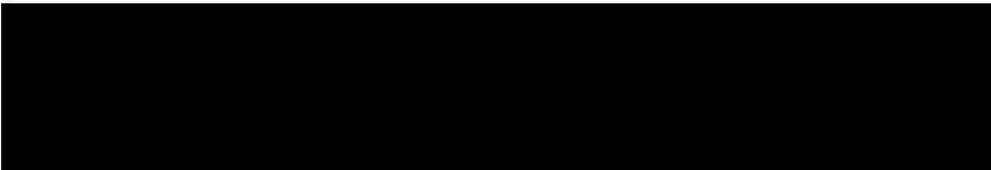
For more than 25 years, MAEC has been working successfully with educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

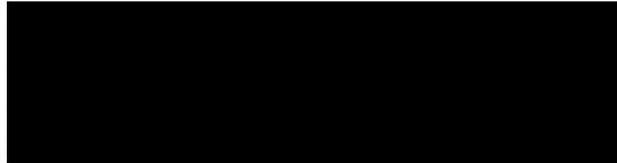
We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,

A solid black rectangular redaction box covering the signature of Rolf Grafwallner.

Rolf Grafwallner, Ph.D.
Program Director, Early Childhood Education

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July 26, 2018

Co-Chairs

Teresa Wynn Roseborough
Adam Klein

Secretary

Eleanor H. Smith

Treasurer

David Smith

General Counsel

Nicholas T. Christakos

*President and
Executive Director*

Kristen Clarke

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As Director of the Educational Opportunities Project at the Lawyers' Committee for Civil Rights Under Law, I am submitting this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

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The Lawyers' Committee for Civil Rights Under Law and MAEC have a long history of collaboration. Together they developed *ADELANTE! Moving Forward, a Guide to Empower Parents of English Learners to Advocate for their Children*. The guide was successfully piloted in Arlington, Virginia and currently is being implemented in several school districts in the country.

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which



**LAWYERS' COMMITTEE FOR
CIVIL RIGHTS
U N D E R L A W**

1401 New York Avenue, NW
Suite 400
Washington, DC 20005-2124

Tel: 202.662.8600
Fax: 202.783.0857
www.lawyerscommittee.org

focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

Co-Chairs

Teresa Wynn Roseborough
Adam Klein

Secretary

Eleanor H. Smith

Treasurer

David Smith

General Counsel

Nicholas T. Christakos

President and

Executive Director

Kristen Clarke

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,



Brenda L. Shum
Director, Educational Opportunities Project



July 25, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

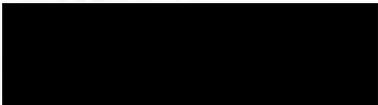
Dear Ms. Shaffer:

On behalf of the Maryland English Language Learning Family Involvement Network, I am happy to provide this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Maryland English Language Learning Family Involvement Network (MELLFIN) was created to share information and resources in support of English language learner (ELL) families living in Maryland. MELLFIN was founded in 2001, when a group of diverse stakeholders gathered to examine the growing need for a collaborative body that could share effective strategies to effectively meet the needs of Maryland's increasingly diverse English language learner population. Each year, MELLFIN hosts a statewide conference, bringing together over 500 participants, comprised of state, district, and school-level leaders, teachers, early childhood programs, and community organizations to learn more about promising practices in supporting immigrant students and families. Over the years, the Mid-Atlantic Equity Consortium (MAEC) has been a friend to MELLFIN by supporting conference planning and sharing expertise around equity and family engagement.

We look forward to collaborating with MAEC and its partners to support professional learning opportunities for practitioners working with our immigrant students and families. Wishing you the very best with your proposal.

Sincerely,


Jennifer Love
MELLFIN President



July 26, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As Co-Chair for the Maryland Family Engagement Coalition, we write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement(OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

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- promoting safe and positive school climates

MAEC has assisted Maryland Family Engagement Coalition members – early childhood educators, pediatricians, librarians, child care providers, child care center directors, and other community partners – increase their capacity to reach low-income, English Learners, homeless children, migrant, youth in foster care, and student with disabilities.

For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children.

We are excited with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,

A solid black rectangular box redacting the signature of Dorothy Stoltz.

Dorothy Stoltz, Co-Chair, Maryland Family Engagement Coalition



July 23, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

I am the Education Chair of the Maryland Resource Parent Association (MRPA). I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Maryland Resource Parent Association is funded by the Maryland Department of Human Services. We are charged to engage and support all resource families and the foster youth they serve. The association recognizes the Mid-Atlantic Equity Consortium (MAEC), as a valuable educational resource to support 1) foster youth academic achievement, 2) the resource (foster) families who provide for the permanency, safety and educational wellbeing of Maryland's most vulnerable children, and 3) the families of origin; all parties within the child welfare system, each needing the skills and knowledge to obtain positive measurable educational outcomes for our youth.

The MRPA supports the Mid-Atlantic Equity Consortium's mission to promote excellence and equity in education to achieve social justice. MAEC seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions.

The MRPA is aware that for the first time, under ESSA provisions, the states will publish some foster youth educational outcomes. Our association believes that the Mid-Atlantic Equity Consortium's goals and objectives, under its proposed design for a Statewide Family Engagement Center, will continue to help resource (foster) parents to effectively engage their LEAs, community schools, teachers and staff and become informed partners in the educational process within the ESSA implementation.

The Maryland Resource (Foster) Parent Association engages thousands of individuals in the child welfare sector interested in the educational well-being of foster youth. MRPA will make every effort to connect them with the Mid-Atlantic Equity Consortium's effort to create a much-needed Family Engagement Center to enhance educational outcomes for not only our foster youth but for all of our children.

Sam Macer, MSW
Education Chair
Maryland Resource Parent Association

July 17, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As president and founder of the National Center for Families Learning (NCFL), I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

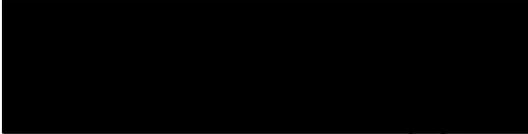
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MAEC is a high-quality organization that helps the field of educators and professionals working with families grow and thrive through its strategies that serve to integrate equitable opportunities for all children. I believe MAEC's contributions have positively impacted NCFL's network of partners in many ways including increased student achievement and family engagement efforts.

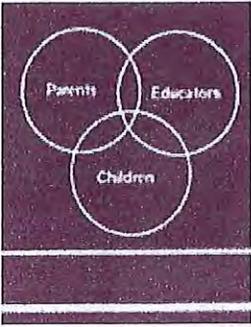
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We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,



Sharon Darling
President
National Center for Families Learning



Pennsylvania Coalition for Parent Involvement, Ltd.

Hand In Hand: Families, Schools and Communities

OFFICERS

July 23, 2018

[REDACTED] Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

[REDACTED] As President of the Pennsylvania Coalition for Parent Involvement, Ltd., I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement(OII).

[REDACTED] The Family Involvement Conference (www.FamilyInvolvementConference.com) is sponsored by the Pennsylvania Coalition for Parent Involvement Ltd. in collaboration with the National Association for Family, School, and Community Engagement (NAFSCE). This conference is based upon the premise that active family involvement in the education process is the key to effective schools and student achievement. The Conference brings together approximately 200 participants comprising school administrators, teachers, community members, and parents, in a common forum to interact and address issues that are vital to academic success and the well-being of our children. This includes afterschool and out-of-school-time programs, special needs children and early childhood education.

The Mid-Atlantic Equity Consortium (MAEC) has participated in the Coalition's Family Involvement Conference over the years providing workshops sessions on family engagement and equity. Most recently, Ms. Shaffer participated as a keynote panelist sharing her expertise on family engagement through an equity lens. Her expertise provided great insights and easily adaptable strategies that participants could implement in their programs and/or school settings.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,

[REDACTED]
Louis B. Casari, President



Parents as Teachers.
State Office

July 20, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As state director for Parents as Teachers Pennsylvania office we write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

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For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes.

PA Parents as Teachers works with 52 affiliate programs serving nearly 6,000 families with children birth through school entrance. PAT supports parental confidence and competence, healthy, safe families and school readiness. PAT programs can serve as a link among early care and education services, schools and families to support successful transitions to school and effective family engagement with their child's learning and as community leaders. We are thrilled with the prospect of collaborating with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,

Karen Shanoski

Karen Shanoski
Director, Pennsylvania Parents as Teachers State Office

July 23, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As state director of the Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN), I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

For more than 25 years, MAEC has been working successfully with educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children.

Founded in 2004, PSAYDN is one of 50 Statewide Afterschool Networks supported by the Charles Stewart Mott Foundation. Guided by its mission - *To promote sustainable, high-quality out-of-school time youth development programs through advocacy and capacity building to enhance the welfare of Pennsylvania's children, youth and families*, PSAYDN brings together key stakeholders to promote sustainable, high quality OST youth development programs. Over the past 14 years, PSAYDN has grown the network in both partnerships and membership by providing services and supports that influence and impact afterschool on national, statewide and regional levels. We are thrilled with the prospect of collaborating with MAEC and its partners to support this important work.

Sincerely,

[REDACTED]
Laura Saccente
Director, PSAYDN

Parent Education & Advocacy Leadership Center
2325 E. Carson Street
Suite 100 A
Pittsburgh, PA 15203
1-866-950-1040



July 24, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As the Executive Director of the Parent Education & Advocacy Leadership (PEAL) Center, I write this letter in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions.

PEAL is the OSEP-funded Parent Training and Information Center and the HRSA-funded Family to Family (F2F) Health Information Center for PA. As such, all of PEAL's services are provided at no cost to families and youth. Our mission and services are well-aligned with those of the MAEC and the priorities for State Family Engagement Center work. PEAL educates and empowers families, youth and young adults with disabilities and special health care needs as well as the professionals who support them. Our recent strategic plan includes an emphasis on outreach to families and youth from low income and culturally diverse communities. We increased the number of families and youth from underserved communities who participated in training from 350 in 2015-16 to 3540 in 2016-17, as a result of this focus.

PEAL is a partner in leading the Families to the MAX statewide network which has 428 members as a result of a recent State Professional Development Grant, focused on access to grade level content for students with complex instructional needs. PEAL has collaborative relationships with the PA Department of Education, many LEAs and other organizations that share our vision. For example, we recently partnered with Coatesville ASD in Chester County to provide a free conference for families and educators, entitled "Access for All." PEAL is also a member of the CCSO Family Engagement Coalition, led by the Office of Child Development and Early Learning, and is contributing to the development of a birth – 12 Family Engagement Framework.

For more than 25 years, MAEC has been working successfully with educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes. We are thrilled with the prospect of continuing our collaboration with MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,


Jeannine H. Brinkley
Executive Director

Serving families across PA with offices in Pittsburgh and Philadelphia
www.pealcenter.org

Public Advocacy For Kids



Equitable, Fair, and Just policies for ALL children

July 27, 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

Public Advocacy for Kids, a DC based policy and advocacy organization focused on equity in public education, writes in support of the Mid-Atlantic Equity Consortium's proposal for a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

The Mid-Atlantic Equity Consortium (MAEC) is a private, educational non-profit organization whose mission is to promote excellence and equity in education to achieve social justice. It seeks to create systemic change to close achievement and opportunity gaps for all students through collaboration, innovation, and learning networks, using an asset-based approach to create viable and sustainable solutions. Some of MAEC's current work includes providing technical assistance on:

- high-impact, culturally responsive family engagement practices, procedures, and policies
- culturally responsive strategies to address issues of disproportionality in discipline and academic achievement
- strategies for the identification and placement of English learners
- addressing Title IX issues and the needs of non-conforming sexual minority youth
- using data to advance culturally competent leadership and promote equitable decision-making and practices
- promoting safe and positive school climates

Page Two
MAEC SFEC Letter of Support

MAEC has been invaluable in assisting Public Advocacy for Kids in building its capacity to:

1. Identify the most recent research and evidence-based models in equity, school integration, and inclusion;
2. Network with the members that encompass the MAEC and collaborating with state and local education officials;
3. Work with higher education in teacher preparation, training and in-service, in linking the services of college and universities with K-12 institutions;
4. Provide technical assistance, not only to our members, but to the work of our organization related to family engagement, community connections, social and emotional learning, education leadership, and before and after school activities; and
5. Coordinate the various federal and state programs to encourage systemic collaboration and break down silos in pushing for a child and family centered school and school district.

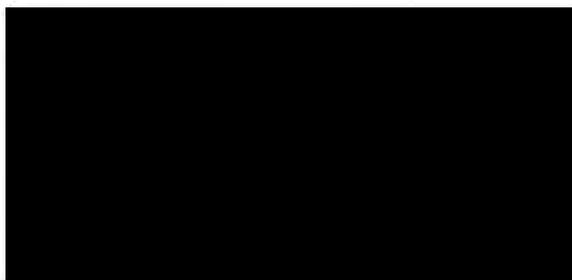
For more than 25 years, MAEC has been working successfully educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. MAEC has an unmatched ability to broker and leverage networks across the nation to enhance educational outcomes. For these reasons, I highly recommend MAEC as a final candidate to lead one of the State Family Engagement Centers. Your history, quality reputation, expertise, mission, infrastructure and networking makes you a prime organization to serve your states and local school districts.

We are thrilled with the prospect of continuing our collaboration with the MAEC and its partners to support this important work. Wishing you the very best with your proposal.

Sincerely,



Arnold F. Fege, President





excellence in research, development, and service

July 23, 2018

Susan Shaffer
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

Please accept this letter as formal agreement by WestEd's Academic Parent-Teacher Teams (APTT) to serve as a service provider to the Mid-Atlantic Equity Consortium, Inc. (MAEC) for the Statewide Family Engagement Center (SFEC) in Pennsylvania and Maryland sponsored by the Department of Education.

In response to families' requests on how to support their children's learning, Dr. Paredes developed APTT in 2009. The APTT model is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. In 2011, WestEd supported scaling up the model to successfully transform the ways states, districts, and schools engage stakeholders in student learning and shared responsibility. APTT meets the unique needs of populations in a variety of school and district settings, including urban, suburban, and rural districts and serving students from a range of ethnic, racial, and socioeconomic backgrounds.

The objectives of APTT training and technical assistance services under the Pennsylvania-Maryland SFEC will include:

- Building the capacity of teachers to engage families in student learning goals,
- Building the capacity of administrators to grow and sustain family engagement practices,
- Building the capacity of families to support their child's learning goals, and
- Establishing a systematic process for school and family partnerships to align with school improvement goals.

We look forward to partnering with the MAEC in this critical effort.

[REDACTED]

Maria Paredes and Melinda Wallace
WestEd's Academic Parent-Teacher Teams (APTT)
1000 G Street, Suite 500
Sacramento CA 95814

[REDACTED]



23 July 2018

Ms. Susan Shaffer, President
Mid-Atlantic Equity Consortium, Inc.
5272 River Road, Suite 340
Bethesda, MD 20816

Dear Ms. Shaffer:

As the Director of the Mid-Atlantic Comprehensive Center, I am writing this letter in support for the Mid-Atlantic Equity Consortium's proposal to support several Mid-Atlantic states through a State Family Engagement Center (CFDA 84.310A), administered by the U.S. Department of Education, Office of Innovation and Improvement (OII).

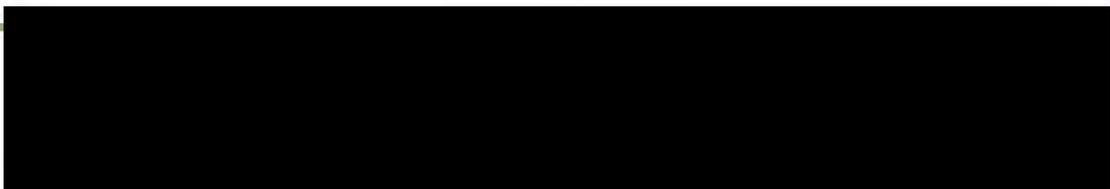
In our role as the federally-funded TA Center to the Mid-Atlantic states and the District of Columbia, we have collaborated with the Mid-Atlantic Equity Consortium (MAEC) to coordinate services and support our states to advance their strategic goals to provide equitable and excellent education. We have called upon the Center for Equitable Education at MAEC to collaborate with us to review discrimination policies and to address other equity issues in the region. Your excellent reputation for promoting culturally responsive family engagement practices, procedures, and policies, in addition to your work promoting the use of data to advance culturally competent leadership, equitable decision-making and practices, and safe and positive school climates will be an asset in leading the work of the State Family Engagement Center.

In addition, MAEC has a 25-year history of supporting educators, families, and community members to support school, district, regional, and statewide efforts which focus on high-impact family engagement to increase access to opportunity and raise achievement for low-income and culturally diverse children. This experience uniquely qualifies MAEC to lead the proposed project.

We look forward to continuing our collaboration with MAEC and its partners to support this important work.

Sincerely,

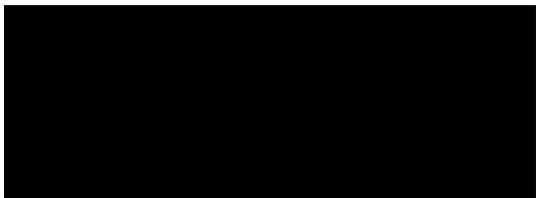

Angela Minnici, Ph.D.
Director



APPENDIX A-2
MAEC Institutional Capability



MAEC | CAFE - CFDA 84.310A – PROPOSAL



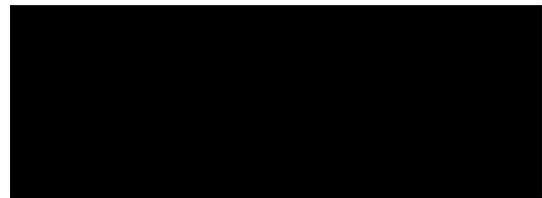
MAEC: Institutional Capability

The Mid-Atlantic Equity Consortium, Inc. (MAEC) is a private, education non-profit whose mission is to promote excellence and equity in education to achieve social justice. MAEC has a more than 25- year record of providing high-quality technical assistance and training to states, districts, and schools to increase, access, educational opportunities, and academic achievement for ethnically, economically, culturally, and linguistically diverse students.

Currently, MAEC operates the new federally designated Equity Assistance Center for Region I, Center for Education Equity (CEE), which comprises 15 states and territories (Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia), 4,440 school districts, and 19,125,434 students, including 4,321,252 students of color. MAEC served as the U.S. Department of Education’s Equity Assistance Center for Region III (District of Columbia, Delaware, Maryland, Pennsylvania, and West Virginia) for 21 years.

MAEC’s breadth of expertise includes:

- Implementing culturally responsive pedagogy and practice for educators, including administrators and teachers.
- Providing policy recommendations and developing trainings and tools to create equitable and safe learning environments for all students.
- Building capacity on high-impact, culturally responsive family, school, and community engagement, birth-12th grade.
- Supporting schools and districts to meet civil rights compliance, including addressing disproportionality and discipline and access to rigor for racially, culturally, and linguistically diverse students.

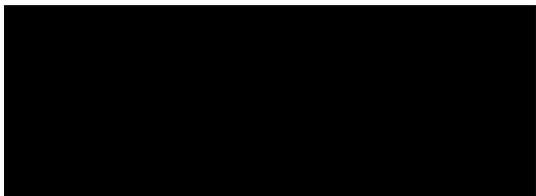


- Using data to advance culturally competent leadership and promote equitable decision-making and practices.
- Promoting youth development through after-school programs.
- Developing strategies for the identification and placement for English Learners.
- Developing interventions to implement equitable and socioeconomic integration of schools.
- Addressing Title IX issues and the needs of non-conforming sexual minority youth.

Some examples of MAEC’s successes in increasing access and educational opportunities for vulnerable, low-income students, students from major racial and ethnic groups, English learners, and other vulnerable populations (e.g. students with disabilities, homeless, migrant, and foster care youth) include:

Increasing Access to Opportunities to Learn through Equitable Policies, Procedures, & Practices

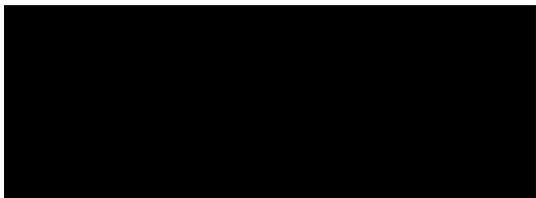
In order for state departments of education and districts to turn *equity* from a *value* into an *integrated practice*, policies and procedures must reflect bias-free language and high expectations for all students while understanding the districts or schools they serve. For more than 25 years, MAEC has provided state departments of education and districts guidance, tools, policy recommendations, and trainings to ensure that policies and practices are equity-focused and devoid of unintended consequences leading to the marginalization of protected student class populations. In Pennsylvania and Maryland, MAEC is a partner of the Council for Chief State School Officers on a Kellogg Foundation grant to deliver technical assistance and training for state teams to create a Family Engagement Framework. In Maryland, we are members of the



Superintendent’s Advisory Council on Family Engagement, Family Engagement Coalition, Committee of Title I Practitioners, and Equity & Excellence in Education Network, and the State Early Childhood Advisory Council. Nationally, we are members of the National Association for Family, School, and Community Engagement (Susan Shaffer, President of MAEC is the co-founder and chair, board of directors) and the Campaign for Grade Level Reading’s *Changing the Narrative About Parents*, with more than two-dozen national parent-facing organizations. In Pennsylvania, MAEC has served on the Pennsylvania Department of Education’s Equity and Inclusion Task Force and conducted reviews of district policies for compliance with federal civil rights statutes and best practices in equity, and worked with community-based organizations to increase parent and community voice.

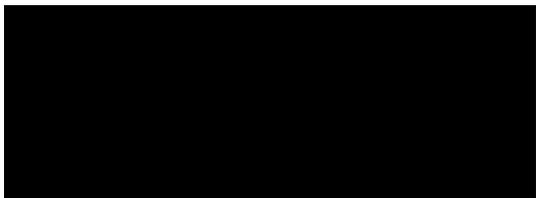
Key categories have been centered on the equity assistance center’s main areas of focus: race, gender, and national origin (English Learners), what follows is a sampling from these areas:

- *Race Equity*: In Pennsylvania, MAEC has coached district superintendents in effective responses to hate/bias-based incidents of harassment, including drafting of messages to the community about the incident; formation of committees to address equity issues within the district; conducting staff development on civil rights and equity issues; and providing follow up technical assistance, as needed. MAEC has provided recommendations to revise the *Maryland State Education that is Multicultural COMAR Regulations and Revision* of the Prince George’s County Public Schools’ Education that is Multicultural Policy, both policies delineating responsibilities for districts and schools to address professional development, curriculum, teaching and learning, and access to rigor to ensure all major students groups are included. Additionally, MAEC has provided revisions to district-wide student codes of conduct and trainings in culturally responsive classroom management and Positive Behaviors Interventions & Supports (PBIS) in Christina Public Schools (DE) and Norfolk Public Schools (VA). *Gender Equity*: In the rapidly evolving arena of gender



identity, sexual orientation fluidity, and gender rights, MAEC has provided policy recommendations, guidance, training, and tools to create equitable learning and safe learning environments for all students. Specifically, in Allentown School District (PA), Calvert County Public Schools (MD), and Alexandria Public Schools (VA), MAEC has amended sexual harassment policies, updated Title IX district coordinator training and supports, and created district and school-based equity teams to review disaggregated school climate data, sexual harassment reporting procedures, and increase educator's tools to deliver age-appropriate inclusive lessons to reduce gender and gender identity bias.

· *National Origin (English Learners) Equity*: MAEC has developed guidance, tools, and policy exemplars to help state departments of education, districts, and schools develop aligned identification and placement for English Learners and ESOL Program protocols. In Maryland, MAEC was a member of the Advisory Council on English Language Learners. Guidance, protocols, and tools have been developed for the Delaware State Department of Education and the District of Columbia Office of the State Superintendent of Education. MAEC' technical assistance and training conducted in collaboration with the Office for Civil Rights (OCR) and selected school districts and schools resulted in the resolution of the Voluntary Agreements contracted by the schools and OCR. These include: Waynesboro Public Schools, Virginia; Capital City Charter Schools, District of Columbia; BASIS Charter School, District of Columbia; and Louisa County Public Schools, Virginia. All cases were related to the provision of appropriate identification, placement, and access to high quality English acquisition and academic programs for English Learners. In addition, participated in a committee that developed a video to provide orientation to parents on their rights and responsibilities of English Learners. The video was translated into the main four languages spoken in the district.



Creating Effective School Leaders and Teachers

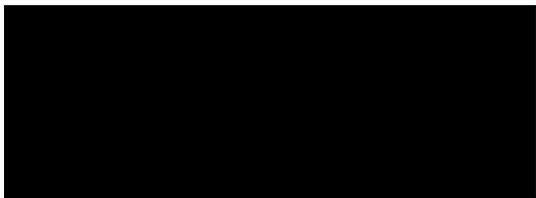
MAEC has a strong record of effectively preparing high quality teachers and principals. As the current Equity Assistance Center and former Maryland PIRC, MAEC has been training school leaders and teachers in culturally responsive leadership, instruction, classroom management, and family, school, and community engagement. MAEC has contributed to the delivery of the EAGLE III doctoral cohort program for district and school administrators in Prince George's County Public Schools (PGCPS) in collaboration with the Maryland State Department of Education and Howard University. EAGLE III focuses on increasing the number of district/school leaders who possess advanced degrees and extend their understanding of leadership beyond where they work. Practitioner participants team with a Howard faculty member to help connect academic theory to the realities of school and district leadership in the 21st century, to deepen an understanding of special education laws, and develop dissertation topics of interest to PGCPS. The doctoral program concludes with internships external to the school district in settings such as the U.S. Department of Education, national professional organizations located in Washington, D.C. and area school districts.

In Pennsylvania, MAEC has provided professional development to educators in several school districts and schools to promote a positive school climate (Saucon Valley, Plum Borough, Southern Lehigh, Cumberland Valley High School, Claysburg-Kimmel, and Chambersburg). In Coatesville Area School District, MAEC conducted monthly train-the-trainer sessions with district administrators and school-level Building Equity Leaders on issues of educational equity.

Additionally, MAEC has created various district-wide and school-based equity teams to:

- 1) Effectively collect and review disaggregated achievement and school climate data for major student groups;
- 2) Be able to conduct policy reviews through an equity lens; and
- 3) Establish academic, school climate, and family, school, and community engagement targets to close achievement and opportunity gaps.

This work has been done in Christina School District (DE),

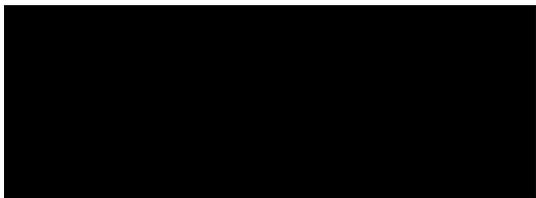


Calvert County Public Schools (MD), and Lynchburg City Schools (VA). In the District of Columbia, MAEC has conducted an external evaluation of Smithsonian-DCPS Magnet Schools (Robert Brent ES and Stuart Hobson MS) to ensure program effectiveness, teacher quality, reduction in minority isolation, and an increase in technology-enhanced learning practices, as well as, assisted in providing multicultural training to all DCPS staff.

High-Impact Family, School, and Community Engagement to Close Achievement Gaps, Birth-12th Grade

Since 2006, MAEC has been a pioneer in high-impact family, school, and community engagement (FSCE). As the Maryland State Parental and Information Center (MD PIRC) and consequently infusing FSCE strategies to increase family and community support for student learning and positive youth leadership development into the Center's work, we have focused on raising district/school staffs capacity to create welcoming schools, share timely data with families, and create opportunities for families to actively engage in their children's education. In Maryland, MAEC has contributed to the development of the MSDE Early Childhood and K-12 Family Engagement Frameworks (co-chair of the K-12 effort), impacting all 24 school districts, and the development of the Early Childhood Toolkit. As a result of this work, we are part of the Council for Chief State School Officers (CCSSO) providing technical assistance and training to 19 states on high impact, culturally responsive family engagement. In addition, in Maryland MAEC has provided culturally proficient, high-impact FSCE to Title I and Title III specialists which has resulted in: 1) Systemic protocols and structures for FSCE data collection; 2) Increased knowledge and skills for working effectively with diverse learners and families; and 3) Increased knowledge and strategies for linking FSCE to learning.

In Pennsylvania, we have co-constructed parent/community meetings with district leadership to identify next steps districts will take to create safe, inclusive climates. MAEC has



worked with school districts, including Reading School District, Coatesville Area School District, School District of Philadelphia, Allentown School District, and Pittsburgh School District to increase the district's capacity for working effectively with students and families of diverse racial, linguistic, and cultural backgrounds.

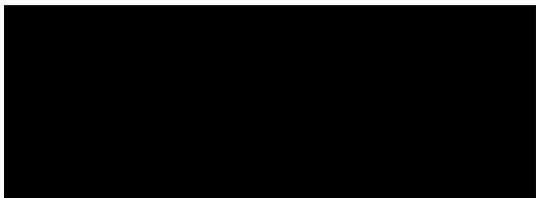
MAEC has developed multiple tools and resources to increase high-impact, culturally responsive family engagement, birth-12th grade. Selected publications include:

- *Paving the Way to Colleges and Careers: Schools and Families Together* in collaboration with College Summit. The 9-12th grade curriculum focuses on: 1) Strengthening the parent-child relationship; 2) Strengthening the school counselor-student-family relationship; and 3) Increasing the number of students who formalize post-secondary plans, take the SAT/ACT, and fill out the FAFSA. *Paving the Way* was implemented in seven school districts across Maryland and West Virginia. Of the 1383 students who participated in the program, 61% of 12th graders took the SAT or ACT and filled out a FAFSA. MAEC also developed *Parenting Matters: Talking About Ages & Stages (Birth-12th Grade)* to train Parent Development Trainers in MD. (MAEC, Annual Report. 2014).

- *Supporting Homeless Students in ESSA Implementation*, a web package which leverages recent data and evidence-based practices to include a number of processes and resources to be used in a range of contexts to understand and meet homeless students' needs and address barriers to their enrollment and engagement.

- *Community at the Center: Framing Communities at the Center Using Race, Ethnicity and Culture*, a resource with a five phase process that acknowledges and leverages a community's assets to co-design and co-lead initiatives and activities that meet the needs of all students.

- *Informed Parents-Successful Children (IPSC-2006-2009)*. The goal of the project was to provide information on child development and preschool education to non-English



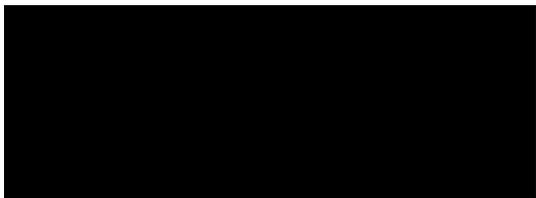
parents and caregivers in the state of Maryland. MAEC designed educational materials and provided training in six different languages (English, Spanish, Chinese, Vietnamese, Korean and French) and created a trilingual website (English, Spanish, Chinese).

- *Entre Nosotros, Between Us Families and Schools Together: Transitions into Kindergarten*, a five part workshop series for the MD Judy Centers, which address: the importance of family engagement, navigating school and cultural expectations, importance of daily attendance, positive parenting, building strong partnership with school staff, and how to support bilingual literacy and math at home.

- *ADELENTE! MOVING FORWARD! A Guide to Empower Parents of English Learners to Advocate for their Children*, a joint project with the Lawyers' Committee for Civil Rights Under Law. This kit is for organizations working with immigrant parents, parent leadership programs, and schools to educate families with the tools necessary to advocate for their children. This project has been used in Arlington, VA and the District of Columbia.

- *Matrix for Increasing Family Engagement*, a joint project with the Flamboyant Foundation. This matrix provides a family engagement professional development guide which ensures that teachers: possess the beliefs and mindset to effectively and equitably engage all families; build trusting relationships with all families that leads to meaningful communication, and engage families in co-constructing academic goals for students, monitoring student progress toward achieving those goals, and supporting learning at home.

- *Teaching Parents to be Effective Advocates for the Children's Educational Success*, a joint project with the Baltimore Education Network (BEN). The purpose of this parent leadership development training (eight sessions)is to provide parents with the necessary skills to improve the quality of education in urban communities and create ambassadors to work in collaboration with teachers, community members, and youth.

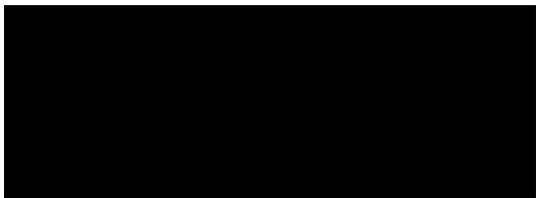


Promoting Youth Development through After-School Programs

MAEC services include the design and implementation of after school programs for low-income, diverse students. MAEC’s afterschool programs funded by the Maryland State Department of Education take a lead role in creating these programs by examining critical issues facing youth and schools and developing programs to address identified needs. Goals of the program include: keeping students safe after school hours, enhancing student achievement, increasing high school graduation and college acceptance rates, promoting job training and internship opportunities, and strengthening community and family engagement, MAEC created Achievement Linking Innovation, Vision and Engagement (ALIVE) after school and summer learning programs in Baltimore City and Prince Georges County. ALIVE operates under the Maryland State Department of Education federally-funded 21st Century Community Center competitive grant. ALIVE offers 50-125 underserved, high at-risk students attending low-income schools academic support in English/Language Arts, Math and Science, credit recovery, college and career readiness, character education, service learning and an array of enrichment activities (e.g. Art Design/Architecture, Business, Culinary Arts, Information Technology, Nursing, Public Speaking, Sports Medicine, STEM) designed to reinforce and complement regular school day academics, while building 21st century skills. Literacy, related educational development and family services and resources are provided to the families of students served in ALIVE programs. ALIVE program data show improvements in student engagement and graduation (ALIVE Continuation Report, 2016).

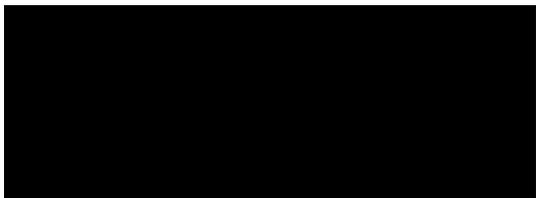
Increasing Positive and Inclusive School Climates

MAEC has extensive experience coordinating and leading systemic and job-embedded professional development to build the capacity of district/school leaders to increase positive



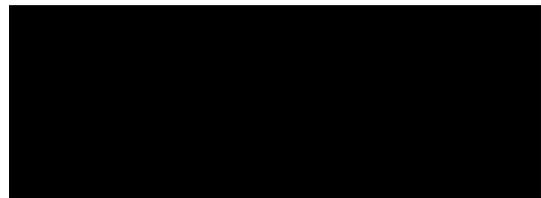
school climates. MAEC provides integrated multi-tiered system of TA, culturally responsive teaching to increase rigor and engagement, and strategies to increase student engagement. For example, in Christina School District (CSD), DE, the Philadelphia Office for Civil Rights recommended MAEC as the Compliance Agreement external consultant. MAEC, in collaboration with CSD, facilitated a program based upon multi-tiered system of TA to achieve systems change to reverse a severe pattern of disproportional discipline referrals and in-school suspensions for African American and special needs students. This co-constructed 3-year (2013-2015) district transformation initiative impacted over 17,000 students. By the final year of engagement, across the district there was a 16% decrease in in-school suspensions, 23% decrease in discipline referrals, and substantially accelerated a 50% downward trend in out-of-school suspensions (MAEC Annual Report, 2015).

To meet the terms of a Compliance Agreement regarding disproportionality and discipline and access to rigor, MAEC was recommended by the Metro Office for Civil Rights to become the external consultant for Lynchburg City Schools, VA (LCS). Initially, their focus was meeting the requirements of this agreement. MAEC's equity-centered capacity building strategies gave LCS the confidence and support to be more ambitious. LCS Assistant Superintendent for School Learning and Success, Dr. Jay McClain, describes this success, stating, MAEC's help "soon evolved into helping us realize our own imperative for serving students more equitably and facing the realities we need to overcome to realize the mission of our school district and commitment of our community." As a result of this collaboration, LCS's data for the 2015-16 school year, demonstrates that in two years, LCS decreased discipline referrals and suspensions for African American students by 4%, twice the rate of reductions for all students. African American students' enrollment in advanced courses increased 3%, more than twice the increase for all students. Improvements of African American students' math and reading achievement test scores exceeded the improvements of all students.



Increasing Access to Rigorous Curriculum for Diverse Learners

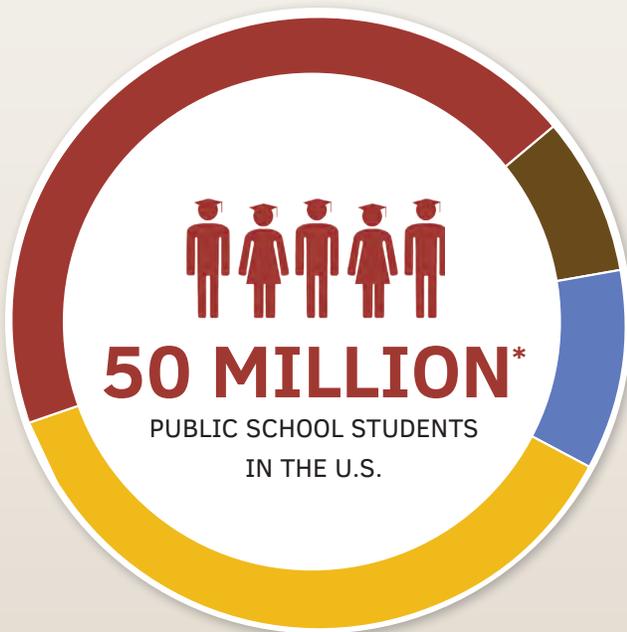
As schools are increasingly more segregated and we develop interventions for socio-economic integration of schools, we must also consider the classroom and curriculum integration necessary to ensure that every student has access to a rigorous curriculum. MAEC builds SEA/LEA capacity to do this in three primary ways: 1) Creating processes for disaggregated data review and collaborative inquiry; 2) Establishing key equity indicators to ensure the system is moving towards closing achievement gaps and increasing enrollment of under-represented student groups in rigorous courses; and 3) Increasing staff and parents' capacity to understand courses of study to ensure students and families understand curricular choices. MAEC provided on-going professional coaching and support to Lynchburg City Schools (VA) from 2013-present to develop a Promise Plan that creates an interdepartmental cross-walk and equity indicators to ensure progress monitoring on goals to increase enrollment of under-represented students in honors, gifted and talented, advanced placement, and dual enrollment courses. Meanwhile, in Manassas Park City Schools (VA) from 2001-2003 MAEC assisted the district in developing a data-driven, research-based K-12 program for English Learners (ELs). As a result, ELs significantly improved in reading, writing, listening, and speaking; they far exceeded the state average as measured by the Standard English Language Proficiency Test (SELP). Results of the Virginia Standards of Learning Tests (SOL) for school years 2002-2003 indicate that the enrollment of ELs in rigorous courses increased. For example, in Algebra I, enrollment of the school's EL population jumped from 4% in 2001 to 37% in 2002. Similarly, Biology EL enrollment grew from 14% of the school's ELs in 2001 to 23% in 2002. The improvement in pass rates on the SOL, especially in the STEM subjects were even more dramatic. Pass rates increased in Geometry (60% to 100%) and Biology (50% to 67%). ELs did not enroll in Chemistry and Algebra III in 2001-2002, but achieved a 100% pass rate in those courses in 2003.



Previously, MAEC assisted in the creation of, and participated in, the DCPS Joint Advisory Council (JAC) to address the needs of ELLs. Examples of JAC work included a document impacting the acceleration and progress of ELLs within the DCPS Master Education Plan. Areas included instruction, assessment, teacher quality, and OSSE structure to serve the needs of ELLs and their families. Currently, MAEC is working with the District of Columbia Office of State Superintendent of Education, Title III Office assisting them in their efforts to better understand the needs of LEAs in providing adequate services to English Language Learners. Specifically, MAC developed a reflection assessment tool which has been successfully piloted in two charter schools; Yu Yin (Chinese Immersion School) and Shining Stars (Montessori School). Recent data indicate that schools have made significant changes/improvements as a result of the use of the tool and feedback provided after observation were conducted in the schools.



MAEC's mission is to promote excellence and equity in education to achieve social justice.



- 50%** are culturally and ethnically diverse
- 45%** are living in low-income families
- 13%** are students with disabilities
- 10%** are English Learners (ELs)

ASSET-BASED APPROACH

The U.S. public school population is becoming more diverse. All students deserve the chance to reach their full potential. Educators must engage in an asset-based approach that is inclusive, develops talent, and improves outcomes. MAEC works with educators and families to ensure that every student has an equitable opportunity to learn and achieve at a high level.

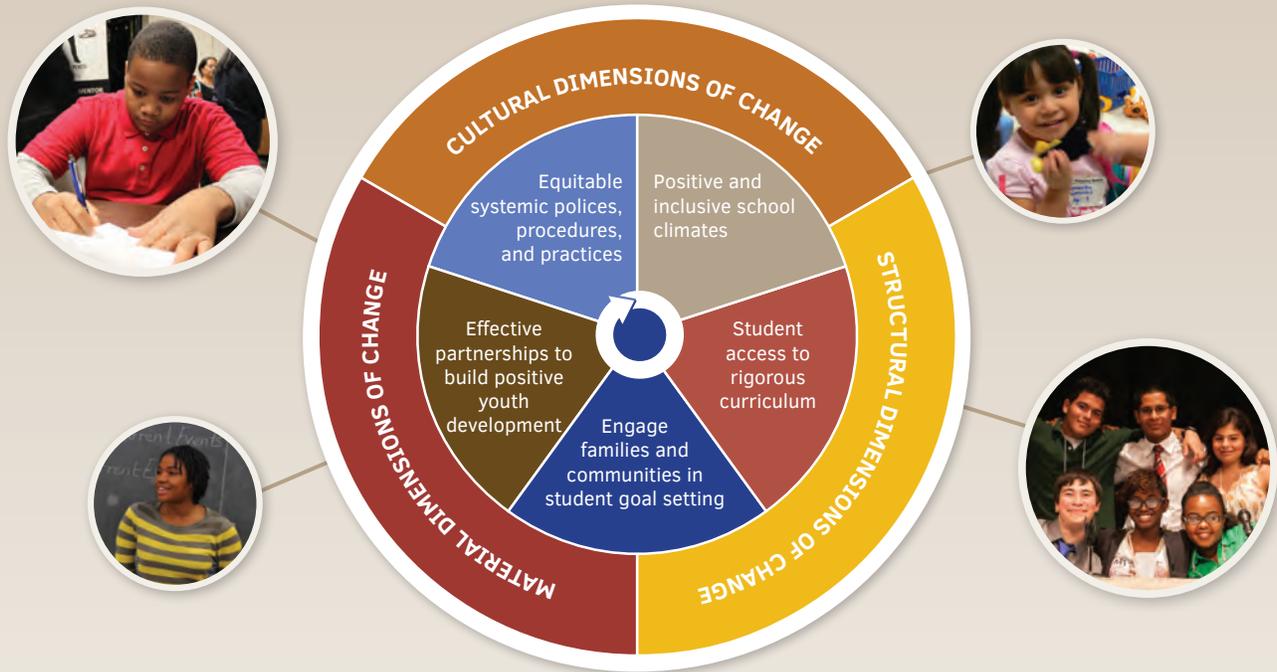
* Enrollment and demographic data taken from National Center for Education Statistics and the National Center for Children in Poverty.

OUR WORK

Early Childhood	Educational Equity	English Learners	Family, School, & Community Engagement	School Climate & Culture	School Transformation	STEM	Youth Development

The Mid-Atlantic Equity Consortium, Inc. (MAEC) is registered with the IRS as a 501(c)(3).
5272 River Road, Suite 340 Bethesda, MD 20816 • • www.maec.org

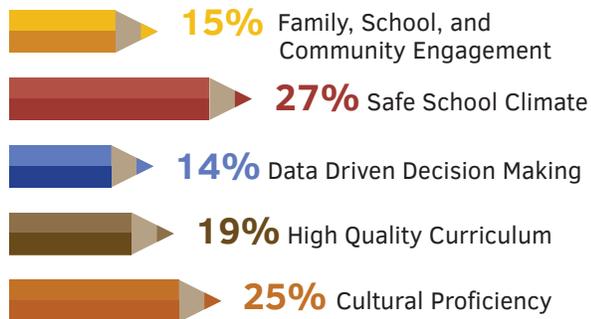
MAEC's EQUITY FRAMEWORK



ECOSYSTEM OF SCHOOLS

4 YEARS (2011-2015)

7,000 Technical Assistance Activities*



Selected Policies & Frameworks Developed by MAEC:

- District Sexual Harassment Policies
- Maryland Education That is Multicultural COMAR Regulations
- Protocols for Identification of English Learners
- Statewide PK-12 Family Engagement Frameworks
- School District Transformation Framework

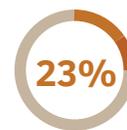
* Approximate number of activities

IMPACT SPOTLIGHT: DISTRICT TRANSFORMATION*

In a 3-year district transformation initiative, over 17K students were impacted. Across the district there was a:



Decrease in in-school suspensions



Decrease in discipline referrals



Overall 7-year downward trend in out-of-school suspensions

Selected Outputs:

- Student Manual Implementation Monitoring Tool
- Culturally Responsive PBIS: School Assessment Rubric & Continuous Improvement Guide
- District-wide Universal Screening
- District-wide Culturally Responsive PBIS Model
- District & School-based Equity Teams

* Data taken from a district project in DE.





FSCE 

@ MAEC

High-Impact, Culturally Responsive Family, School, and Community Engagement

Family, school, and community engagement (FSCE) is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful and culturally respectful ways. Families are committed to actively supporting their children’s learning and development.

National Family, School and Community Engagement Working Group (2010).

FAMILY ENGAGEMENT REFRAMED



PR/Award # U310A180044

Page e140

OUR APPROACH

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We promote:

- Strategies that work to increase outreach to diverse communities to establish a common ground.
- Voices from within the cultural community itself as a source of expertise.
- Identifying and removing cultural biases that serve as obstacles to academic achievement.
- Reviewing and redefining traditional FSCE to capture and understand parental engagement in communities of color.



Promoting excellence and equity in education to achieve social justice.



MAEC'S DATA-DRIVEN AND OUTCOME-BASED EQUITY FRAMEWORK

Ecosystem of Schools

This framework provides a culturally responsive approach to educational equity. We train and provide technical assistance to increase educators' knowledge, skills, and capacity. This multi-tiered system creates positive school climates and engages culturally and linguistically diverse students and families in learning.



OUR WORK



APPENDIX A-3
Project Partners





NAFSCE's Capacity and Strategic Activities

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

Despite the obstacles, FSCE is increasingly recognized as an essential element of child development programs and a significant lever for school improvement and efforts to reduce the achievement gap. Taking the next step to broad acceptance and implementation, however, requires a coordinated effort dedicated to transforming the conversation of Family, School, and Community Engagement, as well as linking and supporting various stakeholders, including parents, teachers, administrators, researchers, and policymakers who are committed to developing effective policies, programs, and practices. The National Association for Family, School, and Community Engagement (NAFSCE), founded in September 2014, provides the necessary platform for advancing high impact practices, promoting evidence-based policies, building capacity and leadership in the field, and upholding family, school and community engagement as a core strategy for improving child development, student achievement, and school improvement. It achieves its goals through a professional membership program, a member online community, various Communities of Practice, nine webinars annually, a robust website and resource center containing best practices and policies, virtual and on-site special events.

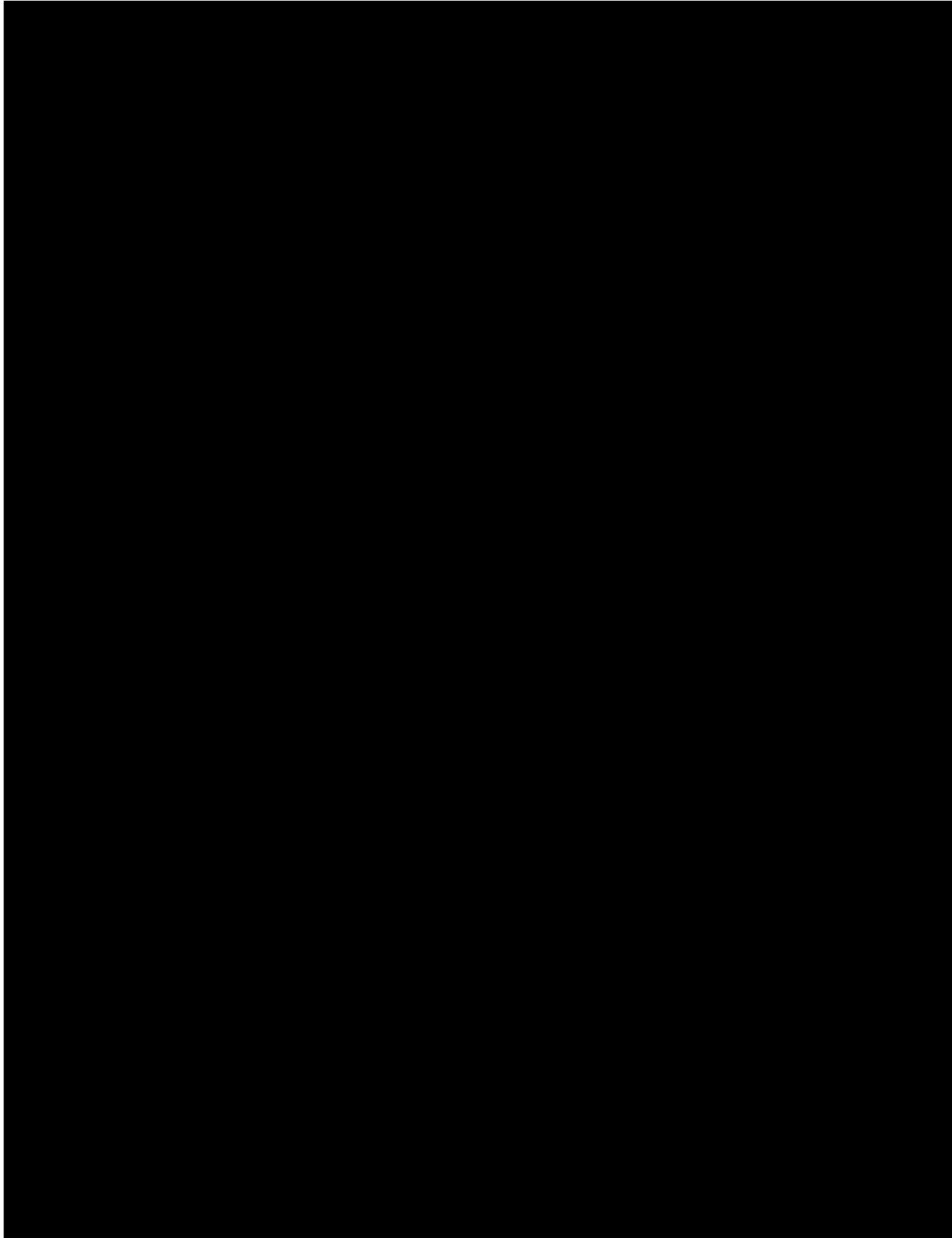
Based on the approval of its Strategic Framework, NAFSCE is now pursuing strategic initiatives that address the systemic obstacles to the advancement of FSCE policy and practice. These strategic initiatives partner with some of the premier national education organizations. NAFSCE's State Capacity Building Initiative is in partnership with the Council for Chief State School Officers (CCSSO), where it is supporting 18 State Education Agencies (SEAs) in the development of birth through grade 12 family engagement frameworks, and establishing statewide coalitions to support and sustain the effort. NAFSCE's Pre-service Higher Education Initiative is in partnership with the National Education Association and the W.K. Kellogg Foundation, where the partners will conduct a national landscape assessment of state policies around family engagement professional development connected to educator licensing requirements, recruit best-practice SEAs and their associated best practice Institute for Higher Education (IHE) to participate in a consortium that will create a pre-service family engagement framework, followed by participating IHE's piloting the framework. Finally, NAFSCE has subcontracted the renowned FrameWorks Institute to conduct research regarding current messaging and communication pertaining to FSCE and offer recommendations for new messaging which will support a national communications campaign.

NAFSCE has made significant progress in its goal for sustained impact and growth as an organization in its infancy. In the past three years, NAFSCE has officially spun off as a not-for-profit association, completed a comprehensive planning and stakeholder engagement initiative resulting in a strategic plan and aligned business plan, raised more than \$3 million, secured almost 2,000 individual and organizational members, and as mentioned above, begun implementation of strategic and systemic initiatives to transform FSCE policy and practice. The association continues to make marked progress in diversifying its revenue through foundation grants, contracts, corporate sponsorships, and member dues.

NAFSCE continues to build the capacity of its organization. Following its spin-off as a 501(c)(3) organization, it recruited and hired three full-time staff members; Keami Harris, Director of Capacity Building Programs (October 2015); Lisa Aramony, Director of Communications (November 2016); and Georgia Decker, Program and Communications Coordinator (February 2017). Most recently, the Association hired Reyna Hernandez as its Director of Research and Policy Development (6/18), added a graduate student-level policy fellow and an undergraduate student intern (6/18). It has also launched a volunteer Ambassador program comprised of select members to support member engagement and retention.

NAFSCE greatly enhanced its online presence with the launch of an expanded website and members-only online community, built on the Association management platform, Your Membership. Online programming has expanded through ongoing implementation and improved overall experience of its monthly webinar series, monthly Community of Practice meetings, and Professional Learning Communities. NAFSCE elevated its outreach through increasing its list-serve from 1,700 to 8,000 addresses, launching a bi-monthly blog, and launching a bi-monthly online newsletter (with current readership exceeding 2,000 stakeholders) entitled NAFSCE News.

NAFSCE has also increased its policy presence. The Association had a strong presence in the development of the *USDE/HHS Interagency Policy Board Family Engagement Statement from the Early Years through the Early Grades*; through testimony prior to the draft statement, then through written feedback on the draft, and finally through engaging the USDE in a webinar to NAFSCE stakeholders (April 2016) explaining the process and opportunities provided through the approved statement. The Association provided written comments on the Head Start Program Performance Standards in summer 2015. NAFSCE also provided a strong presence as it relates to the Every Student Succeeds Act (ESSA), through presenting at a USDE Regional Conference in Washington, DC (January 2016), through written feedback regarding non-regulatory guidance for the legislation (January 2016), followed by an April 2016 webinar explaining the potential impact of this legislation to family engagement. Most recently (2018), NAFSCE advocated for increased Afterschool Program funding, federal appropriations for Statewide Family Engagement Centers (SFEC's), followed by providing feedback to the US Department of Education in support of language to be provided in SFEC requests for proposals.





NAFSCE's Capacity and Strategic Activities

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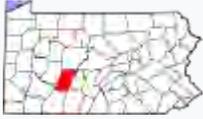
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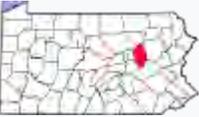
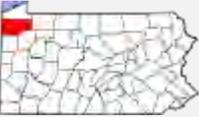
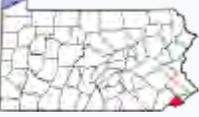
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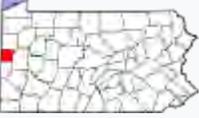
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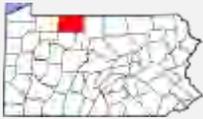
County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Adams County			Family First Healthy					
Allegheny County		Allegheny County Health Department	Allegheny County Health Department	Allegheny County Family Centers		Allegheny County Promoting Responsible Fatherhood	Allegheny County	
Armstrong County				Allegheny-Clarion Family Center				
				ARIN IU 28				
Beaver County						Franklin Center of Beaver County		
Bedford County				Bedford County Family Center				
Berks County				Berks Community Action Program				
				Community Prevention Partnership of Berks County				
Blair County			Home Nursing Agency	Family Resource Center of Blair County/ United Way of Blair County		Kids First Affiliated Services		
Bradford County			Guthrie Towanda Memorial Hospital					
Bucks County		Maternity Care Coalition		Bucks County Family Center				

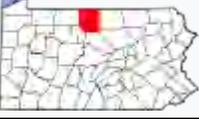
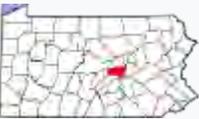
County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Butler County				Allegheny-Clarion Family Center				
Cambria County			Home Nursing Agency					
Cameron County				Cameron County Family Center				
Carbon County			Pocono Medical Center					
Centre County			Home Nursing Agency					
Chester County			Chester County Health Department	Coatesville Family Center				
				Kennett Square Family Center				
Clarion County	Jefferson-Clarion Head Start			Allegheny-Clarion Family Center				
				The Guidance Center				
Clearfield County			Home Nursing Agency	Clearfield County Family Center/ The Guidance Center				
Clinton County	STEP, INC.		Divine Providence	Infant Development Program				

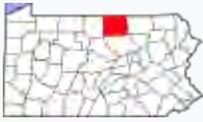
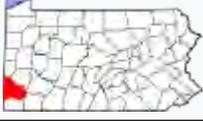
County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Columbia County			Central Susquehanna (Geisinger)	Columbia County Family Center				
Crawford County	Community Services of Venango County			Community Services of Venango County				
				Union City Family Support Center				
Cumberland County			Pinnacle Health					
Dauphin County	Capital Area Head Start		Pinnacle Health	Tri County Community Action Agency/ Dauphin County Family Center				
Delaware County		Maternity Care Coalition	The Foundation for Delaware County NFP	Delaware County Family Center				
Elk County				The Guidance Center				
Erie County			Erie County Health Department	Erie Family Center				
				Union City Family Support Center				

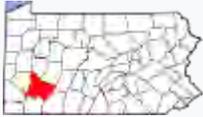
County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Fayette County			Fayette County Community Action Agency					
Forest County	Community Services of Venango County			Community Services of Venango County				
Franklin County			Pinnacle Health					
Fulton County				Fulton County Family Partnership/ Fulton County Family Center				
Greene County			Fayette County Community Action Agency	Greene County Family Center				
Huntingdon County			Home Nursing Agency					
Indiana County				ARIN IU 28				
				The Guidance Center				
Jefferson County	Jefferson-Clarion Head Start		Home Nursing Agency	The Guidance Center				

County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Juniata County	Tuscarora IU 11							
Lackawanna County		Maternal and Family Healthy Services		Scranton Area Family Center - Employment Opportunity & Training Center				
Lancaster County			Lancaster General Healthy	Lancaster Community Action Agency/ Lancaster Family Center				
Lawrence County			Children's Advocacy Center	Children's Advocacy Center/ Lawrence County Family Center				
Lebanon County			Pinnacle Health					
Lehigh County	Community Services for Children		Visiting Nurse Association of St. Luke's	Allentown Family Center				
Luzerne County			Central Susquehanna (Geisinger)	Columbia County Family Center				
			Divine Providence	Greater Nanticoke Area School District Family Center				
			Maternal and Family Healthy Services	Pittston Area Family Center				
Lycoming County								

County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
McKean County				The Guidance Center				
Mercer County				Farrell Family Center				
				Mercer County Family Center				
				Sharon Family Center				
Mifflin County	Snyder Union Mifflin Child Development, Inc.							
Monroe County			Pocono Medical Center					
Montgomery County		Maternity Care Coalition	Montgomery County Health Department	Norristown Family Center/ Carson Valley Children's Aide				
				Pottstown Family Center/ Family Services of Montgomery County				
Montour County			Central Susquehanna (Geisinger)	Columbia County Family Center				
Northampton County			Visiting Nurse Association of St. Luke's	Marvine Family Center				
Northumberland County			Central Susquehanna (Geisinger)	Columbia County Family Center				
Perry County			Pinnacle Health	Perry County Family Center				

County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children
Philadelphia County		Maternity Care Coalition	National Nursing Centers Consortium / Mable Morris				
				Norristown Family Center/ Carson Valley Children's Aide			
Pike County			Pocono Medical Center				
Potter County				The Guidance Center			
Schuylkill County			Community Prevention Partnership of Berks County				
Snyder County	Snyder Union Mifflin Child Development, Inc.		Central Susquehanna (Geisinger)				
Somerset County			Home Nursing Agency	The Family Center (Somerset Family Center)			
Sullivan County			Guthrie Towanda Memorial Hospital				
			Wyoming County Human Services				

County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Susquehanna County		Maternal and Family Healthy Services						
Tioga County			Guthrie Towanda Memorial Hospital			Services Access Management, Inc. Tioga County PRF		
Union County	Snyder Union Mifflin Child Development, Inc.		Central Susquehanna (Geisinger)					
Venango County	Community Services of Venango County			Allegheny-Clarion Family Center				
				Community Services of Venango County				
Warren County				Union City Family Support Center				
Washington County	Blueprints							
Wayne County		Maternal and Family Healthy Services		Wayne County Family Center				

County	Early Head Start	Healthy Families America	Nurse-Family Partnership	Parents as Teachers	Family Center	Promoting Responsible Fatherhood	Family Check-Up For Children	County Location
Westmoreland County				Monessen School District Family Center				
Wyoming County			Wyoming County Human Services					
York County			Family First Healthy					



Guiding Theoretical Framework

Human Ecology and Family Systems | Tenets of Child Development | Developmental Parenting | Attribution Theory | Empowerment and Self-Efficacy

Inputs

- Implementing agency leadership and support
- parent educators trained in Foundational and Model Implementation
- Participants (families with children ranging from prenatal to kindergarten)
- Technology (database, phones, etc.)
- Sustainable funding
- Policies, procedures and protocols
- Community support and partnerships
- The Foundational curricula, Model Implementation and Supervisor's Handbook
- Comprehensive with design elements that meet Parents as Teachers Essential Requirements and Quality Standards
- Program management, evaluation and Continuous Quality Improvement (CQI)
- Implementation, advocacy, data collection and management resources with support from

Activities

- Professional Development
- Personal Visits
- Group Connections
- Child Screening
- Resource Network
- Family-Centered Assessment and Goal Setting
- Stakeholder Engagement
- Evaluation and Continuous Quality Improvement

Outputs

- supervision and participate in professional development.
- Families have regular personal visits that include the areas of emphasis and follow the Foundational curricula.
- Group connections are provided for families.
- Children receive regular developmental screening and a health review, including hearing and vision.
- Families are connected to needed community resources.
- Parent educators complete family-centered assessment and support families to set goals.
- Advisory committee meetings are held regularly and advocacy work is conducted.
- Measurement of outcomes and participant satisfaction and participation in the Quality Endorsement and Improvement process.

Outcomes

Short-term

- Increased healthy pregnancies and improved birth outcomes.
- referral to services for possible developmental delays and vision, hearing and health issues in children.
- Increased parent knowledge of age-appropriate child development, including language, cognitive, social-emotional and motor domains.
- Improved parenting capacity, parenting practices and parent-child relationships through the demonstration of positive parenting skills and quality parent-child interactions.
- Improved family health and functioning as demonstrated by a quality home environment, social connections and empowerment.

Intermediate

- Improved child health and development.
- Reduced rates of child abuse and neglect.
- Increased school readiness.
- Increased parent involvement in children's care and education.

Long-term

- Strong communities, thriving families and healthy, safe children who are ready to learn.

Approach: Partner, Facilitate, Reflect

Vision

Mission

Core Values

Approach

Pennsylvania Parents as Teachers Work in Support Of Mid-Atlantic Equity Consortium SFEC Application

Parents as Teachers

Being a parent is the most important and sometimes hardest job anyone will ever have. Parents* want what is best for children: a loving family, good health, a good education, a safe and caring community to grow up in and perhaps most importantly, hope for a bright future. Parents as Teachers (PAT) programs provide parents with knowledge and resources to prepare their children for a stronger start in life and greater success in school. PAT promotes the optimal early development, learning and health of young children by supporting and engaging their parents and caregivers with research-based information and support from pregnancy through the first year of school. The PAT model approach is to partner, facilitate and reflect at every level of our organization, from a parent educator visiting a family in their home to the work of the national center. The model is composed of four major components: personal visits with families (with three areas of emphasis: parent-child activity; developmental-centered parenting; family well-being); group connections (with multiple families); screenings and assessments (child health and development, family functioning and goal setting); and resource connections to meet family needs and interests.

*Parents include people with relationships to children which may be biological, adoptive, foster, and may be grandparents, older siblings or other adults who create a family for a child.

Evaluation studies about Parents as Teachers show:

- Children’s developmental delays and health problems are detected early
- Children enter kindergarten ready to learn and the achievement gap is narrowed
- Children achieve school success into the elementary grades
- Parents improve their parenting knowledge and skills
- Parents are more involved in their children’s schooling
- Families are more likely to promote children’s language and literacy

For more information please view this report.

https://static1.squarespace.com/static/56be46a6b6aa60dbb45e41a5/t/5a7377be24a694fbb31e467f/1517516741576/PAT_EBHVM.pdf

Pennsylvania Parents as Teachers State Office

The Center for Schools and Communities (CSC) maintains the State Office for PAT in Pennsylvania. CSC is responsible to develop, support and sustain high quality PAT programs by promoting fidelity to the PAT model; providing core courses to certify parent educators; offering implementation supports and guidance to programs to maintain and expand excellent, comprehensive services for all families, overseeing and guiding programs to achieve the PAT outcomes, meeting 20 Essential Requirements and additional Quality Standards; and advocating for availability and accessibility of quality evidence based home visiting as part of the early care and education programs for families in the state.

The 52 PAT affiliate programs, serving nearly 6,000 families (2016-17) in Pennsylvania are housed in various types of organizations including county children and youth agencies, health programs, schools, and private non-profit family support organizations. PA PAT affiliate programs have different homes in their communities which may include additional family support services, but maintain the same evidence-based PAT services.

**Pennsylvania Parents as Teachers Work in Support
Of Mid-Atlantic Equity Consortium SFEC Application**

The PA PAT state office works closely with the PAT national center in its work. The PA PAT state office is staffed by a director, two coordinators and a technical specialist. Its services to PA state funded PAT affiliates are funded through PA's Office of Child Development and Early Learning (OCDEL). With additional staff time, the CSC PA PAT State Office can provide targeted services with the PAT affiliate programs in the proposed districts: Allentown, Coatesville, Erie, Juniata County, Lancaster, Pittsburgh, Reading and a district to be determined in the course of the five year Mid-Atlantic Equity Consortium State Family Engagement Center program. The services provided will strengthen relationships among parents, PAT programs and schools to positively impact effective family engagement with their children's learning and school success, support positive transitions from home and community programs to school, and create effective links between the early care and education community and school districts to support seamless systems for families, programs and school districts birth through career. The work may involve community asset mapping, professional development, family literacy, parent leadership activities, and will address the development of respectful relationships that honor family culture.

Essential Requirements *Beginning July 2018*

An organization must adhere to the Essential Requirements to become and remain a Parents as Teachers affiliate. New affiliates' program design for meeting these requirements is demonstrated through the Affiliate Plan. Data that addresses these requirements is reported annually on the Affiliate Performance Report (APR). These requirements represent the minimum or maximum levels needed for model fidelity. Additional resources such as the *Model Implementation Guide*, the Quality Standards, and TA Briefs provide guidance and best practices recommendations for high-quality replication of the Parents as Teachers model.

Essential Requirements	Measurement criteria
1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry.	An affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.
2. The minimum qualifications for parent educators are a high school diploma or equivalency and two years' previous supervised work experience with young children and/or parents.	100% of an affiliate's parent educators have at least a high school diploma, GED, or equivalent degree in countries outside the United States.
3. Each affiliate has an advisory committee that meets at least every six months. (It can be part of a larger committee, community network, or coalition as long as the group includes a regular focus on the Parents as Teachers affiliate).	An affiliate conducted two advisory committee meetings during the program year covered by the most recent APR.
4. Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings. <i>In order to support high-quality services to families, this requirement includes supervisors who carry a caseload.</i>	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE received at least 75% of the required individual reflective supervision hours per month (at least 1.5 hours per month). On average, parent educators working .5 FTE or less and supervisors who carry a caseload equivalent to .5 FTE or less received at least 75% of the required individual reflective supervision hours per month (at least .75 hours per month). At least 18 hours of staff meetings occurred during the program year covered by the most recent APR.

<p>5. Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators are full-time or part-time employees.</p> <p><i>The number of parent educators assigned to the supervisors is adjusted proportionately when the supervisor is not full-time. For example, a .75 FTE supervisor would have a maximum of nine parent educators; a .5 FTE would have a maximum of six parent educators; a .25 FTE would have a maximum of three parent educators.</i></p>	<p>100% of an affiliate's 1.0 FTE supervisors are assigned a maximum of 12 parent educators.</p>
<p>6. All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend both Foundational and Model Implementation Trainings.</p>	<p>100% of parent educators and supervisors have attended the required PAT trainings.</p>
<p>7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.</p>	<p>100% of model affiliate parent educators are up to date with their certification.</p>
<p>8. Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using a method that addresses the Parent as Teachers required areas.</p>	<p>Family-centered assessment was conducted using a PAT-approved method.</p> <p>At least 60% of families enrolled more than 90 days had an initial family-centered assessment completed within 90 days of enrollment during the program year covered by the most recent APR.</p> <p>At least 60% of families that received at least one personal visit had completed a family-centered assessment in the program year covered by the most recent APR.</p>
<p>9. Parent educators develop and document goals with each family they serve.</p>	<p>At least 60% of the families that received at least one personal visit had at least one documented goal during the program year covered by the most recent APR.</p>
<p>10. Parent educators use the Foundational Personal Visit Plans and Personal Visit Planning Guide from the Foundational Curriculum to design and deliver personal visits to families.</p>	<p>Parent educators plan for each visit, documenting the planning process in a Foundational Personal Visit Plan or Personal Visit Planning Guide.</p>

<p>11. Families with one or fewer stressors receive at least 12 personal visits annually and families with two or more stressors receive at least 24 personal visits annually.</p>	<p>At least 60% of families with one or fewer stressors received at least 75% of the required number of visits in the program year covered by the most recent APR.</p> <p>At least 60% of families with two or more stressors receive at least 75% of the required number of visits in the program year covered by the most recent APR.</p>
<p>12. Full-time first year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 60 visits per month.</p> <p><i>The number of visits completed monthly is adjusted proportionately when a parent educator is part-time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including: staff responsibilities, travel time for visits, and data collection responsibilities.</i></p>	<p>Full-time first year parent educators complete no more than 48 visits per month in the program year covered by the most recent APR.</p> <p>Full-time parent educators in their second year and beyond complete no more than 60 visits per month in the program year covered by the most recent APR.</p>
<p>13. Affiliates deliver at least 12 group connections across the program year.</p>	<p>At least nine of the 12 (75%) required group connections were delivered in the program year covered by the most recent APR.</p>
<p>14. Child health screening is completed by 7 months of age, or within 90 days of enrollment, and at least annually thereafter. Completion of the Child Health Record, which consists of health status, safety, vision, and hearing elements, constitutes a complete health screening.</p>	<p>At least 60% of children received a complete child health screening by 7 months of age or within 90 days of enrollment in the program year covered by the most recent APR.</p> <p>At least 60% of children received a complete annual child health screening in the program year covered by the most recent APR.</p>
<p>15. Child developmental screening takes place for all children within 90 days of enrollment or birth, and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional, and motor development.</p>	<p>At least 60% of children received a complete child developmental screening within 90 days of enrollment or birth in the program year covered by the most recent APR.</p> <p>At least 60% of children received a complete annual child developmental screening in the program year covered by the most recent APR.</p>
<p>16. Child developmental surveillance takes place during each personal visit and is recorded after each personal visit, using the Milestones to monitor child development.</p>	<p>Parent educators review and update (as applicable) the Milestones record for each enrolled child after each visit.</p>

<p>17. Parent educators connect families to resources that help them reach their goals and address their needs.</p>	<p>At least 60% of families that received at least one personal visit were connected by their parent educator to at least one community resource in the program year covered by the most recent APR.</p>
<p>18. At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.</p>	<p>An affiliate gathered and summarized feedback from families about the services they have received at least once during the program year covered by the most recent APR and used the results for program improvement.</p>
<p>19. The affiliate annually reports data on service delivery and program implementation through the APR; affiliates use data in an ongoing way for purposes of continuous quality improvement, including participating in the Quality Endorsement and Improvement Process every year.</p>	<p>An affiliate submitted the most recent APR and participated in the Quality Endorsement and Improvement Process when designated or selected by Parents as Teachers National Center.</p>
<p>20. Programs will pick two* outcomes to measure with eligible families. One outcome will be from a list of approved tools that measure parenting skills, practices, capacity, or stress assessment and the second outcome will be from an approved list of measures. It is important to select outcomes that align with the program goals. Programs will also report on the APR how they are using the data.</p> <p><i>*See Outcomes Essential Requirement Guidance for more information.</i></p>	<p>At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using an approved tool.</p> <p>At least one additional approved outcome measure is assessed and reported for eligible families.</p> <p>Programs report in the APR how they are using the data from a set of response options (e.g., continuous quality improvement or advocacy).</p>

Parents as Teachers Research Overview: Key Outcomes for Families

As a research-based parent education and family support program developed over 20 years ago, evaluation has been integral to the success of the Parents as Teachers program since its inception. The first evaluation of PAT was funded through a contract from the Missouri Department of Elementary and Secondary Education. Subsequent studies have been supported by the State of Missouri and other states, independent school districts, and private foundations. A few studies have been carried out by individual researchers. Overall, evaluations of PAT show these general outcomes for families:

OUTCOME: PAT parents are more involved in their children's schooling.

Participating parents were more likely to regard their school district as responsive to their children's needs than were parents of comparison group children. 53% of PAT parents rated their district as "very responsive," versus 29% of comparison group parents.

Pfannenstiel, J., and Seltzer, D. Evaluation Report: New Parents as Teachers Project Overland Park, KS: Research & Training Associates, 1985; Pfannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program. Early Childhood Research Quarterly, 4, 1-18, 1989.

A significantly higher proportion of PAT parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of PAT children versus 37% of parents of comparison children requested parent-teacher conferences.

Pfannenstiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

PAT parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home. PAT parents demonstrated high levels of school involvement. 95% attended special events at their schools, nearly 67% worked as volunteers in the school or classroom monthly, 75% participated in PTA and PTO meetings, and 67% communicated with their child's teachers by phone on average 4 times a year. Most (85%) parents initiated a contact with the school or teacher. 75% of parents always assisted with home activities related to school work.

Pfannenstiel, J., Lambson, T., and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates, 1996.

More PAT parents attended parent conferences than parents in the comparison group. 90% of parents of PAT kindergarteners "always" attended parent conferences.

O'Brien, T., Garnett, D.M., and Proctor, K. (2002). Impact of the Parents as Teachers Program. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver.

OUTCOME: PAT parents engage in more language- and literacy-promoting behaviors with their children.

Participation in PAT is as effective for the lowest-income families as for those with more moderate incomes. Of particular note were the positive effects on parenting behavior and the impacts on language- and literacy-promoting behaviors for families with very low income. In families with very low income, those who participated in PAT were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child.

Wagner, M. and Spiker, D. Multisite Parents as Teachers Evaluation: Experience and Outcomes for Children and Families, 2001. www.sri.com/policy/cehs/early/pat.html

PAT parents engaged in a wide variety of activities that supported learning in the home. Over 75% of PAT parents reported taking their child to the library regularly, modeling enjoyment of reading and writing several times a week, and giving children the opportunities to purchase or receive books several times a month.

Pfannenstiel, J., Lambson, T., and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates, 1996.

OUTCOME: PAT parents are more knowledgeable about child-rearing practices and child development.

On 4 of 6 parent knowledge scales, including the importance of physical stimuli in their child's development, appropriate discipline, and knowledge of child development, PAT parents scored significantly higher than comparison parents.

Pfannenstiel, J., and Seltzer, D. Evaluation Report: New Parents as Teachers Project Overland Park, KS: Research & Training Associates, 1985; Pfannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program. Early Childhood Research Quarterly, 4, 1-18, 1989.

Parents who received the neuroscience infused PAT *Born to Learn*TM curriculum showed improvements in parent knowledge (general development and neuroscience knowledge), parenting behavior, and parenting attitudes.

McGilly, K. (2000) Chicago Born to LearnTM Neuroscience Project: Final report to Robert R. McCormick Tribune Foundation. St. Louis, MO: Parents as Teachers National Center, Inc.

95% of parents rate PAT as "very helpful" and over 85% report that they learned to more effectively interact with their child, understand child development more, and spend more time with their children.

Research and Training Associates (2002) BIA Family and Child Education Program: 2001 Report.

OUTCOME: PAT children at age 3 are more advanced than comparison children in language, problem solving and other cognitive abilities, and social development.

Posttest assessments of children’s abilities at age 3 showed that on measures of intellectual, achievement, and language ability, PAT children scored significantly higher than comparison children. PAT children also demonstrated significantly more aspects of positive social development than did comparison children.

Pfannenstiel, J., and Seltzer, D. Evaluation Report: New Parents as Teachers Project Overland Park, KS: Research & Training Associates, 1985; Pfannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program. Early Childhood Research Quarterly, 4, 1-18, 1989.

At age three, PAT children performed significantly above the national norms on a measure of school-related achievement, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. The average score for PAT children was 106 as compared to the national norm of 100.

Pfannenstiel, J., Lambson, T., and Yarnell, V. Second Wave Study of the Parents as Teachers Program. Overland Park, KS: Research & Training Associates, 1991.

OUTCOME: PAT children score higher on kindergarten readiness tests and on standardized measures of reading, math and language in first through fourth grades.

PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated PAT children’s achievement progress higher than control group children’s progress in all areas.

Pfannenstiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

PAT children were rated by their teachers as performing at high levels of proficiency in all areas assessed. When compared to their grade-level peers, 91% of PAT children were rated by their teachers as equal to or better than average. Overall, the relative level of achievement children demonstrated at age three on completion of the PAT program was maintained at the end of the first/second grade.

Pfannenstiel, J., Lambson, T., and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates, 1996.

Third graders who had received PAT services with screening services from birth to age three scored significantly higher on standardized measures of achievement than their non-participating counterparts. PAT children had a national percentile rank of 81, while non-participating students had a rank of 63 on the Stanford Achievement Test. PAT graduates were less likely to receive remedial reading assistance or to be held back a grade in school. In fourth grade, PAT graduates still scored significantly higher overall and on all Stanford Achievement subtests (reading, math, language, science, social studies) than did non-PAT fourth-graders.

Coates, D. Early childhood evaluation. Missouri: A Report to the Parkway Board of Education, 1994; Coates, D. Memo on one-year update on Stanford scores of students – early childhood evaluation study group; Parents as Teachers program leads to elementary school success, Parkway School District News, Spring, 1997.

Pre-kindergarten assessments showed that compared to matched comparisons, PAT children had better language skills and were twice as likely to be reading-ready by kindergarten.

Drazen, S. and Haust, M. Raising reading readiness in low-income children by parent education. Paper presented at the annual meeting of the American Psychological Association, August 1993

PAT children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade. PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.

Drazen, S., and Haust, M. The effects of the Parents and Children Together (PACT) Program on school achievement. Binghamton, NY: Community Resource Center, 1995. Drazen, S. and Haust, M. Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August, 1996.

Upon entry to kindergarten, PAT children scored significantly higher than children from the comparison groups on measures of language and self-help/social skills.

Coleman, M., Rowland, B. & Hutchins, B. Parents as Teachers: Policy implications for early school intervention. Paper presented at the 1997 annual meeting of the National Council on Family Relations, Crystal City, VA, November, 1997; Parents as Teachers: Kindergarten screening final report. Rutherford County, VA: Rutherford County Schools, May 1998.

For all areas of development, teachers rated PAT children higher, with 5 of the 8 areas achieving statistical significance. PAT children also had better attendance, with an average of 95%. 65% of the PAT third graders scored in the proficient or advanced categories of the Colorado Student Assessment Program (CSAP) achievement test, as compared to 54% of the comparison group. More than one-fourth of the comparison group scored in the unsatisfactory range on the CSAP, while only 3% of the PAT third graders scored in this range.

O'Brien, T., Garnett, D.M., and Proctor, K. (2002). Impact of the Parents as Teachers Program. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver.

Findings from a school readiness assessment project involving 3,500 kindergarteners in Missouri showed that Parents as Teachers achieves its goal of preparing children for success in school. Among children whose care and education were solely home-based, those whose families participated in PAT scored significantly higher on the School Entry Profile. However, the highest performing children were those who participated in PAT combined with preschool,

center-based child care, or both. Children from high-poverty schools scored above average on all areas of development when they entered kindergarten with a combination of PAT and any other pre-kindergarten experience (preschool, center-based care, and/or home-based care).

Pfannenstiel, J. School Entry Assessment Project: Report of Findings, 1999. For the full School Entry Assessment Project report, go to <http://www.patnc.org/researchevaluation.asp#beyond>

A recently published journal article reports that parent participation in PAT has important effects on children's school readiness and that PAT is "highly effective in helping impoverished parents prepare their children to enter school." The most powerful finding that emerged from the study was that the school readiness scores of children in high poverty schools who participated in PAT were equivalent to those of children at low poverty schools with no preschool enrichment (PAT or preschool). In addition, when children attending high poverty schools participated in both PAT and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (PAT or preschool).

Pfannenstiel, J. C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers Program. NHTSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86.

Conclusion

In sum, PAT has a long history of evaluation research that reflects positive outcomes for families and young children.

July 23, 2018

Susan Shaffer
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Thank you for the invitation to partner with The Mid-Atlantic Equity Consortium to support implementation of the Academic Parent Teacher Teams (APTT) model of family engagement. We are excited by the potential opportunity to work with The Statewide Family Engagement Center serving Pennsylvania and Maryland schools and districts to grow in this practice of meaningful family engagement to drive student learning and achievement.

About WestEd

WestEd (www.wested.org) is a preeminent educational research, development, and service organization with 600 employees and 17 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. WestEd's mission—to work with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults—is addressed through a full range of projects.

About the APTT Model of Family Engagement

Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.

The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. This format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate students' learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with families and empowering their students' families to make concrete contributions to student growth and achievement.

The APTT Model Structure



Scope of Work

SFEC WestEd Support for APTT Year 1	
	Year One Milestones <ul style="list-style-type: none"> ● Facilitate in person and virtual orientation sessions to school and district leaders interested in learning more about the APTT model ● Help interested schools and districts develop APTT awareness and readiness for adoption and implementation, including knowledge and understanding of roles and responsibilities of all involved in the initiative to start implementation in year 2 ● Through an application process, select four ready schools/districts for APTT implementation in year 2 ● Select 2-4 experienced instructional coaches/family engagement specialists at the State, district or school levels that will train and practice to become certified APTT trainers after two years of training and coaching from WestEd
Visit 1	In collaboration with SFEC staff: <ul style="list-style-type: none"> ● Develop a communication and collaboration plan between WestEd, the SFEC and the schools and districts ● Schedule orientation sessions for school and district leaders ● Plan and develop a process for school selection ● Plan and develop a process for train-of-trainer participant selection ● Formalize a process for data collection, analysis, and dissemination of findings between the center evaluators, WestEd, and participating schools/districts
Visit 2	In collaboration with SFEC staff: <ul style="list-style-type: none"> ● Facilitate in person and virtual orientation sessions to school and district leaders interested in learning more about the APTT model ● Develop a list of interested schools and districts ● Send application and communication details to interested schools
Visit 3	In collaboration with SFEC staff: <ul style="list-style-type: none"> ● Using a school selection committee and rubric, select 4 ready and committed schools for participation in the initiative ● Select 2-4 experienced instructional coaches/family engagement specialists at the State, district or school levels that will train and practice to become certified APTT trainers after two years of training and coaching from WestEd
Visit 4	In collaboration with SFEC staff: <ul style="list-style-type: none"> ● Conduct visits with selected schools and their leadership teams to develop connections, learn about their school improvement goals, and create year-long APTT implementation plans

SFEC WestEd Support for APTT Years 2 and 3 A Train-of-Trainer Model for APTT Using the I Do-We Do-You Do Strategy	
	<p>In years 2 and 3 WestEd builds the capacity of schools and district trainers to expand and sustain the model.</p> <p>Year 2: Facilitate and Model all areas of APTT training, coaching and implementation in the 4 schools for the 2-4 trainees (I Do).</p> <p>Year 3: Facilitate all areas of APTT training, coaching and implementation in the 4 schools, side by side with the 2-4 trainees (We Do).</p> <p>Year 4: Trainers will independently provide training and coaching to schools and districts. WestEd will provide virtual guidance and coaching as requested (You Do).</p>
<p>Support Part 1</p> <p>Once per year</p>	<p>Initial two-day training for teachers and administrators participating in the project, including front office staff, and interested district leaders.</p> <ul style="list-style-type: none"> ○ Participants will gain a deep understanding of the APTT model components and essential elements and feel competent to facilitate a meeting with families in the classroom ○ Participants will understand and apply all areas of the implementation support cycle ○ Participants will develop common language around purpose and definition of meaningful family engagement and how it connects to school improvement
<p>Support Part 2</p> <p>3 Times per year</p>	<p>Onsite Grade Level Teacher Planning Support - Before APTT Team Meeting 1, 2 and 3</p> <ul style="list-style-type: none"> ○ Support teacher readiness for meeting with families, align skill selection, assessment, and practice activities, and prepare an effective family outreach plan ○ Planning with Principal and Instructional Coach ○ Debrief/coaching sessions with State trainees ○ Support the school leadership team with planning for the Family Focus Group which takes place within a week or two after the last APTT meeting of the year
<p>Support Part 3</p> <p>3 Times per year</p>	<p>APTT Team Meeting Observations and Debrief Sessions – APTT Team Meeting 1, 2 and 3</p> <ul style="list-style-type: none"> ○ Collect data on meeting facilitation effectiveness, provide feedback for improvement, and develop Improvement goals with action steps ○ Debrief/coaching sessions with State trainees

Successful completion of the above mentioned services and activities require strong commitment from our partners and include the following expectations:

- School and district leaders participate in professional learning, and APTT classroom observations and debrief sessions
- Calendaring all meeting dates and arranging related logistics for each meeting with the WestEd staff
- Preparing all internal communications

- Completing agreed upon preplanning activities to support and inform consultation/planning meetings with WestEd staff
- Completing all follow-up activities that are determined as a result of each consultation/planning session

Anticipated Timeline

The outlined assistance will commence and conclude within an agreed-upon timeframe. Services will commence on January 15, 2019 and will conclude on or before June 30, 2021.

WestEd Contact	Funder Contact
<p>Virgilio F. Tinio, Jr. Contracts Manager 730 Harrison Street San Francisco, CA 94107 [Redacted]</p>	<p>Susan Shaffer Mid-Atlantic Equity Consortium, Inc. 5272 River Road, Suite 340 Bethesda, MD 20816 [Redacted] Ext. 118</p>



WestEd: Organizational Capability

WestEd is a preeminent educational research, development, and service organization with over 600 employees and 18 offices nationwide, including four within the Region I EAC Service Area. WestEd has been a leader bridging research and practice by operating research and development (R&D) programs, and conducting evaluations, and providing technical assistance and professional learning programs at the national, regional state and local levels. Staff work with policymakers and practitioners at all these levels to carry out large-scale school improvement and innovative change efforts and leverage federal, state other public and private resources to raise awareness of equity issues, provide access to proven tools and resources, and build capacity to take action to achieve equitable education through policy, programs, and practices.

Demonstrated Experience Providing High Quality TA to SEAs and LEAs

WestEd has nearly 50 years of experience operating multiple National and Regional Comprehensive Centers, Regional Educational Laboratories, and Equity Assistance Centers (Region IX as prime, Region II as subcontractor), and have deep expertise improving schools and school districts serving high percentages of low income students and children of color through School Improvement Grants, the national Center on School Turnaround, and Charter and Magnet Schools assistance, addressing issues of disproportionality in special education through the National Center for Systemic Improvement, WestEd also has deep expertise in prevention, restorative justice, and mental health—providing a blend of scholarly work and practical TA to the field. We are also a major partner on the Now is the Time Technical Assistance Center—a SAMHSA funded center providing TA to 20 State Education Agencies and many school district grantees working to establish a unified framework for schools to support children’s mental health and conduct research on best practice in juvenile justice through our Center on Justice and Prevention Research. In developing and applying the best available resources toward the goals of these centers, WestEd has built solid working relationships with education and community organizations at all levels. Examples of past work are highlighted in the table below.

Center and TA Provided	Measurable Actions Taken
<p>Through the Regional Education Laboratory-West we created a research alliances focused on English Learners through which state and district administrators access research, plan collaborative research, and apply research to improve policy and practice. The English Learner alliance conducted descriptive studies that highlight the disparity in outcomes between long-term English Learners and other students and identified policies and practices for assessment of English Learners with disabilities.</p>	<p>States are sharing data with local districts to foster discussions about the needs of long-term English Learners and how they can be addressed.</p> <p>The California legislature has introduced a bill to require the development of a state manual on the assessment of English Learners with disabilities.</p>
<p>Policymakers and educators in Utah were concerned about students who experience trauma, and how to provide appropriate supports to them. They asked REL West for assistance in hosting a day-long event to learn about research and promising practices.</p>	<p>Participants from Utah applied some of the ideas in districts and schools.</p> <p>Participants also came over from Nevada, and they asked REL West to host a similar event the following year in Nevada.</p> <p>Participants in both events shared information with others around the state.</p>
<p>The National Center for Systemic Improvement is providing increased access to evidence based practices for improving outcomes for students with disabilities, supporting the use of Multi-tier system of supports for all students and reducing disproportionality.</p>	<p>States are better able to support districts to increase use of proven practices and implement results-driven accountability systems. Districts have access to improved services and decrease disproportionality among children of color and English learners.</p>
<p>Staff in the Equity Assistance Center Region II developed capacity of New Jersey School Districts with disproportional enrollments of students of color in special education to change practice and policy.</p>	<p>Teams from five districts developed awareness of disproportionality, learned to use data to identify root causes of the problem and selected and are implementing remedies.</p>
<p>The national School Turnaround Center at WestEd is working</p>	<p>States such as KS and NY have been supported with TA addressing school leadership and increasing access to</p>

with My Brother's Keeper to support change in schools	advanced coursework and opportunity for boys and young men of color.
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Demonstrated Ability to Leverage TA Networks

Across the regional and national centers WestEd operates, we leverage our relationships in the field to ensure the highest quality work. Our approach is to ensure the best use of contract resources by networking among and leveraging one another’s resources whenever appropriate. Our work with the networks’ providers combined with our expansive connections with national experts enables us to bring the best possible expertise to bear on challenges. For example, we have leveraged the networks for the Region II EAC in the following ways:

- Worked in collaboration with AIR's Center on Great Teachers and Leaders and the Northeast and Mid-Atlantic Comprehensive Centers and the Regional Education Laboratory_NEI to support states in the region to develop their State Equitable Access Plans.
- Leveraged resources from Panasonic Foundation to provide technical assistance in Washington, DC, New York, and New Jersey on areas related to educational equity to facilitate the alignment of programs for English Language learners with state and district goals. Worked closely with Superintendents and their cabinets on breaking barriers to academic achievement for students of color and ELs in collaboration with the EAC.

Systemic Improvement requires extensive coordination, collaboration, and communication with a broad range of external entities, including other federally funded centers, other federal resources (e.g., NCES, What Works Clearinghouse), networks of education agencies, discipline-specific organizations, and leading experts in the field. Such collaborations enhance the quality of WestEd’s technical assistance and subject matter expertise by facilitating efficient knowledge sharing, growing networks of experienced practitioners, reducing duplication of effort, and leveraging and extending a body of knowledge that, in its collective form, far exceeds what any single organization can offer.

Demonstrated Experience with the EAC Priorities

Equitable Access to High-quality Teachers

The Comprehensive Centers at WestEd provide a wide range of technical assistance to SEA, including facilitation, research summaries, content consultation, project planning and documentation, and other services, in order to develop systems that guide, support, and evaluate

high-quality teachers and administrators. The Comprehensive Centers work on the State Equity Plan and educator evaluation is conducted with a strong commitment to continuous improvement, with focus on equitable schooling, social justice, and cultural competence in service of ensuring the learning and wellbeing of the state's diverse students. For example, WestEd has been instrumental in working with the New England and Mid-Atlantic states on the development and implementation of their State Equity Plans. Our staff convened teams from the New England states in partnership with the Regional Education Laboratory and the EAC. We worked directly with several states to get feedback from stakeholders and later, to develop and support the implementation. WestEd staff working on the REL-NEI are providing TA to the states of MA, ME, NH, and VT to monitor plan implementation to ensure results are achieved.

In addition, WestEd staff have been deeply involved in developing teacher/educator evaluation systems and processes that promote excellence and ensure that all students have access to strong teachers and administrators. For the state of Maryland, the Mid-Atlantic Comprehensive Center at WestEd supported the state in conducting comprehensive training for evaluators and in gathering data to monitor implementation of the new system over three years. We have also led the development and pilot of local Teacher Evaluation Systems in school districts in MA, ME, NH, NY and professional development around mentoring and induction in these states and NJ, RI, and CT. These efforts have supported districts to adopt continuous improvement as a lens for educator excellence and are building a coherent system of preparing and supporting educators focused on equity and excellence.

Experience with Socio-economic Integration

WestEd works in a variety of urban renewal projects—including a wide array of locally driven strategies to address struggling neighborhoods with distressed public/HUD-assisted housing through a comprehensive approach to neighborhood transformation, job training and school wrap around services, and also have experience with school socioeconomic integration strategies through our work with School Choice, and Charter and Magnet Schools.

Our staff in the Northeast worked on the controlled choice plan for the Rochester NY Public schools where they opened Parent Information and Student Registration Centers to engage with families about the Parent Preference/Managed Choice process and available school options and convening stakeholder groups throughout the city to explain the policy, the new registration process and to answer questions from a wide range of interested stakeholders. The effort was documented within

a report by Richard D. Kahlenberg of The Century Foundation titled, “Rescuing Brown v. Board of Education: Profiling Twelve Districts Pursuing Socioeconomic Integration.” In Rochester, annually 80-85% of the student population is free/reduced price lunch-eligible. The report noted the limitations of a policy when there is not a critical mass of middle class families in a school. Still, the annual data collected from the choice process highlights under-chosen schools and presents opportunities for the district to transform and/or re-design these schools to gain increased trust from families.

In addition, since 2014, WestEd has provided technical assistance for the Buffalo Public Schools to strengthen existing Two-Way programs and develop the capacity to open new dual language programs in the district. For PS #3 our staff worked with the district leadership to laid the foundation for a new Two-Way program that started with Kindergarten two years ago and grows every year with the opening of a new grade level. WestEd staff provide professional development and planning assistance to developing the capacity of a diverse school team to lead this work and apply the best research available to their work. The language education model at PS#3 is designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and English Learners (ELs) from a single language background, thus integrating education for different socioeconomic, linguistic and ethnic groups in a purposeful manner. The goal of the school is to reduce the social and academic distance between the regular program students and the Transitional Bilingual Program students in an educational environment while providing rigorous instruction in two languages. At Buffalo’s PS# 76, which has had an existing Two-Way Program for many years, WestEd provided technical assistance for administrators and teachers in the review and analysis of current structures and practices provided professional development for all teachers on effective instruction to increase the school's performance.

WestEd staff also collaborated with the Massachusetts Association for Bilingual Education through a contract with the Massachusetts Department of Elementary and Secondary Education in the development of *Guidance for Defining and Implementing Two-Way Immersion and Transitional Bilingual Education Programs in Massachusetts*. This guidance provides essential information to districts considering establishing Two-Way Dual Language programs to ensure the highest possible alignment with research and promising practices.

Our experts in professional development have also provided their expertise to a variety of charter and magnet school audiences on topics including instructional practices, Next Generation Science Standards, English Language Learners, standards-based foreign language instruction, cultural competence, leadership, multi-tiered systems of support, and family engagement. WestEd has partnered with organizations in California, Michigan, New York, Arizona, DC, Colorado, and Ohio to provide online professional development on instructional practices through the Department of Education Office of Innovation & Improvement's Charter Schools Program National Leadership Project. WestEd has also conducted research regarding Charter and Magnet Schools, including a study of Maryland's public funding of charter schools and a review of personalized learning implementation in charter schools across the country for the Bill and Melinda Gates Foundation.

WestEd staff have provided magnet and charter schools with technical assistance (TA) in a variety of areas. WestEd provided product development and content expertise for the national TA center for the Magnet Schools Assistance Program. Our staff worked with the Boston Renaissance Charter Public School on their needs assessment, and with DC's Hospitality High School study for school improvement planning. Our staff also led the Performance Management Plan Review Process for the Arizona State Board for Charter Schools.

WestEd has also been instrumental in providing evaluations for magnet and charter school programs. Our staff have conducted evaluations including:

- A National Charter Schools Evaluation contracted through the Department of Education Office of Planning, Evaluation, and Policy Development;
- A study contrasting key Next Generation Science Standards implementation issues for charter schools versus traditional public schools;
- An evaluation of the Teacher Incentive Fund Grant program for Mastery Charter Schools; and
- An evaluation of the New Paradigm for Education Charter Management Organization Grant through the Kellogg Foundation.

Accountability

WestEd has a wide range of experience in supporting State and district accountability systems having provided technical assistance to states and districts regarding accountability design

decisions, policy coherence, and in helping States, districts, and schools in making data-informed decisions to improve educational practices and results.

WestEd researchers have utilized their data analysis expertise in myriad ways, including evaluating grants based on student assessment data, developing and conducting surveys regarding the Common Core State Standards, and collecting and analyzing data to develop a school safety framework in Atlanta. WestEd staff have also been involved in large federal projects involving data and accountability, including serving as a subcontractor on the National Center for the Integration of IDEA Data (CIID) and the National IDEA Data Center (IDC), leading the National Center for Systemic Improvement (NCSI), the Center for IDEA Fiscal Reporting (CIFR) and the Data Collection and Grant Monitoring project for the Department of Education's Charter School Program. As an example of WestEd support to states related to accountability, the National Center for Systemic Improvement, funded by the US Office of Special Education Programs (OSEP), has established a multi-state, cross-state learning collaborative for states interested in working together to develop in-state monitoring systems that are focused on student results as well as procedural compliance. NCSI's Results-Based Accountability Collaborative has engaged 15 states in ongoing peer-to-peer professional learning and support to transform their state-to-local monitoring and accountability systems to uncover and address systemic equity issues in terms of placement, access, and outcomes for students with disabilities.

[Additional Successes in our Equity Work](#)

WestEd understands that equity in schools requires addressing both high quality academics as well as the ability to create safe, supportive, and engaging school and community environments that meet the developmental needs of children and youth and provide resilience-promoting protective factors. We have more than 20 years experience researching and fostering school and community partnerships to meet the needs of children and youth.

Helping Districts Deal with Vulnerable Populations: WestEd has been recognized for our work helping school districts address the needs of the most vulnerable populations of students such as English Language Learners, the children of migrant workers, and students with disabilities. From our acclaimed Quality Teaching for English Learners professional development framework, to our support of California's Migrant Student Information Network, to our work with early intervention

implementation and improvement in schools and districts across the county, WestEd's experts provide evidence-based services to address inequities faced by traditionally underserved students.

WestEd's Deep Capacity in District and School Improvement: Serving as a partner throughout the country with work in over 175 local education agencies in 29 states over the past 5 years, WestEd has a proven track record of working closely with schools and districts to improve their practices and create sustainable positive change. WestEd's history of providing TA, research, and evaluation services for school turnaround efforts, our experience as a School Improvement Grant partner, and our professional development work with a wide range of school and district stakeholders on a variety of topics demonstrate our commitment and strength in effecting lasting change for schools and districts.

Supporting Justice and Prevention: WestEd's Justice & Prevention Research Center conducts rigorous research and evaluation work that WestEd researchers across the agency are conducting in the areas of school safety, violence and crime prevention, juvenile and criminal justice, and public health and other prevention efforts. Of particular relevance to the Equity Assistance Center work are efforts to reduce bullying and harassment in schools, particularly mistreatment directed toward specific subgroups such as students with disabilities or racial/ethnic minorities. Further work by the Center and other WestEd programs highlight disproportionality in the use of suspensions and other exclusionary punishment for school offenses, provide guidance around analyses of disciplinary data to identify disproportionality, and examine the role of Restorative Justice in ameliorating disproportionality and the use of punitive responses to school offenses. WestEd has also undertaken other equity projects that include examining research on the proper and effective use of police in schools, studying interventions designed to lead to safer schools in challenged and under-resourced urban communities in Atlanta, Oakland and Miami. Notably, last year WestEd won a \$7 million grant from the National Institutes of Justice to establish a comprehensive model for school safety that is being developed and tested in Atlanta Public Schools.

Working with Schools and Communities to Improve Child/Youth Well-being: For more than 20 years, WestEd has developed, conducted and analyzed survey research and provided technical assistance to help schools and communities assess and improve adolescent physical, behavioral, and mental health, academic achievement, college and career readiness; reduce risk factors and enhance protective factors and environmental supports that foster resilience and success in school,

career, and life. Working across state agencies in California such as the California Department of Alcohol and Drug Programs, the Office of the Attorney General, and the California Department of Education, WestEd has gathered data on the wellbeing and school climate of more than 500,000 students annually across schools-communities statewide, which has enabled us to provide data on, and raise local awareness of, the strengths and needs of youth, particularly youth in low-income, high-need minority communities and to provide technical assistance in using that data to engage in stakeholder-driven action planning, guiding decision-making, and implementing research-based strategies to address youth needs and create safer, more supportive, and more equitable school and community environments. Notably, WestEd is working with The California Endowment (TCE) on a ten-year, multi-million dollar initiative to (1) foster place-based partnerships in 14 high-poverty, high-minority communities across California to improve environments, policies, and health outcomes for children, and (2) elevate the experience of local communities to inform regional, state, and national policy decisions that will help institutionalize and take to scale successful local practices that lead to systemic changes and positive outcomes. Similar technical assistance is being provided to high-need communities serving large Army garrisons nationally under a contract from the US Army. One study done on the impacts and improvement of schools where we have provided intensive TA showed student achievement increased by 15 points on the state's Academic Performance Index (API) based on standardized tests and individual grantee (school) API scores improved from 4 to 74 points in 74% of the schools.

Improving Teacher Quality: In order to ensure that students across the country have equitable access to advanced coursework and high quality learning experiences, WestEd provides PD and training on research-based interventions that address pressing equity challenges such as weak preparation of students in reading comprehension, writing and critical thinking, lack of mathematical understanding and science concepts, and inadequate preparation of teachers to support students' increased achievement. Three notable interventions based upon years of research and development—the Reading Apprenticeship instructional framework, Making Sense of Science (MSS) and Math Pathways and Pitfalls (MPP) have been rigorously evaluated and found to improve student educational outcomes—particularly with students who have the most to gain such as English learners and students in high poverty communities. Two of these interventions—Making Sense of Science and Reading Apprenticeship are i3 Validation grantees and are scaling their work nationally. WestEd also has multiple PD models to address the needs of English Learners such as

our nationally known Quality Teaching for English Learners (QTEL) program that supports English language learners and their teachers with a unique approach to engage and accelerate students' academic literacy and content knowledge. The QTEL approach features high challenge and high support – for teachers as well as students.

Addressing Disproportionality: WestEd has assisted school districts in conducting root cause analysis to determine the causes of significant disproportionality in order to help districts implement changes to their systems. In some districts, the implementation work is aligned with and integrated into their overall district LEA plan and their plan for improving their Low-Performing status. In one district that our WestEd team is currently assisting, the district has aligned the work of Restorative Justice, Positive Behavior intervention and Supports (PBIS) under the framework of Multi-tiered System of Supports (MTSS) as a process to develop more engaging and supportive classes for all students in the general education classroom and is beginning to develop a system of interventions to for reading to assist students who are struggling in these general education classes. Referral rate and suspension rate data is beginning to improve and additional outcome data regarding student achievement will be collected to determine overall outcomes.

WestEd, formerly through the Northeast Regional Resource Center and now through the National Center for Systemic Improvement, has provided direct TA to state-identified districts that have been demonstrated disproportionate representation in special education and significant disproportionality. In addition, we have contributed to the development of a package of TA resources on disproportionality, including a self-assessment rubric that school districts can use to help them identify areas within their systems that are creating inequitable or discrepant opportunities for specific groups of students. These tools have been piloted in several states and an online professional development module is currently being finalized to help disseminate these equity resources more widely across the U.S.

APPENDIX A-4
MAEC Board of Directors



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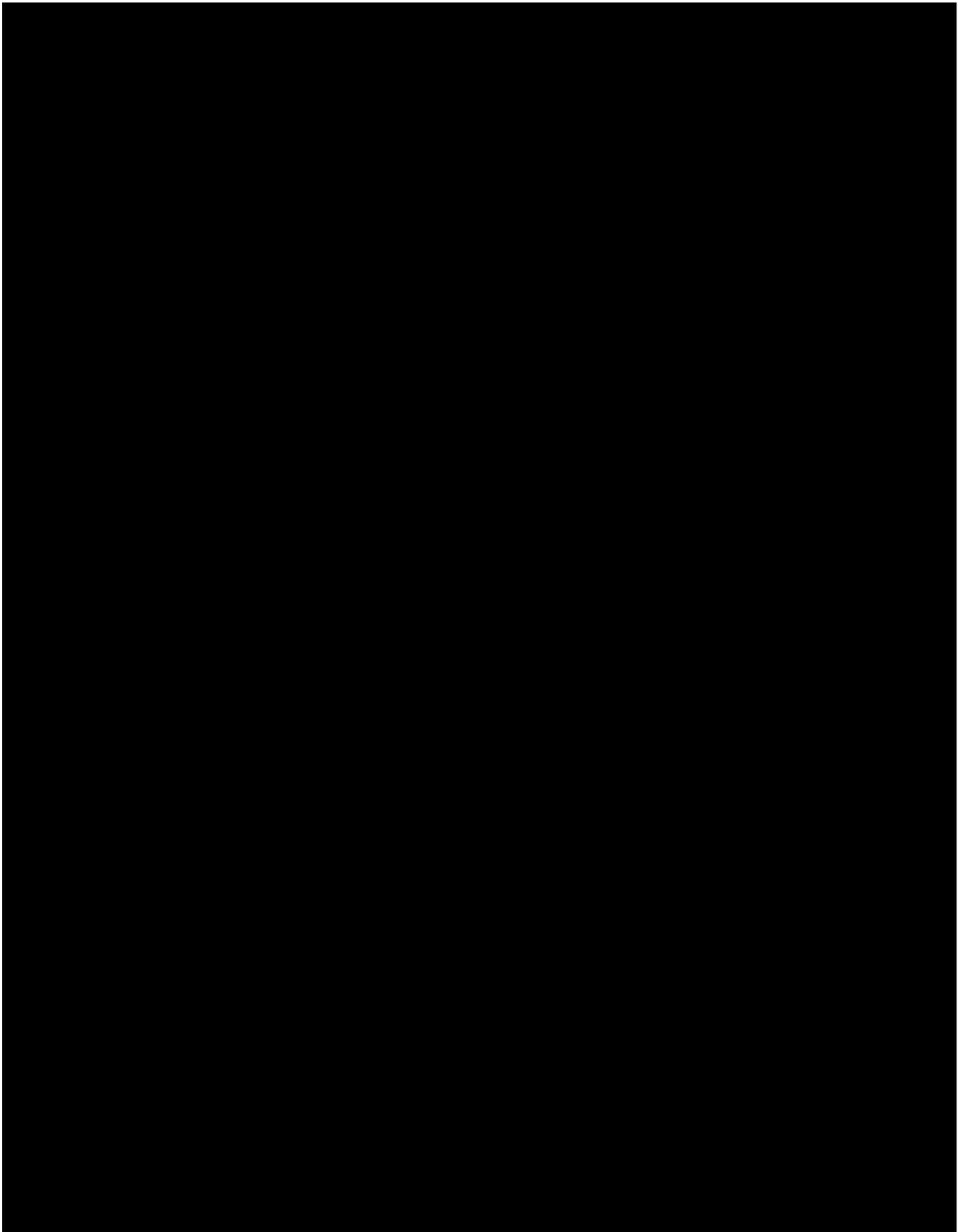
MAEC: Board of Directors

Officers

MEMBER NAME	ROLE	TITLE AND AFFILIATION
Susan Shaffer	Chair	President, Mid-Atlantic Equity Consortium, Inc.
Barbara Scherr	Vice-Chair	Family Involvement Specialist, Maryland State Department of Education
Joy Thomas Moore	Secretary	President and CEO, JWS Media Consulting
Jill Moss Greenberg	Treasurer	Former Executive Director, Maryland Women’s Heritage Center

Members at Large

MEMBER NAME	TITLE AND AFFILIATION
Maria del Rosario Bastera	Vice President, MAEC, Deputy Director, Center for Education Equity
James Counts Early	Former Director, Cultural Heritage Policy, Smithsonian Institution
Ginny Gong	Former Director, Office of Community Use of Public Facilities, Montgomery County, MD



[Redacted]

APPENDIX A-5
Key Consultants



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Collaborative Action for Family Engagement Center (CAFE): Key Consultants

CONSULTANT NAME	TITLE AND AFFILIATION	AREA OF SPECIALIZATION
BethAnn Berliner	Senior Researcher and Project Director, WestEd	At risk and underserved students, homeless and foster children/youth, dropout Prevention, Community Based Education
Vanessa Coleman	Principal Consultant American Institutes for Research	Homeless students Community Based organizations
Dr. Jenny DeMonte	Senior Technical Assistance Consultant, American Institutes for Research (AIR)	Classroom organization, Teacher preparation and professional Development and immigrants
Anne T. Henderson	Senior Consultant, Community Organizing and Engagement Annenberg Institute for School Reform	Family, School, and Community, Engagement
Dr. Tyrone C. Howard	Professor, Faculty Director, Center X, Director, UCLA Black Male Institute	Access and equity in K-12 school for low-income and racially diverse students
Dr. Elizabeth C. Lewis	Associate Professor & Chair Education, Dickinson College	Incorporating culturally responsive pedagogy in instruction, addressing diverse student needs in teacher education, and integrating literacy instruction across secondary content areas
Dr. Kathleen King-Thorius	Assistant Professor, Special Education, School of Education, Indiana	Special Education



	University–Purdue University Indianapolis	
Michelle Gwinn Nutter	Education Specialist, Pennsylvania Office of Attorney General	Safe and positive school climate
Natasha Quiroga	PREP Director & Senior Counsel Education Opportunities Project, Lawyers’ Committee for Civil Rights Under Law	Family Engagement, Parent Leadership Programs, and English Learners
Deborah Stark	Principal, Deborah Roderick Stark and Associates	Early Childhood Education
Lisa Tabaku	Director, Global Language and Culture Center for Applied Linguistics	Title III, English Learners

APPENDIX A-6
Collaborating Organizations



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CAFE: Collaborative Action for Family Engagement Center

To help sustain MAEC programs and leverage resources, the Consortium, whenever possible, forms partnerships with government and state agencies, technical assistance providers, community and state-based groups, research and policy organizations, and professional associations. As in the past, over the next five years, MAEC and its partners plan to collaborate with and/or exchange resources and information with the following organizations:

Family Engagement

- A Parent's Place (Maryland)
- Center for Schools and Communities
- Centers on Enhancing Early Learning (CEELO)
- Families in Schools
- Global Family Research Project
- Judith P. Hoyer Early Child Care and Family Education Centers
- Maryland Resource for Parent Association
- National Institute for Early Childhood Education Research (NIEER)
- Parent Education Advocacy Leadership (PEAL)Center (Pennsylvania)
- Pennsylvania Statewide Afterschool Development Network
- Pennsylvania Coalition for Parents Involved, Ltd.
- State Family Advocacy (SPAC)

Advocacy and Civil Rights Organizations

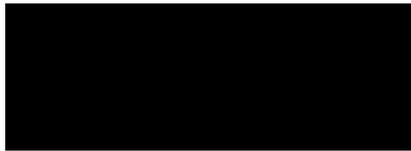
- American Association of University Women (AAUW)
- American Federation of Teachers
- Anti-Defamation League (ADL)
- Bridge Edu
- Civil Rights Project at UCLA, The Coalition of Schools Educating Boys of Color
- EdChange
- Feminist Majority Foundation



- GLSEN (Gay, Lesbian, and Straight Education Network)
- Lawyers' Committee for Civil Rights Under Law
- Maryland ELL Advisory Committee
- Maryland English Language Learning Family Involvement Network (MELLFIN)
- Maryland Women's Heritage Center
- National Alliance for Partnerships in Equity, Inc. (NAPE)
- National Alliance of Black School Educators (NABSE)
- National and Local School Boards Association
- National Association for Family, School, and Community Engagement (NAFSCE)
- National Association for Multicultural Education
- National, State and Local PTAs
- Public Advocacy for Kids
- Teaching For Change, the Tellin' Stories Project
- Teaching Tolerance, Southern Poverty Education (NAME)
- National Association for the Advancement of Colored People (NAACP)
- National Association for the Education of Young Children (NAEYC)
- National Black Child Development Institute (NBCDI);
- National Coalition for Women and Girls in Education (NCWGE)
- National Education Association (NEA)
- National Military Family Association
- National Organization for Women (NOW)
- National School Boards Association
- National School Climate Center
- National Women's Law Center
- National Women's History Project
- Parent Advocacy Network (SPAN)
- Urban Institute
- World-Class Instructional Design and Assessment (WIDA) Consortium

Community-Based Organizations

- DC Public Charter School Association
- DC Voice
- Identity, Inc.
- Impact Silver Spring
- Maryland Multicultural Youth Center
- Organization of Chinese Americans (OCA)
- Side By Side Laurel
- Suitland Family Life Development Center
- U.S. Hispanic Youth Entrepreneur Education (USHYEE)



Federally Funded Technical Assistance Centers

- AIR Regional Comprehensive Centers and Content Centers
- Mid-Atlantic Region Comprehensive Center
- Mid-Atlantic Regional Educational Laboratory at IFC International
- National Center for Culturally Responsive Education Systems
- National Center on Response to Intervention (RTI)
- National Institute for Urban School Improvement
- Other Equity Assistance Centers
- Regional Educational Laboratories
- Regional Educational Laboratory Northeast and Islands
- Regional Parent Technical Assistance Centers
- Special Education Technical Assistance and Dissemination Centers
- WestEd: National Center for Systemic Improvement

Government, State, and Private Collaborating Organizations and Projects

- A Parent’s Place (Maryland)
- Center for Disease Control
- City of Baltimore Mayor’s Office of Neighborhoods
- College Board
- Maryland Superintendent’s Family Engagement Advisory Council
- Pennsylvania Human Relations Commission
- Statewide networks of Title I and Family Involvement Coordinators
- United States Department of Education Offices for Civil Rights
- United States Department of Justice

Research, Evaluation, and Educational Policy Organizations

- American Education Research Association (AERA)
- American Youth Policy Forum (AYPF)
- Annenberg Institute for School Reform



- Center for Applied Linguistics (CAL)
- Center for Research on Women
- Center for Women Policy Studies (CWPS)
- Children’s Defense Fund
- Council for Exceptional Children
- Council of Chief State School Officers
- (CCSSO)
- Education Trust
- Institute for Educational Leadership (IEL)
- Teachers of English as a Second Language (TESOL)
- Wellesley Centers for Women

Institutions of Higher Education Collaborations

- Anne Arundel Community College
- Bowie State University
- College of Southern Maryland
- Columbia University, Teachers College
- Fordham University
- George Mason University
- Georgetown University
- Harvard University, Graduate School of Education
- Howard University
- Indiana University, Purdue
- John Hopkins University
- New York University Steinhardt School of Culture, Education, and Human Development
- Philander Smith College, Arizona
- Stanford University Center on Poverty and Inequality
- The City College of New York
- University of California, Irvine
- University of California, Los Angeles
- University of Maryland, Graduate School of Education, College Park
- University of Oregon

APPENDIX A-7
Needs Assessment for Maryland and Pennsylvania



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Maryland and Pennsylvania Needs Assessment

Maryland

- The demographics of public school enrollment in Maryland show higher percentages of non-White students (60.07%) compared to average percentages Nationally (50.86% non-White).
- More than a third (34.61%) of students enrolled in Maryland public schools are African American/Black, and 14.66% are Hispanic/Latino.

Public School Enrollment SY 2014-15 Enrollment by Race/Ethnicity, State/Regional/National Totals								
	Amer. Indian / Alaskan Native	Asian or Asian Pacific Isl.	Hispanic / Latino	African American / Black	White (Non-Lati no)	Hawaiian Native / Pacific Isl.	Two or More Races	Total
MD / %	2,612 / .30%	53,929 / 6.17%	128,173 / 14.66%	302,638 / 34.61%	349,197 / 39.93%	1,296 / .15%	36,660 / 4.19%	874,505 / 100%
Nation, D.C, Outlying Areas / %	516,374 / 1.02%	2,454,974 / 4.87%	13,129,51 5 / 26.03%	7,771,262 / 15.41%	24,787,27 1 / 49.14%	174,869 / .35%	1,603,32 4 / 3.18%	50,437,58 9 / 100%

Data Source: NCES EISi table Generator; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey Membership Data", 2014-15 v.1a; "State Non-fiscal Public Elementary/Secondary Education Survey Directory Data", 2014-15 v.1a.

- During 2009-2014, students participating in English Learner programs increased more in Maryland (29.8% change) than Nationally (2.21% change) overall.



Students Participating in Programs for English Learners Numbers and Percentages, 2009-10 and 2013-14							
	EL - 1st year in Range 2009-10	% EL	EL 2nd Year in Range 2013-14	% EL	Period	# Change	% Change
Maryland	43,179	5.10%	56,047	6.50%	4 Years	12,868	29.8%
Total Nation, Incl.D.C.	4,364,510	8.77%	4,460,956	9.09%	4 Years	96,446	2.21%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2003-04 through 2013-14. (This table was prepared December 2015.) https://nces.ed.gov/programs/digest/d15/tables/dt15_204.20.asp

- On average, a higher percentage of African American/Black and Hispanic/Latino students score “at below or basic” on 4th and 8th grade Math and Reading assessments compared to White and Asian students.
- On average, more than 79% of low-income students and more than 85% of English Learners score “at below or basic” on 4th and 8th grade Math and Reading assessments.

National Assessment of Education in Progress (NAEP) Percent Scoring “at or below basic” by National School Lunch Program eligibility, Race/Ethnicity, and EL status, 2015						
		RACE / ETHNICITY				
MD	Eligible for Nat.’1 School Lunch Program	White	African Amer./Black	Hispanic	Asian/Pacific Islander	English Learners
Math 4	79	44	79	75	32	85
Math 8	85	51	86	76	32	92
Reading 4	82	49	82	79	43	93
Reading 8	81	50	80	73	35	93

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics and Reading Assessments.

- In Maryland, on average, African American/Black students are overrepresented in the total number of students receiving expulsions (79% expelled compared to 39% enrolled).
- In Maryland, White students and Asian students are underrepresented in the total number of students receiving expulsions.



Students Receiving One or More Out-of-School Suspensions/Expulsions with and without Educational Services, Percentages by Race/Ethnicity, 2011-2012

	Asian/Pacific Islander			African American			Latino			White (Non-Latino)		
	% Enr.	% Susp.	% Exp.	% Enr.	% Susp.	% Exp.	% Enr.	% Susp.	% Exp.	% Enr.	% Susp.	% Exp.
MD	5.9	1.1	0.8	39.0	39.0	79.0	12.3	12.3	3.4	36.6	36.6	13.9
Nat. Avg.		1.1	1.0		38.2	21.6		21.9	21.6		34.5	36.3

SOURCE: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection, 2011-12 State and National Estimations; Student Enrollment data and One or More Out-of-School Suspension , With and Without Disability, Served Under IDEA data.

Pennsylvania

- Pennsylvania public schools enrollment demographics show higher percentages of White, non-Hispanic students (68.36%) compared to the National average (49.14%).
- The percentage of African American/Black students in Pennsylvania (14.85%) is comparable across all states (15.41%). The percentage of Hispanic/Latino students (9.96%) is lower than National percentages (26.03%).

Public School Enrollment
SY 2014-15 Enrollment by Race/Ethnicity, State/Regional/National Totals

	Amer. Indian / Alaskan Native	Asian or Asian Pacific Isl.	Hispanic / Latino	African American / Black	White (Non-Latino)	Hawaiian Native / Pacific Isl.	Two or More Races	Total
PA / %	2492 / .14%	61,626 / 3.58%	171,576 / 9.96%	255,893 / 14.85%	1,178,140 / 68.36%	1362 / .08%	52,226 / 3.03%	1,723,315 / 100%
Nation, D.C, Outlying Areas / %	516,374 / 1.02%	2,454,974 / 4.87%	13,129,515 / 26.03%	7,771,262 / 15.41%	24,787,271 / 49.14%	174,869 / .35%	1,603,324 / 3.18%	50,437,589 / 100%

Data Source: NCES ELSi tableGenerator; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey Membership Data", 2014-15 v.1a; "State Non-fiscal Public Elementary/Secondary Education Survey Directory Data", 2014-15 v.1a.

- In Pennsylvania, there was an increase in students participating in English Learner programs (0.94%) during 2009-2014, though the percent change was lower than the National average.
- Pennsylvania has a lower percentage of students participating in English Learner programs (2.6-2.8%) compared to the National average.

Students Participating in Programs for English Learners Numbers and Percentages, 2009-10 and 2013-14							
	EL - 1st year in Range 2009-10	% EL	EL 2nd Year in Range 2013-14	% EL	Period	# Change	% Change
Pennsylvania	44,359	2.60%	44,777	2.80%	4 Years	418	0.94%
Total Nation, Incl.D.C.	4,364,510	8.77%	4,460,956	9.09%	4 Years	96,446	2.21%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2003-04 through 2013-14. (This table was prepared December 2015.) https://nces.ed.gov/programs/digest/d15/tables/dt15_204.20.asp

- On average, a higher percentage of African American/Black and Hispanic/Latino students score “at below or basic” on 4th and 8th grade Math and Reading assessments compared to White and Asian students.
- On average, more than 76% of low-income students and more than 84% of English Learners score “at below or basic” on 4th and 8th grade Math and Reading assessments.

National Assessment of Education in Progress (NAEP) Percent Scoring “at or below basic” by National School Lunch Program eligibility, Race/Ethnicity, and EL status, 2015						
PA	Eligible for Nat.’1 School Lunch Program	RACE / ETHNICITY				English Learners
		White	African Amer./Black	Hispanic	Asian/Pacific Islander	
Math 4	76	47	85	79	35	84
Math 8	82	56	92	86	32	95
Reading 4	76	51	83	82	49	97
Reading 8	80	53	84	82	35	94

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics and Reading Assessments.

- In Pennsylvania, on average, African American/Black students are overrepresented in the total number of students receiving expulsions (37.1% compared to 15.2% enrolled). Hispanic/Latino students are also overrepresented in expulsions (16.7% expelled compared to 8.3% enrolled).
- In Pennsylvania, White students and Asian students are underrepresented in the total number of students receiving expulsions.

Students Receiving One or More Out-of-School Suspensions/Expulsions with and without Educational Services, Percentages by Race/Ethnicity, 2011-2012

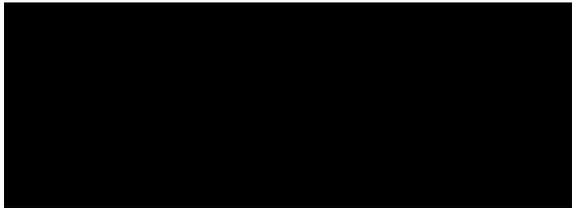
	Asian/Pacific Islander			African American			Latino			White (Non-Latino)		
	% Enr.	% Susp.	% Exp.	% Enr.	% Susp.	% Exp.	% Enr.	% Susp.	% Exp.	% Enr.	% Susp.	% Exp.
PA	3.2	0.8	0.5	15.2	15.2	37.1	8.3	13.3	16.7	71.0	40.5	44.3
Nat. Avg.		1.1	1.0		38.2	21.6		21.9	21.6		34.5	36.3

SOURCE: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection, 2011-12 State and National Estimations; Student Enrollment data and One or More Out-of-School Suspension , With and Without Disability, Served Under *IDEA* data.

APPENDIX A-8
Digital Resources and Engagement Strategies



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Digital Resources, and Engagement Strategies

TA LEVEL	RESOURCES AND STRATEGIES
Universal Focused Intensive	<p>Website will provide searchable resources and online learning services that will serve: educators and families with outreach strategies and effective practices; parents (English and Spanish; with local organizations; publications/resources with FAQs; and community organizations with family outreach strategies and effective practices.</p>
Universal Focused Intensive	<p>Content Collections are topical resource libraries. Partners will build on existing non-project resources on topics that include profiles of district-level SIG strategies, teacher evaluation systems, preparing English learners for assessment, and practice and policy considerations for improving rural schools and districts. Resources will be provided on the website.</p>
Universal Focused	<p>Publications will address needs per state that includes: Toolkit for “Parent and English Learners” that will provide parents with information on how to help their children graduate from school, including appropriate placement access to adequate English programs and opportunities to participate in high level courses. Pamphlets (English and Spanish) will provide information on specific topics for school choice, ways to engage with schools, and helping parents advocate for their children.</p>
Universal Focused	<p>Online Training and Webinars will be conducted to address culturally responsive training for educators, early childhood practices for parents (non english speaking) and leadership training for parents</p>
Focused Intensive	<p>Sharespaces are dedicated online workspaces with protocols for sharing. The impetus for creating a Sharespace might be a webinar, peer-to-peer exchange, or individualized TA. Members can view resource collections, work collaboratively on documents, and share ideas via message boards. Peer-to-peer learning.</p>
Universal	<p>Listserve to disseminate news, research, and event information to members.</p>
Universal	<p>Social media to leverage timely connections to CEE news and information.</p>



Universal	Videos targeted to parents and in partnership with Ready Roise to provide resources, training, etc.to parents and other audiences.
Universal Focused Intensive	Webinars bring research and practical knowledge to bear on shared problems, featuring distinguished experts in equity, systems change, human capacity, or instructional excellence. Strong facilitation and interactive features such as polling and pre-cueing participants to share ideas enhance the learning and engagement.
Focused Intensive	Web Conferencing supports relationships and sharing in a more personal online conversation when compared to phone calls.

Referenced Tools

TOOL	USAGE
Texting	Teachers and parents
Vroom	App for tips on how parents can connect and learn with children
Skype Translator	http://www.skype.com/en/features/skype-translator/
Reminder.com	Real time messaging for your school, group, or just a single person
Life Tree	LivingTree builds the best technology available to enable schools, districts and communities, and families to truly partner in development our children. LivingTree builds and maintains your entire community network connecting classrooms, campus and district conversation on a Tired Social Network.



Training Tools

NAME	DESCRIPTION
Ready for K	Targeted, training and tools - http://www.readingfoundation.org/readyforkindergarten/about-the-program is designed for school, community organization, preschool or child care based providers, focuses on curriculum designed for early education opportunities that include: Headstart, preschool, home visitor child care program, and other models. Ready! Works with families of various demographics and provide lessons in English, Spanish and can be adapted for other non-English speaking population.
Ready Rosie	is an early education tool to help families, schools and communities deepen their family engagement efforts. Tools used are to leverage video modeling, family workshops, professional development and mobile technology to build partnership between families and educators (Ready Families, Ready Educators and Ready Children programs).

APPENDIX A-9
NCFL Report - Impact Study and Final Report of the Subgrantee
Southwest Solutions English Language Learners Program



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**Corporation for National and Community Service
Social Innovation Fund Project**

Impact Study and Final Report

of the Subgrantee

Southwest Solutions

**English Language Learners Program
(ELLP)**

February 2018

Prepared by



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**Southwest Solutions Social Innovation Project
English Language Learners Program**

Executive Summary

Program Background. Family literacy and social innovation programs operate on the assumption that intervention at the root level creates a chain of change that carries through to the symptomatic social issue. This research provides an initial study of this phenomenon in a widely practiced family literacy program model. The challenge is to reduce the achievement gap by investing in the future success of Hispanic families in Detroit for whom English is a second language spoken by students and their families.

The English Language Learners Family Literacy Program (ELLP) begins the work of validating the social innovation theory assumption that in order to achieve high and equal education levels for all children we must begin by 1) directly engaging parents who are traditionally disconnected from the schools into schools where they can participate in two-generation programs to improve their English language skills and become prepared for further education and career opportunities, 2) creating a school-wide culturally responsive climate that endorses the positive contributions parents can make to their children’s learning, 3) engaging parents in classrooms as co-learners with their children, 4) teaching parents strategies to share at home to support literacy, and 5) helping parents develop affirming perceptions and skills relative to their capacity to support their children’s education. ELLP is a two-generation model of intervention that targets economically insecure Hispanic/Latino children and parents in the same household by combining parent and child interventions to disrupt the cycle of intergenerational poverty and initiate greater potential for economic security and family well-being.

The ELLP provided multiple opportunities for families to build their capacity for partnerships with schools. Over 350 hours of interactive family learning and literacy programming were provided annually. Parents and their children engaged in classroom activities, Family Service Learning projects, and interactive literacy activities in their homes. Parents learned to negotiate their multiple roles as supporters and advocates of their children, decision makers, and collaborators.

The project goal is to improve learning outcomes for elementary students in grades one through three (herein Focus students) who are Hispanic/Latino. The project builds on the education provided by public schools with high percentages of students who are Hispanic, minority, and economically challenged by strengthening their parents' support of their learning. Adult education, with an emphasis on the development of English language proficiency, was provided for the parents of students in kindergarten through third grade. Childcare was provided for young (infants through toddlers) siblings of many Focus students. The intervention treatment was provided for parents. The children (Focus students) were with their parents during Parent and Child Together(PACT) Time® in their classrooms and during their Family Service Learning project, a component of Parenting Time. The Focus students were enrolled in the same classrooms with the same teachers as their peers in the Comparison group.

The intergenerational effects on children's (Focus students) reading achievement and growth rate, school attendance, and dispositions toward learning are the study's focus. The changes sought in students are secondary to the treatment – parents' enrollment in the English Language Learners Program (ELLP) in four schools¹. Parents participated in their children's classrooms as co-learners four times per week to better understand teachers' expectations and content standards. They attended weekly parenting sessions about how children learn and what they can do at home to enhance literacy development and assist with homework. Parents and their children within the program framework planned, implemented, and reflected on Family Service Learning projects at least twice a year during program years three through five.

The project served two target neighborhoods in southwest Detroit (Springwells and Vernor/Junction) and Chadsey Condon. According to the 2010 Census, these neighborhoods have a population of approximately 71,000 residents with a Hispanic population in excess of 52% in Chadsey Condon and about 57% in Springwells and Vernor/Junction. Approximately 10% of the residents in these communities are under three years of age. Nearly half (41%) of adults over age 25 in these communities did not graduate from high school. The lack of education is in part causal for the communities' 28% employment rate. Household family size and income

¹ During the program two charter schools discontinued and were replaced. Program year 5 two Detroit Public Schools discontinued. Program year 5 one public school and one charter school participated.

reported by parents indicate that all Focus students lived at some level of poverty. School free and reduced-lunch rates per school confirm that 99% of the student bodies qualified across all participating schools over the life of the SIF project.

The report is a summative analysis of Hispanic children’s literacy and language development in six Detroit elementary schools where a family literacy program engages their parents in adult learning and English language acquisition, parenting classes, and learning alongside children in their classrooms. The analysis is grounded by the impact question, “To what extent does the ELLP increase education-related parent behaviors, improve student school actions (attendance and discipline), and increase student reading achievement?”

The question was explored through a quasi-experimental design with Comparison groups. Participating schools have a) a high Hispanic student population with low literacy achievement, b) a high Hispanic parent population that qualified for ELL support, and c) a willingness to work with partner organizations and participate in on-going reviews to continue to improve their adherence to program protocols.

The treatment plan involves preparing and engaging parents of Hispanic kindergarten through 3rd grade students in their schools to support children’s learning. The intervention is a four component (Adult Education, Parenting Classes, Parent and Child Together (PACT) Time, and Children’s Learning) family literacy and learning program. Parents also design and manage community service learning projects each semester. Their children participate in the projects.

Student achievement, attendance, and academic mindsets were analyzed with a quasi-experimental design. The program coordinator is a woman familiar with the community and fluent in Spanish. She matched (same teacher, grade, ethnicity, and gender) each child of the ELLP parent with a child (student) on the official school class roster. Parents’ active and passive consent forms were collected for all students in the classroom.

Student data collection (pre and post *Teacher Report on Student Performance -TROSP* form) includes the student’s reading level as indicated by standardized test data, *STAR Reading Assessments* or *NWEA-MAP Reading Assessments*. Sample sizes varied per year and were reported in Annual Implementation Reports (see Appendices D, F, G H). For the final impact

study the *TROSP* established baseline equivalence and then compared 271 Focus students (children of parents enrolled in the ELLP project) and 342 matched students. The evaluators randomly chose one of two matched students identified for each Focus child in kindergarten through third grade (n = 270). Daily attendance, academic task behaviors and attitudes, and reading achievement were compared.

Year One (2012-2013) was designated as a Pilot Phase of the Subgrantee Evaluation Plan (SEP). A formative evaluation period allowed for SEP and Institutional Review Board (IRB) approval. The SEP stayed on track to achieve Moderate Evidence according to U.S. Department of Education standards. The SEP was revised in 2016 (Appendix W) to accommodate the discontinuation of two schools (match funds could not be levied to sustain the program in four schools).

This study concluded, that after an examination of the data reported annually in the Implementation Study Reports, that children of parents in Hispanic families enrolled in Southwest Solutions' English Language Learners Program demonstrated positive reading achievement outcomes that exceeding those of their matched peers in terms of reading achievement and reading growth rates (kindergarten, first, and third grades). Using the matched pairs, the Focus group had a gain of 22.5% reading at or above grade level while the Comparison group had a loss of -2.0%. Differences in mean and variance were found in the growth rate of the two groups, with the Focus group having a more rapid growth rate. The Focus students have a stronger likelihood of making more appropriate progress towards grade level standards in later years than their peers in the Comparison group.

This Impact Study found that every program year and with aggregated five-year data that the Focus Students had better school attendance than Comparison students and minimal evidence of chronic absenteeism. The Comparison students with an attendance rate of 91.8% accrue 13 days or two and a half weeks of absences by the end of a school year that may create learning gaps, especially in the primary grades when instructional units are shorter. If a kindergarten child's attendance rate stays steady at 91.8%, he or she will enter 9th grade having missed around 25.1 weeks of instructional opportunities. Given a school year is 32 weeks (160 days), the chronic absenteeism reflects students missing 78% of a school year.

Differences in attendance rates were found each year, with Focus group students having significantly higher attendance than Comparison students. When examined further, those Focus group students whose parents were full participants had a higher rate of attendance than those Focus students whose parents were not full participants. The Focus group had substantially more students with a 95% attendance rate or better than the Comparison group.

When compared to the Focus group with parents in ELLP having full participation and themselves having a 95% average daily attendance rate over the same period, Focus students would have missed 8 days of school per year, or 72 days by the time they enter 9th grade. This average rate extrapolation means the Focus students would have less than half the absentee rate for the Comparison students. By the end of high school, the Comparison students would have missed 36.4 weeks of school, which adds up to one school year *plus* one month compared with the Focus students who would be absent over the Kindergarten through 12th grade time frame for just 20.8 weeks.

The Comparison group had seven students who were absent chronically (less than 70% attendance) while the Focus group had only two students with a pattern of chronic absenteeism. When one considers the average daily attendance rate and the chronic absenteeism rate, the Comparison group is at a significant disadvantage from not being present at school as much as the Focus group. There is consequence strong likelihood that the chronically absent Comparison students will not graduate high school and will perpetuate the intergenerational cycle of low education and poverty to their children.

This study also concluded that parents' participation as measured by participation hours impacted Focus students' reading achievement. The results of the ANOVA showed that there was a significant effect of the participation level of the family with the reading achievement at the $p < 0.05$ level for the three conditions. $[F(2,512) = 8.08572, p = 0.000]$. Pre and Post Family Interviews show an increase in interactive literacy behaviors for parents of Focus students. Home visit reports (by project staff) show significant improvements in the literacy environments and family literacy behaviors (ex., reading aloud at least three times a week) in the homes of Focus students.

All results indicated that there was a significant effect of parent's level of participation on the dependent variables. The children of parents who were full participants exceeded the outcomes of students in the comparison group and in many cases the outcomes achieved by children of parents with less than full participation. The data imply program staff must clarify the importance of persistence and regular attendance to parents when they enroll. Parents need to understand the benefits of full participation in terms of personal goal attainment and their children's learning outcomes. Replication of the ELLP may be framed by the tenet that rigorous two-generation program designed to advance parents' literacy, English language proficiency, work-force preparation, self-efficacy, and social capital are intensive and appropriate for families most in need of adult learning and parenting educational interventions. Intensive family literacy programs such as the ELLP are equipped to serve fewer parents with greater needs for multiple supportive services than programs designed to increase the number and type of activities parents participate in at their children's schools.

Family literacy and learning program designs function most efficiently and are sustained over time when policy makers, educators, and service providers work together. These programs provide educational and social-emotional supports that highlight pathways to exit poverty and, over time, enter a state of economic security. The ultimate goal of family literacy and learning programs is that families support learning and ensure their children's educational success so that economic security and a legacy of family well-being are passed from one generation to the next.

**English Language Learners Program
Southwest Solutions Final Report and Impact Study**

Table of Contents

Executive Summary	i
INTRODUCTION	1
Type of Evaluation	1
Program Background and Problem Definition	2
Intervention Program Model	5
Prior Research	7
Project History: Participating Schools	13
Overview of the Impact Study	14
Impact Research Question and Findings	17
Implementation Research Question and Findings	18
Contribution of the Impact Study.....	20
Changes to the Subgrantee Evaluation Plan	21
IMPACT STUDY: Approaches, Methods, and Statistical Analysis.....	25
Introduction.....	25
Impact Study Design.....	26
Sampling.....	29
Recruitment, Retention, and Informed Consent.....	31
Measures and Instruments	32
Measurable Objectives.....	36
Data Collection Activities.....	37
Statistical Analysis of Impacts	38
Threats to Validity.....	41
Statistical Analysis.....	43
FINDINGS, LESSONS LEARNED: ADULT ANALYSIS	44
English Language Skills	47
Parent Efficacy	54
Education Related Parenting Activities	58
CHILD ANALYSIS.....	59
Aggregated Analysis of Student Reading Achievement and Growth.....	59
Potential for a Type 2 Error.....	67
Parental Support of Focus Students’ Literacy Development.....	69
Conclusions About Reading Achievement and Growth Rate	71
Achievement of Project Objectives	73
Students’ School Attendance Aggregated	74
Summary of Historical Attendance Outcomes for Students.....	81
School Behaviors Aggregated Analysis, 2014-2017	82

MANOVA Analysis.....	85
Conclusions	87
Recommendations.....	90
Final Discussion.....	93
Appendix A: Bibliography	95
Appendix B: Year 5 Participating Elementary Schools	107
Appendix C: SIF 2016-2017 Program Year V Quarterly Reports.....	110
Appendix D: 2012-2013 Pilot Study English Language Family Literacy Program.....	132
Appendix E: Data Definition of Variables	148
Appendix F: Participating Schools Data	150
Appendix G: Further Analysis of Previous Reading Outcomes	156
Appendix H: Demographics of the Participant Families.....	165
Appendix I: Request to Detroit Public Schools for Longitudinal Student Reading Achievement Data.....	173
Appendix J: Revised Subgrantee Evaluation Plan	174
Appendix K: 2013-2014 Implementation Study.....	175
Appendix L: 2014-2015 Implementation Study.....	176
Appendix M: 2015-2016 Implementation Study.....	177

Southwest Solutions
Social Innovation Fund: English Language Learners Program

IMPACT STUDY – FINAL REPORT

INTRODUCTION

Type of Evaluation.

This document is the Impact Evaluation Final Report of the English Language Learners Program (ELLP), a Social Innovation Fund program granted to the United Way for Southeast Michigan and subgranted to Southwest Solutions in Detroit, Michigan. The English Language Learners Program (ELLP) was a two-generation intervention with a theory of change that connected changes in one generation with changes in the other. Specifically, the theory was based on the belief that educators must build adults' (parents') capabilities to support their children as learners, if they want to improve children's academic outcomes.

This study covers four of five years of program operation from 2013 – 2017. The first year of the program (2012 -2013) was designated as a Pilot Year due to the mandate that a Subgrantee Evaluation Report had to be written and approved by an external assessor prior to actual receipt of funding. Rather than deny programming at sites chosen for the project for an unknown period of time, Southwest Solutions initiated program services with its match funding. The Pilot Year was analyzed as an Implementation Study (Appendix D).

Interim Evaluation Reports were provided for project years 2, 3, and 4. The annual reports were approved by the external evaluation/assessment contractor, JBS. Data analysis for project year 5 is included in this analysis. The annual reviews affirmed evaluation findings that the Subgrantee Evaluation Plan (SEP) was followed with fidelity and on track to meet criteria for Moderate Evidence (What Works Clearinghouse). The intended audience includes Southwest Solutions (the project subgrantee), the United Way for Southeast Michigan, and the Corporation for National and Community Service Social Innovation Fund reviewers. The data presented and analyzed in this report will ground future publications with the intended audiences of educators and family service providers.

The ELLP addressed unmet educational challenges of Hispanic families as they adapt to the demands and expectations of formal education. It provided comprehensive family literacy services to low-income, monolingual Spanish speaking parents/caregivers and their children in Kindergarten through fourth grade. Some of the ELLP schools provided child-care for younger children birth to three years of age. Young children's outcomes are not addressed in this study because the sites were frequently reallocated by the principals because of overcrowding due to increasing enrollments and competing priorities for that space in the school. Additionally, minimal child-care services were available during the fifth year and at only one school.

The goal of ELLP was to expand 400 parents' English language skills, efficacy, social capital, and interactive literacy behaviors so that their 400 children (identified as Focus students) attend school regularly, develop academic/ growth mindsets, and become successful readers.

Program Background and Problem Definition.

Family literacy and other social innovation programs operate on the assumption that an intervention at the root level creates a chain of change that carries through to the symptomatic social issue. The ELLP is a two-generation educational intervention that reduces the achievement gap between Hispanic students, many who are English learners, and other demographic groups. The strategy is to simultaneously promote school engagement, family literacy, and English language proficiency in Hispanic parents/caregivers and their young elementary school-age children.

Children cannot thrive and enjoy healthy wellbeing when their parents struggle economically. Poverty is often the result of an intergenerational cycle of low education for parents and limited educational success for their children. American children who live in poverty for just a single year are much more likely to grow up to be poor adults than children who never experience economic struggles (Page, 2017). Poverty and literacy, two barriers to wellbeing, are handed down generation to generation. Families with young children are much more likely to be poor than any other segment of our population. Recent economic trends raised concern for the future of young Detroit children who are raised in families for whom English is a second

language², or not spoken at all. The purpose of the ELLP was to provide a school-centered educational program designed to end the cycle of poverty and low education by strengthening literacy traits in Hispanic families living in southwest Detroit.

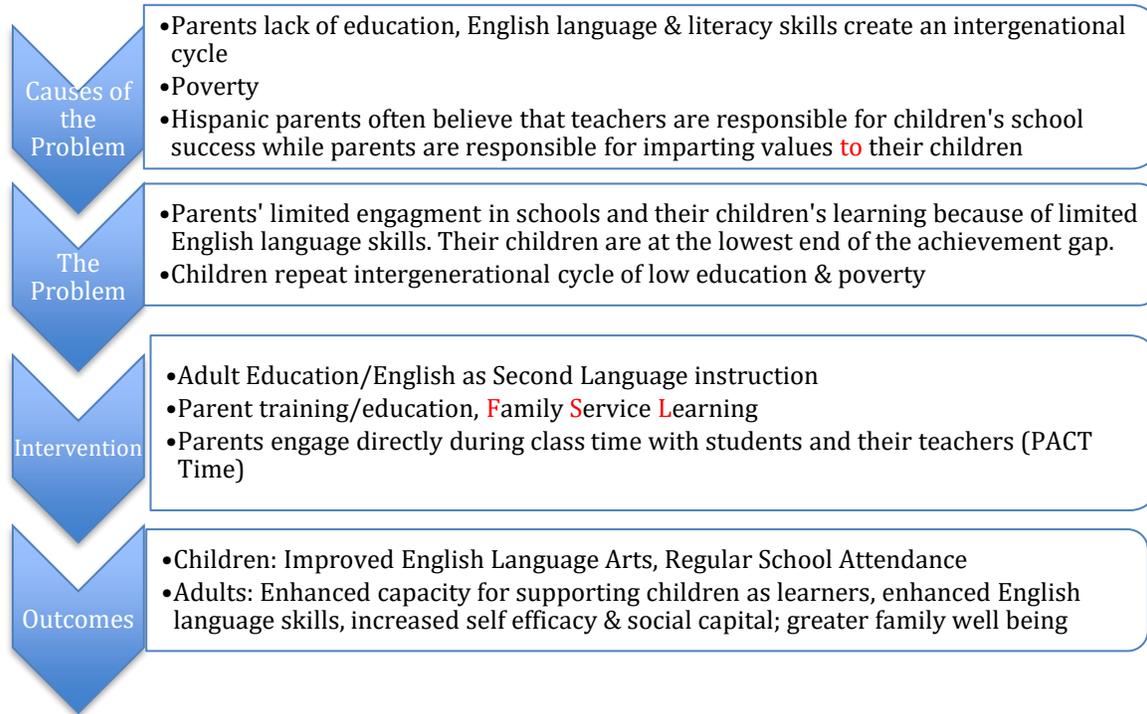
The project served two target neighborhoods in southwest Detroit, Springwells and Vernor/Junction and Chasey Condon. According to the 2010 Census, these neighborhoods have a population of approximately 71,000 residents with a Hispanic population in excess of 52% in Chadsey Condon and about 57% in Springwells and Vernor/Junction. Approximately 10% of the residents in these communities are under three years of age. Nearly half (41%) of adults over age 25 did not graduate from high school. The lack of education is evident by the communities' 28% employment rate.

Program sites (schools) were located in the target neighborhoods and were selected because each met the study criteria: a) a high Hispanic student population with low literacy achievement, b) a high Hispanic parent population that qualified for ELL support, c) commitment to collecting data within prescribed parameters, and d) a willingness to work with partner organizations and participate in on-going reviews to continue to improve their adherence to program protocols.

ELLP findings from previous program years validated the social innovation theory assumption that high education levels for English learners are achieved when the intervention 1) directly engages parents in a school-based adult learning program to improve their English language skills, 2) creates school-wide climates that endorse the positive contributions parents make to their children's learning, 3) engages parents in classrooms as co-learners with their children, 4) teaches parents strategies to support literacy at home, and 5) helps parents develop affirming perceptions and social capital relative to their role in their children's education.

² English as Second Language (ESL) and English Language Learners (ELL) are used interchangeably across research studies cited in this paper. The current term (US DED, OELA) is English learners.

Figure 1
Family Literacy as Social Innovation



Family Literacy. The goal of the English Language Learners Program (ELLP) was to improve learning outcomes of young children and their parents. ELLP was a comprehensive two-generation program that provided adult education, parenting support, and weekly opportunities for parents to join their children during lessons in elementary school classrooms. The adult education classes strengthened parents' English language skills and academic knowledge (ex., math, reading). The adults also engaged in weekly parenting classes where they learned ways to support their young children as learners and ways to be actively engaged in their school. They also planned, implemented, and reviewed family service learning projects. During Parent and Child Together (PACT) Time parents joined in their children's classrooms and participated in learning experiences. The components were integrated to strengthen parental engagement and student learning through a holistic family-centered approach.

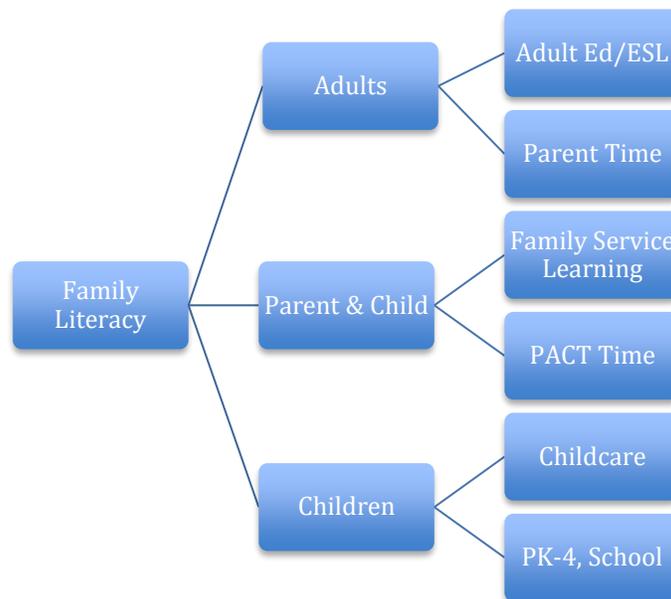
Intervention Program Model.

Comprehensive two-generation learning emphasizes the provision of education, social capital, and other essential supports to create a legacy of well-being and prosperity that is handed down from one generation to the next (Ascend, 2016). The ELLP was based on a Family Literacy program model founded by the National Center for Family Literacy (Darling, 2012). ELLP is an integrated system of educational services that addresses the needs of children and their parents as a family unit with the goal of eliminating the intergenerational cycle of low education and poverty. The model includes four components; Early Childhood Education, Adult Education, Parent Time, and Parent and Child Together (PACT) Time[®]. Comprehensive two-generation learning emphasizes the provision of education, social capital, and other essential supports to create a legacy of well-being and prosperity that is handed down from one generation to the next (Ascend, 2016).

The family literacy program model matches educational services with families’ needs as determined by the level of the adults’ literacy and barriers to work and educational success. The model fits the families who have not completed high school or GED[®] programs, who are unemployed during the day, and able to attend full-day programs for at least a school year.

Figure 2

English Language Learners Family Literacy Program Components



Adult Education. Adults attended daily classes (Monday – Thursday) set in their children’s schools. They developed English language proficiency, language arts, mathematics, and strengthen relationships with their children’s schools.

Childhood Education. Children of participating adults in ELLP were enrolled in the target elementary schools in kindergarten through fourth grade. In the final year, when the Impact Study sought to show all students of parents reported as Focus students, two fourth graders were matched with two Comparison students. Supportive early childhood childcare was provided for younger siblings if space in the school permitted.

Parent Time. Parenting weekly sessions provided time for sharing insights and concerns about child(ren) as learners. Parents planned and implemented Family Service Learning projects. Parents also prepared for and debriefed after PACT Time to clarify their classroom experiences. Parents were introduced to bilingual interactive activities that provided developmentally-appropriate strategies to engage both generations in learning. Book handling and read aloud strategies were essential components of Parent Time and PACT Time.

Family Service Learning. Family Service Learning activities provided opportunities for families (adults and their children) to develop and practice a variety of skills: organization, research, planning, reading and writing, and technology in contextualized and project-based learning. The projects they designed and implemented benefit the community (Cramer and Toso, 2015). Family Service Learning was added in Program Year 4 and continued through Program Year 5. It was embedded into the Parent Time component and was included in the criteria for full participation.

PACT Time. PACT Time enriches parents’ clarity about how learning styles, teacher expectations, and lesson content can be supported at home. It consists of daily opportunities for parents to learn together with their children during regular lessons in the classroom. Between 2004 and 2007 NCFL surveyed parents about their perceptions of PACT Time and of the 667 respondents, 94.1% “Strongly Agreed” or “Agreed” that they were more involved in their child’s education because of these sessions (National Center for Family Literacy, 2007).

PACT Time is a school-based family literacy program component that fosters what other researchers have described as a “culture of complementary or reciprocal learning” (Capse & Lopez, 2006). It is a form of expanding social capital that involves interactions within groups through which each person learns from others. During PACT Time, parents learn how classrooms function. They learn how to meet teachers’ expectations for learning, behaviors, and attitudes in settings shared with their children. At the same time, teachers learn how parents interact with their children. They provide parents with feedback about interactions that generate positive as well as negative results.

Prior Research.

This study is the analysis of a family literacy program; a two-generation intervention to promote English literacy and learning in Hispanic families. Family literacy is a social innovation that fosters meaningful connections between schools and families through intergenerational opportunities for learning. Such connections are important because parent and school relationships and community ties are essential supports for school improvement. Parents who are actively engaged in schools and support children’s learning at home are critical attributes of high quality schools (Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006). However, many schools and families need intervention programs that build home-to-school capacities for meaningful engagement (Henderson, Mapp, Johnson, & Davies, 2007). Capacity building is a strength-based effort that recognizes unrealized potential in families, communities, and schools that can be leveraged in support of children’s learning.

Family literacy is a two-generation theory of change where, a) education is the core, b) economic supports are provided (ex., transportation to and from the program, child care, and free and reduced lunch), and c) social capital (i.e., peer support, *la familia*, learning communities) “create opportunities for and address the needs of both vulnerable parents and children together” (Redd, Karver, Murphey, Moore, & Knewstubb, 2011, p. 16). Family literacy services nourish opportunities for parents to share learning with their children and with other adults during and beyond PACT Time, Parent Time, and the adult ESL classes.

Parents as Learners. Family literacy plays a major role in the English language and literacy development of parents as measured by pre- to post-gains on English language assessments; 63.7% of parents in family literacy programs made at least one ESL level gain based on the National Reporting System criteria (NCFL, 2012, p. 5).

Parents' literacy and English language gains are "passed on" to their children. Parents' years of schooling are an important socioeconomic factor to take into consideration in both policy and research when looking at school-age children (Davis-Kean, 2005). Nationally, 70% of mothers on welfare have reading skills in the lowest two proficiency levels on a measure of adult literacy. This fact is alarming because a mother's literacy level is one of the most significant predictors of a child's future literacy ability (Reder, 1998).

For young children in families where parents/caregivers are English learners, their English oral language proficiency is a powerful predictor of latter growth in reading comprehension. Young language learners with high English proficiency reach reading comprehension levels of their native speaking peers (Kieffer, 2008).

Young children engaged with adults in nurturing environments where curiosity, self-confidence, and cognitive risk taking are encouraged become prepared for formal education. These environments are as simple as bedtime routines where mothers read aloud to their children. Literacy is gifted from one generation to the next. When parents model reading behaviors, their children assimilate new literacy skills. Parents' influence on children's reading achievement is powerful. A mother's reading skill is the greatest determinate of her *children's* academic success. Mothers' reading ability outweighs factors that may impede literacy development such as family income and neighborhoods (Sastry & Pebley, 2010).

Research found that during a single program year, parents participating in family literacy programs set in five cities across the country, spent an aggregated total of 37,500 hours engaged in Adult Education/ESL, Parent Time, and PACT Time (NCFL, 2012). Over half, (51.0%) of the parents gained one or two ESL levels (NCFL, 2012). As their reading improved, they became more involved in their children's schools, and engaged in multiple reading activities at home (NCFL, 2012).

Self-Efficacy. Continuous participation in family literacy programs has positively influenced parents' beliefs about their capacity to support their children as learners (NCFL, 2012). Research views self-efficacy as an essential facet of motivation and other achievement behaviors (Schunk, 1984. For example, self-efficacy assessments can reveal parents' level of confidence related to being able to learn English, to help their child(ren) with homework, and to be active in school events. Strong self-efficacy about one's ability to become a fluent speaker of English does not assure an equal measure of self-efficacy related to being a homework helper or PTO president. It is a task-specific belief. When parents' self-efficacy is high in relation to their capacity to support children's learning they are more likely to engage in their children's schools and help with homework at home.

Family literacy programs have an impact on participating parents' levels of self-efficacy and the belief that they can play a significant role in their children's education and future. Changes in behavior and attitudes can be linked to the family literacy PACT Time and Parent Time program components. For example, parent engagement increased the type of school visits and the frequency of parents attending school activities (Levesque, 2013).

Parental Support of Children's Oral Language and Literacy. Children's experiences in family settings during early childhood become the best predictors of later life. Simply growing up within a family stimulates degrees of language and cognitive development. Families orient their children to ways of knowing and ways of being as the child attempts to define his or her "self." These systems of meaning can help or hinder children as they try to make sense of the world. The conventional reading and writing skills that develop between birth and the time a child enters kindergarten have a consistently clear relationship with later conventional reading skills (NELP, 2009).

Studies of families with preschoolers found that young children from low-income families tend to have more limited vocabularies and less developed oral language than children from higher-income families (Hart & Risely, 1995). Parents who nurture their young children's oral language development and early literacy skills (ex., receptive and expressive vocabulary) simultaneously foster school success (Sticht, 2011). Strategies to support children's language and literacy are

introduced to parents during Parent Time and reinforced by numerous school activities, such as parent teacher conferences, that ELLP parents attended during the school year.

Conventional reading and writing skills that develop between birth and the time a child enters kindergarten have a consistently clear and positive relationship with later conventional reading skills (NELP, 2009). Family literacy develops parents' English language skills, expands their vocabulary, and affects home reading behaviors that support children's oral language development and literacy skills. Researchers tracked the language use of Hispanic/Latino families when they are reading. Parents in the family literacy program exhibited significant changes from pre to post survey ($p < .01$) for three of six categories of reading everyday items (NCFL, 2012). The most striking change was decreases in "do not read" ($d = .24$) and "reading in the native language only" ($d = .39$) and an increase in "reading in English only" ($d = .31$). The results suggest that participating in family literacy programs has an impact on intergenerational literacy behaviors by increasing the amount of reading on the part of the parents.

The reading achievement gap is associated with changes in children's motivation to read and the development of their cognitive and social factors. Findings about 15-year-olds by the Program for International Student Assessment (PISA) on reading, math, and science (Borgonovi & Montt, 2012) accentuate the significance of the ELLP. The PISA study found that teenage students whose parents had frequently read books with them during their first year of primary school showed markedly higher reading scores than students whose parents read to them infrequently or not at all." (PISA in Focus, 2009, p.1). A robust 83.4% of parents, interviewed after a year in a family literacy program, believed their children would earn a college degree (Levesque, 2013). Findings underscore the importance of bringing parents into their children's schools to engage in learning and witness incremental steps towards college and successful careers.

Parental Engagement in Schools. Research about children's school success points to the importance of the family in children's development and academic achievement (Weiss and Stephen, 2009, as cited in Christenson & Reschley, 2010). The evidence is clear, when parents are actively involved in their children's education, their children do better in school (Epstein, 1996; Eccles & Harold, 1996 as cited in Booth & Dunn; Epstein and Dauber, 1991). A meta-analysis of family engagement and learning outcomes concluded that the most accurate

predictors of student achievement are that parents create a supportive home learning environment, express high expectations, and are actively engaged in children's schools (Henderson and Berla, 1994). It is important to underscore that each of these three activities look very different in different cultures (Trumbull, Diaz-Meza, Hasan & Rothstein-Fisch, 2001).

Other research cites the most determinative factor in parental involvement appears to be good parenting in the home situation. These studies and others (Desforges & Abouchaar 2003; Fantuzzo, MacWayne & Perry, 2004; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004) support a comprehensive two-generation intervention model set in schools where parents and their children develop essential knowledge and skills associated with educational standards.

School-Age Children Learning and Behavior. Educational success, as defined by high school graduation, can be predicted by knowing someone's third grade reading skills (National Research Council, 1998). Third graders with less than moderately established reading skills are not likely to graduate from high school. The ELLP targeted families with young children so that parents helped strengthen literacy at home during these critical primary years.

Family learning program evaluation analysis in Long Beach (California) Unified School District (LBUSD) measured the progress of students enrolled in second and third grade. Students who achieved a score of "proficient" or "advanced" met their grade level standards in English language arts and mathematics. The percentage of family literacy program students who rated proficient was compared to the percentages of English language learners who were also economically disadvantaged and to the percentage of students who achieved a score of Proficient or Advanced for each level. A higher percentage (62%) of family literacy program participants in third grade achieved grade level reading benchmarks compared to the Comparison students (57%) district wide in third grade (Appel, 2012).

Academic Growth Mindsets and Deeper Learning. Academic mindset (Dweck, 2006) and deeper learning (Ark & Schneider, 2010) are important constructs related to student success. Mindsets concern learners' behaviors, habits, and attitude toward school-related tasks. Students with a growth mindset view challenging school work as opportunities to learn and grow compared with students with fixed mindsets who believe they were born with the level of intelligence they

sense when challenged (Dweck, 2010). They eschew effort because difficult tasks are simply more than their brains can handle. Their counterparts with growth mindsets think they can become more intelligent over time (Blackwell, Trzesniewski, & Dweck, 2007). The framework of deeper learning is geared toward the skills, knowledge, and attitudes academically successful students acquire to meet the challenges of a rapidly changing world.

The deeper learning framework includes working collaboratively, communicating effectively, and learning how to learn (Farrington, 2013). These components are essential attributes of Dweck's (2006) model of growth mindsets —initiating tasks, being comfortable when working in groups, and knowing when to ask the teacher for help. All of these contribute to the development of positive attitudes about learning and generate successful learning outcomes.

Social Capital. An important outcome of strong family networks is the creation of social capital (Cramer, 2016). Peer support, contact with family friends and neighbors, engagement with children's schools, community participation, involvement in faith-based social networks, and workplace contacts manifest as social capital (Ascend at the Aspen Institute, 2012). Economically disadvantaged and immigrant families with minimal English proficiency require support to build the social capital needed to navigate school systems (Gordon, Bridgall, & Meroe, 2005).

Essential supports for school improvement are less likely to develop in schools located in communities with low social capital. This is because the degree to which community members work together on community issues and belong to local organizations and religious organizations create supportive relationships to uphold individuals during difficult times (Sebring et al., 2006). This research supports Family Service Learning projects embedded in the Parenting component that requires systemic work on multiple fronts grounded by coherent thought on how the service systems operate day to day over an extended period of time.

Many school leaders employ family literacy as a school improvement strategy because they understand the concept of essentiality. This is the notion that a school “works “in terms of its solid student achievement across demographic constructs when all essential supports are coherently integrated. These leaders collaborate with adult educators, LEA teachers, and

infant/toddler and preschool educators to ensure positive school climates and optimal learning experiences for the entire family.

Parents who know what their children need in everyday life and know what it takes to be successful in school are more likely to help their children navigate successfully through their education (Jeynes, 2011). As effective parent and school interactions become embedded in the system, principals, teachers, and staff become more responsive to families' needs as well as to class and cultural differences. The positive learning environment leads to greater understanding and respect among all involved. (Ferguson, Jordan, Wood, & Rodriguez, 2006).

Project History: Participating Schools.

Over the funding period, the ELLP operated in six elementary schools for varying amounts of time. Three of these (Harms, Mayberry, Munger) were in the Detroit Public Schools. Harms was in the program for five years. Mayberry and Munger discontinued after Year 4 because of funding limitations. Phoenix Elementary, a Michigan Education Achievement Authority school, participated during program years one and two. ELLP was discontinued because of low family enrollment, spotty attendance, minimal buy-in from the principal and teachers, and few measurable outcomes. Lighthouse, a charter school, joined ELLP in Year 3 for the 2014-2015 school year. It was discontinued after one year because the Adult Education classroom relocated. Escuela Avancemos, a charter school, joined ELLP for Project Year 4 and continued through the final, fifth year. All schools had extremely low achievement and were some of the lowest in the Detroit area. More information on individual schools can be found in Appendix F.

Table 1

Participating Elementary Schools By Project Years

School	Year 1 Pilot Year 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Avanceмос				√	√
Harms	√	√	√	√	√
Lighthouse			√		
Maybury	√	√	√	√	
Munger	√	√	√	√	
Phoenix	√	√			

Overview of the Impact Study.

This quasi-experimental impact study examined a self-selected group of parents, who participated in ELLP program activities, and their children. Depending on the variable, adult data were examined using a single group design or a between group design formed by criterion (cutoff). Child data were examined using a between group design formed by matching. The study compares young Hispanic children whose parents are participating in the study to young Hispanic students in their class whose parents are not in the ELLP. It investigates how changes in adults impact their children.

In this aggregated study, parent and student outcomes from program years two through five were investigated. 313 parents enrolled in ELLP. 180 of them completed 150 or more hours of program activities and thus were Full participants while 133 parents completed less than 150 hours of program activities and were Partial participants. In 29 of these 313 families, the K-4 Focus child was not identified, and no student data was available. Several of these were families that moved in the beginning of the year. Of the 284 that were identified, 13 were students with no data, most of whom were preschool children. The aggregated analysis was conducted for 271 Focus children. One student did not have any Comparison children and therefore was

removed when the analysis was for matched students. The 270 matched students were selected from the 570 Comparison pool. The final matches for analysis had a Jaccard coefficient of 0.775 [J(329)=0.775] showing a high degree of similarity in our matches.

Figure 3

ELLP Logic Model

Situation: ●Young students of Hispanic, undereducated ELL adults who like their parents have minimal academic success in schools where increasing parental engagement is a priority. ●Families benefit from support that builds school-to-home learning and greater parental engagement in schools.
 ●School staff support /cultivate positive environments for parents to learn how to engage in learning.

<p>Inputs</p> <ul style="list-style-type: none"> -Instructional leadership (principals) and staff buy-in -Space in schools for the adult education and parenting classes -Recruitment & enrollment of Hispanic parents committed to at least one academic year of full program participation -Hispanic parents seeking ways to reach their educational and work goals -Family literacy professional development and technical assistance for principals and teachers -SWCS program management to assure fidelity to program design and evaluation protocol 	<p>Activities</p> <p>Children:</p> <ul style="list-style-type: none"> -Infants/toddlers receive developmentally appropriate care and opportunities for learning -Engage in classroom learning alongside parents (PACT Time) -Attend OST events with parents -Share literacy and learning with parents at home <p>Parents:</p> <ul style="list-style-type: none"> -Regular participation in adult education, parenting classes, PACT Time -Practice English skills -Engage in school activities and OST -Read aloud and model literacy to children at home. 		<p>Outputs</p> <p>Participation</p> <p>Approximately 25 Hispanic/Latino parents of students in grades pk-3 per school (Total N=100 per year)</p>
<p>Short (less than 150 hrs of parent participation)</p> <p>Children:</p> <ul style="list-style-type: none"> -Daily school attendance rate improves -Demonstrate appropriate school behaviors <p>Parents:</p> <ul style="list-style-type: none"> -Regular parent attendance in program components -Communicate with teachers and staff about school related matters -Report positive indices of self efficacy relative to learning, literacy, and expectations for children's achievement 		<p>Medium (after 150 hrs of parent participation)</p> <p>Children:</p> <ul style="list-style-type: none"> -Improved student school readiness (kindergarten) -Increased socially appropriate school behaviors -Increased daily attendance -Increased achievement in literacy and English <p>Parents:</p> <ul style="list-style-type: none"> -Increased engagement in children's learning at school -Develop and practice strategies to help their children learn at home -Profess positive aspirations for their children's educational outcomes 	<p>Long (Multi year)</p> <p>Children:</p> <ul style="list-style-type: none"> -Age appropriate reading development -Achieve at least mean national norms for grade level achievement -Prepared for college and careers <p>Parents:</p> <ul style="list-style-type: none"> -Maintain engagement in schools and support learning at home -Prepare children for subsequent educational steps <p>Community:</p> <ul style="list-style-type: none"> -Expansion of program in number/grades at school site and/or expansion to other schools based on evidence from original sites and cohorts.

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Assumptions: Schools have strong infrastructures for Hispanic family engagement, and are connected with an adult education program.

External Factors: Work schedules, barriers due to poverty, such as lack of reliable transportation.

Impact Research Question and Findings.

To what extent does full participation³ in the ELLP (Independent Variable) increase education-related parent behaviors (Dependent Variable), improve student school actions (Dependent Variable), and increase student attendance and achievement (Dependent Variable)?

Confirmatory

Children of parents who fully participate in the ELLP will

- exhibit strong annual attendance rate equal to or greater than the mean daily attendance rate for the matched sample group,
- exhibit appropriate school-related behavior as evidenced by equal or greater improvement in school-related behaviors (i.e., academic mindset) than the matched group based on a teacher-rated student behavior scale, and
- make greater progress towards their grade level for the end of year literacy assessment than the matched group⁴.

Parents who fully participate in the ELLP will demonstrate strong literacy-supporting parenting behaviors and engagement with their children's learning as evidenced by

- pre- to post-increases for reading/language scores on the *Basic Education Skills Test (BEST)* for English language learners in terms of performance levels set by the Adult Basic Education National Reporting System,
- pre- to post-increases in the number and frequency of school engagement behaviors,
- pre- to post-increases in the number and frequency of home and family literacy behaviors, and
- pre- to post-increases in the number and frequency of social capital and self-efficacy affirmative responses.

³ Full participation = 150 contact hours (Calculations based on 24 full weeks of instruction @ 11 hrs per week and 60% attendance).

⁴ Parent outcomes are examined in a separate report as the Focus of the UWSEM was an early childhood effort to ensure school readiness.

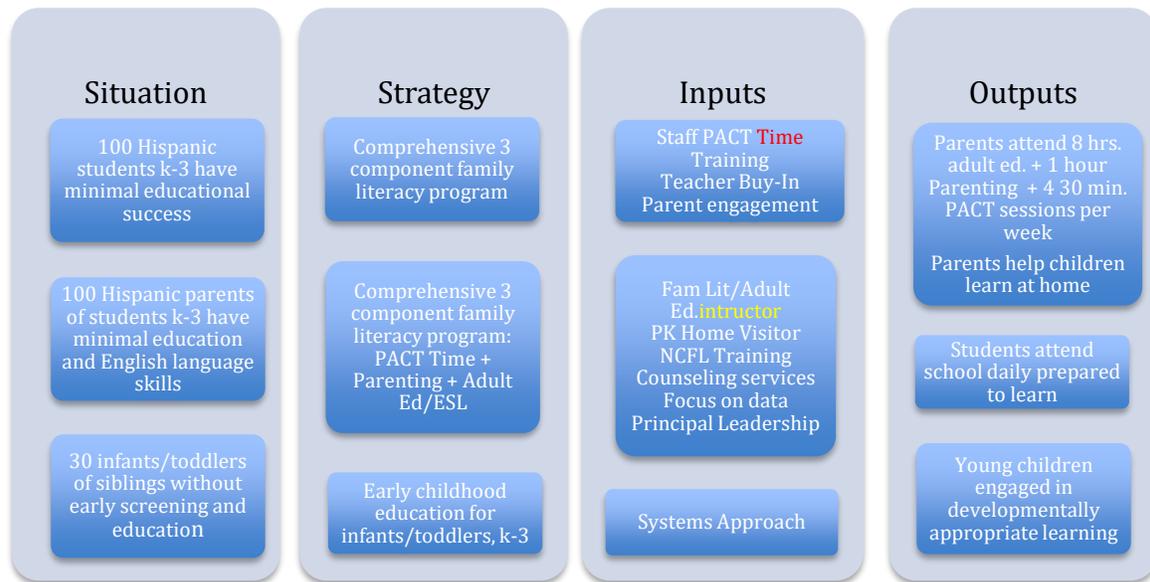
Implementation Research Question and Findings.

What is the level of fidelity at which the program was implemented? If fidelity level is not high (as measured by *Benchmarks* mean scores on seven indicators of program implementation), what strategies are used to get back on track and what was the result of those strategies?

Implementation was addressed during the Pilot Project Year 1. The Implementation addressed Fidelity to Program Design whereby adult (parents/caregivers) regular daily attendance was analyzed. All adults were expected to demonstrate regular daily attendance in Adult Education, Parenting, and PACT Time. There was an expectation that the content of Parenting and lessons learned during PACT Time would be transferred to the home to enhance intergenerational learning.

Figure 4

Program Implementation Study Design



Fidelity was assessed in the following aspects

- adherence to protocols (example: all teachers trained) as outlined in the NCFL Manual,
- sufficient opportunities for parents to engage with the school, and
- appropriate environment for the activities (play area for toddlers, room for parent meeting, available technology, etc.).
- adherence to timelines, and

- complete data collection and management of data (properly stored and retrievable).

The logic model (Figure 3) is directly connected to the Implementation Study and research question.

Program Quality: The quality of the overall program during the Pilot year was measured by using the Benchmarks rubrics during site observations. The Benchmarks tool developed by NCFL was used as criteria for evaluating the family literacy components and the school climate and resources. Four Benchmarks: Adult Education, Parent Time, PACT Time, and School Climate & Facilities were discussed. These Benchmarks directly addressed the program components and settings where the program operates. They led to very specific recommendations for the ELLP sites in improving implementation at their school.

Based on these assessments, the fidelity level in January of 2013 was moderate. Since that time, the evaluators reviewed the data depository, reviewed the NCFL manual, met with each school in Detroit to discuss procedures and protocols, and provided specific recommendations for stronger adherence to the protocols. During year 2, adherence to timeline was monitored more closely. Because of multiple issues of incomplete data, uploads were reviewed regularly (years 2 through 5) to determine missing information. The district contact person was notified and responsible for finding and uploading the missing information, so that completed data was provided to the evaluators.

The Pilot Year was focused on program implementation. The student data sets collected during the Pilot Year were incomplete and some files were corrupted electronically. Subsequent Implementation Studies developed a stronger understanding of program fidelity issues, obstacles to data collection, program management, daily operational challenges, changes in the learning outcomes for students and their parents enrolled in ELLP. Strong, positive programmatic outputs and outcomes for adults/parents and outcomes for students were validated by the annual performance reports.

A complete analysis of Program Implementation and Fidelity for the four participating schools during the Pilot Year are found in Appendix D. Annual performance (implementation) reports are available in Appendices F, G and H

Contribution of the Impact Study.

This study, framed by social innovation theory, reflects Stanford University's *Five Conditions for Collective Impact* (2011) that includes: a common agenda, shared measurement (across four schools), mutually reinforcing activities, continuous communication, and backbone support. It's a concerted effort at Southwest Solutions set in public schools and supported by funding and technical assistance by multiple entities (ex., CNCS (SIF), UWSEM, NCFL). This study of family literacy addresses social innovation and collective impact theories. The results of the study will be disseminated by NCFL, CNCS, and UWSEM. Findings will build awareness for educators and policy makers regarding the roles English language learner parents play in children's educational outcomes. Results will inform school administrators and staff of ways to support and cultivate culturally responsive environments that are welcoming to parents. Implications will support school leaders as they work to build relationships that increase the capacity of parents to support their children's educational needs. It also will inform adult educators about the knowledge, skills, and abilities parents need to support children's learning.

Level of Evidence. The impact analysis targeted a moderate level of evidence in exploring the research question "To what extent does full participation^[1] in the ELLP (Independent Variable) increase education-related parent behaviors (Dependent Variable), improve student school actions (Dependent Variable), and increase student attendance and achievement (Dependent Variable)?" According to the SIF guidance moderate levels of evidence require a study that has, high levels of internal validity but limited external validity achieved through the implementation of a high-quality experimental or quasi-experimental design. The analysis used an oversampled matched case control repeated-measures design with matching cases chosen randomly from a pair of potential matched controls. This reduces the chances of sample bias to a greater extent than simple matched case control designs (Rothman et al., 2008). The Jaccard Coefficient showed matches based on demographics at the 0.775 level [$J(329)=0.775$] indicating a high level of match between the Focus and Comparison groups. Further, intervention and control families were assessed at baseline on each measure to ensure statistical equivalence at baseline on all study variables. Independent samples t-tests revealed that there were no significant differences for key outcome variables between intervention and control participants.

A second factor impacting the level of evidence is the statistical power of the study. Power analyses were conducted for each impact analysis and indicated that the aggregate findings across study years had sufficient statistical power to find at least medium effects (Cohen's $d \geq .5$). In the case of the impact of full ESL participation the evaluation had sufficient statistical power to achieve a minimum detectible effect size (MDE) of $d=.21$.

The influence of differential attrition or missing data was limited and does not appear to be sufficient to have a detrimental effect on the level of evidence. Little's MCAR analyses were conducted on missing data patterns for all outcome variable and yielded non-significant chi-square statistics, thus failing to reject the null-hypothesis assumption of data missing completely at random (MCAR). This is consistent with the qualitative assessments of underlying factors related to missing data due to family transience (see discussion in Attrition and Missing Data Procedures section in the next section).

A final potential source of bias that could impact the level of evidence is the potential violation of independence due to nesting within classrooms, however, random effects models were conducted to estimate the variance associated with students being clustered within school and across all outcome variables the variance estimates were non-significant indicating that fixed effects estimates are unbiased and suitable for traditional analysis approaches.

Changes to the Subgrantee Evaluation Plan

In 2016, Southwest Solutions was granted permission to reduce the project to operate in two, not four, schools per year. A major concern was that the reduction of participants would be a threat to the moderate level of evidence established through the SEP design and prior outcomes. The evaluators worked closely with the UWSEM portfolio evaluator to explain attrition and data procedures. The Revised SEP was reviewed for CNCS by JBS, the company contracted as the national reviewer. The Revised SEP was accepted, and the reviewers determined that moderate evidence could still be obtained given that the aggregated data (program years 2 through 5) were sufficient to meet the criteria.

Attrition and Missing Data Procedures. The major factor considered for attrition in participating schools was transiency due to life circumstances. While high, it was not expected to be enough to severely limit the study. For the aggregated analysis the intervention group only needs a retention rate of 45% to achieve the minimum sample size. Only one match of the two Comparison students was needed to conduct the match with the intervention group. Two students were matched for each Focus child because it was anticipated that the intervention group having enrolled in a program might be more likely to stay than those who were not enrolled in a program. Additional ways of handling data were based on the variable and data type.

For the independent variable, missing data was not an option as the amount of time in the ELLP at the time the participant stopped participating provided the identification of the level (0= participated between 0 and 10 hours in ELLP program or Comparison child, 1=participated between 11 and 150 hours in ELLP program, and 2=participated >150 hours in ELLP program). No cases were excluded due to missing data on parent participation.

Each dependent variable was treated differently based upon the nature of the data for the variable and in order to minimize the impact of attrition on the study. (See Table 6: Coding Criteria.)

Statistical Design Summary. In addition to descriptive statistics, a T-test, and an F-Test analyses for variables each year, in the summary year, the MANOVA was used with multi-year data to determine significance of impact and power. Multivariate analysis of variance (MANOVA) is a generalization of analysis of variance that is an extension of the univariate ANOVA techniques. “The major distinction is that in ANOVA one evaluates mean differences on a single dependent variable, whereas in MANOVA one evaluates mean differences on two or more dependent criterion variables simultaneously” (Bray & Maxwell, 1985, p. 4). It helps the researcher determine whether each effect is significant for at least one of the dependent variables and is preferable to the multiple ANOVAs because it takes into account the inter-correlations among the variables (Garson, 2012).

Two major situations requiring the use of MANOVA were identified by Carey (1998) who stated, “The first is when there are several correlated dependent variables, and the researcher desires a single, overall statistical test on this set of variables instead of performing multiple individual tests. The second and, in some cases, the more important purpose is to explore how independent variables influence some patterning of response on the dependent variables” (Carey, 1998, p. 4).

The first step in the MANOVA procedure is the overall MANOVA test, which is analogous to the univariate F test in ANOVA, providing the overall test of significance. “However, in MANOVA, there is no single invariant test that is uniformly most powerful, even if all assumptions have been satisfied. For this reason, in MANOVA there are several test statistics that might be used to evaluate the overall null hypothesis. Because the various test statistics are based on different mathematical criteria, the result may vary based upon the test statistics chosen” (Bray & Maxwell, 1985). “The next step in testing the multivariate null hypothesis is to ascertain how large the eigenvalues are...[T]here are 4 ways of combining the information in the eigenvalues, and each of these ways leads to a unique test statistic....[They] are Wilks’ lambda, the Pillai-Bartlett trace, Roy’s greatest characteristic root, and the Hotelling-Lawley trace” (Bray & Maxwell, 1985, loc 253-257). If any of these tests result in significance, additional statistical procedures can be used to further probe the relationship among variables and to facilitate more complete interpretation (Bray & Maxwell, 1998, loc 387-389).

Two statistical models were used to conduct MANOVA analysis of aggregated data sets. The first analysis was conducted with data from Focus parents, Focus students, and Comparison student matches. It did not contain the education related parenting behaviors because no parent data was collected on Comparison students. (Table X: Coding Criteria -Student Data)

$$\mathbf{V}_p = \mathbf{V}_s + \mathbf{V}_b + \mathbf{V}_l + \mathbf{V}_{(s*b)} + \mathbf{V}_{(s*l)} + \mathbf{V}_{(b*l)} + \mathbf{V}_{(s*b*l)} + \mathbf{V}_e$$

p= ELLP Participation
s= student attendance
b=student actions - mindset, and behavior
l=student literacy achievement
e=error

The second analysis was conducted on data from Focus students and their parents. This analysis included education related parenting behaviors. (See Table X Coding Criteria- Focus Group.)

$$V_p = V_a + V_b + V_l + V_{(a*b)} + V_{(a*l)} + V_{(b*l)} + V_{(a*b*l)} + V_e$$

p= ELLP Participation
a=education related parenting behaviors
b=student actions - attendance, mindset, and behavior
l=student literacy achievement
e=error

Power Calculations. Power analysis for a MANOVA with three independent levels (0=participated between 0 and 1 hours in ELLP program, 1=participated between 11 and 150 hours in ELLP program, and 2=participated >150 hours in ELLP program) and three dependent variables was conducted in G-POWER to determine a sufficient sample size using an alpha of 0.05, a power of 0.80, and a small effect size ($f^2 = 0.25$) (Faul, Erdfelder, Buchner, & Lang, 2008; Dattalo, 2008). Based on the aforementioned assumptions, the desired sample size is 98. Based on this calculation, 50 students (50 whose parents participate in the ELLP program and 50 matched students whose parents are not in the ELLP program) provide an adequate sample size.

In a single year, there is little room for attrition without impacting the power of the study. In practice, this means that moderate to large effects could be identified within and between the groups with strong confidence in the results. Nevertheless, at the yearly level, we did not have strong confidence in our results for small effects.

However, our summary analysis is conducted with multi-year data. This aggregated data set provided sufficient sample size to detect all levels of significance and power. In the proposal, multiple imputation procedures were proposed. However, missing data was found to be limited and insufficient to impact level of evidence. Furthermore, our sample size was large enough to achieve the levels of significance and power projected even with the use of pairwise deletion on missing variable, but inclusion on variables for which the data was provided.

The 2016 Revised Subgrantee Evaluation Plan is found in Appendix D.

IMPACT STUDY

Approaches, Methods, and Statistical Analysis

Introduction.

Theory of Change. English Language Learners Program (ELLP) was a two-generation intervention with a theory of change that connected changes in one generation with changes in the other. Specifically, the theory is based on the belief that educators must build adults' (parents) capabilities to support their children as learners, if they want to improve children's academic outcomes.

The study was designed to assess the impact of a family-based intervention on school-age children of Hispanic ELL parents. This impact was examined in terms of areas of education—related parenting behaviors, students' school actions (attendance and behaviors), and student achievement. The intervention was directed at the parent's growth. While the study investigated the primary impact on parents as the recipient of the intervention, it also examined the impact on students. The study only directly studied the outcome data for one child per family. However, if parent changes are reflected in changes for one child, the changes will be available for the other children in the family unit, thereby affecting the ability to create changes to intergenerational cycles of academic struggle.

Intervention Overview. ELLP focused on developing the capacity of parents to support family literacy. Family literacy is built on the assumption that in American society the family is the first and most important source of children's knowledge, values, social relations, and physical surroundings (Hayes, 2011). Children's entry level kindergarten skills and their family's ability to support literacy development are paramount for school success (Ramey & Ramey, 2000). See the ELLP Logic Model (Figure 3) for short, medium, and long-term outcomes of interest.

The intervention treatment was to introduce and reinforce ways for Hispanic parents to support literacy learning in their homes. Parents were immersed in an adult education program centered on building their English language proficiency – spoken and print (reading and writing) skills.

They also engaged directly with their children’s teachers and their children (Focus students) during daily lessons (generally reading or math) four days a week.

Program intervention took place Mondays through Thursdays throughout the school year. Parents in this Social Innovation Fund family literacy project received direct, explicit adult education centered on building English language proficiency. Technical assistance provided through the National Center for Families Learning advanced adult educators’ understanding of the importance of being sensitive to Hispanic cultural mores and the challenges associated with learning a new language. The study investigated how to help parents play active roles in their children’s education both in and out of school.

Impact Study Design.

Impact Evaluation Design. The ELLP study addresses two levels of impact—parent (primary) and child (secondary). The study design for adult data was primarily a quasi-experimental, Single Group Design, while child data was analyzed using a quasi-experimental, Between Groups Design-Formed by Matching. An intent-to-treat model was used to minimize the impact of lost or missing data.

Intent to Treat. In this model all participants remained for inclusion in each data set. Anyone who had data for the area being analyzed was included regardless of whether that person had data for all components. Therefore, analysis was conducted on different numbers of participants depending on the area being analyzed. This methodology lessens the impact of missing data and mirrors the reality of real life. Tables 2 and 3 identify the number of participants analyzed for each area.

Table 2

Study Participant Flow – Adults

Study Timepoint	Number of People* Included	Number of People* Not Included	Notes
1- Family Enrollment in ELLP	313 families enrolled	0	All families that wanted to enroll were accepted
2-Assignment to Study Groups	180 Full participants 133 Partial participants	0	Groups were assigned after the program year ended based on amount of parent participation
3-Intervention Allocation	180 Full participants	133 Partial participants	Parents provided many personal reasons they did not complete the designated hours of attendance. *
4-Follow Up	None	Not applicable	Not applicable

Notes: * Reasons included returning to home country, pregnant, job change, illness, child care issues, and transportation issues.

Table 3

Study Participant Flow - Children

Study Timepoint	Number of People* Included	Number of People* Not Included	Notes
1- Enrollment Students whose Families are Enrolled in ELLP	284 Focus students	13 Focus students with no data points	Families represent parent/caregiver and Focus students
2-Assignment to Study Groups	284 Focus students 538 students in a pool of which 270 were randomly selected	13 Focus students and 282 Comparison students (not randomly selected)	Group assignment by parent participation level and student matching per grade level
3-Intervention Allocation	171 Focus students based on number of hours of their parents' participation in ELLP 100 Focus_Group students with less than 150 hours participation 271 Comparison students (randomly selected from a matched pool)	1 Focus student had no match plus 13 Focus students with no data points	Treatment offered to all ELLP families. Students were not direct recipients of the treatment. The study looks at the secondary outcomes not the group (parents) directly treated by ELLP how the parents' changes are examined in relation to student changes in achievement, attendance, and academic mindsets. Student data were available regardless of the parents' hours of participation.
4-Follow Up	None	Not applicable	Longitudinal follow up was not conducted because public school system would not provide current data

Notes: * 29 of the adults did not identify which child was participating, nor were those children listed on attendance, achievement, or school behavior data records from the school sites.

Sites. During the impact study, six schools participated in the ELLP program for varying amounts of time (1 to 4 years) (Table 1, p.14). All sites met the study criteria for participation: a) a high Hispanic student population with low literacy achievement, b) a high Hispanic parent population that qualified for ELL support, c) commitment to collecting data within prescribed parameters, and d) willingness to work with partner organizations and participate in on-going reviews that continue to improve their adherence to program protocols.

Treatment and Comparison Groups. Every adult that enrolled in the ELLP program was included in the group results during the program year. At the end of the program year, the adult group was split into two groups based on amount of participation. The adults that participated in 150 or more hours of program activities were identified as belonging in the full participation group. The adults that did not participate in 150 hours of program activities were identified as being in the partial participation group.

During the program year, data was collected on two groups of students, children whose parents enrolled in the program and children whose families did not participate (gave passive consent) but who matched the Focus child on several demographic traits. At the end of the year, the children whose families participated in ELLP were assigned a group based on the amount of participation of their parents. Ultimately, three groups of children were compared: a) Full Focus group - students whose parents fully participated in 150 hours of ELLP activities, b) Partial Focus group - students whose parents participated less than 150 hours in ELLP activities, and c) Comparison group - a matched group of students whose parents did not participate in ELLP but were randomly chosen from a matched pool.

Sampling.

Adult Sampling. Adult data were analyzed using a Pretest-Posttest Single Group Design. The ELLP enrollment cap is 25 families per school per academic year. Since this cap was not exceeded, all parents who wanted to enroll in ELLP were accepted and met the enrollment criteria. These criteria were: a) The family's ethnicity was Hispanic; b) Parents qualify as ELL based on scoring in the beginning or intermediate ESL level on *BEST Literacy*; c) Parents agreed to fully participate in the PACT Time and Parenting components of the ELLP; and d) A child attended pre-kindergarten (siblings of Focus students), kindergarten, 1st grade, 2nd grade, 3rd grade, or 4th grade (Years 4 and 5) at an ELLP site.

To examine the impact of intervention intensity, 60% (150hours) of the initial program time guidelines was used to determine full participation. After the program year was finished, the total adult group was divided into two groups: Full participation— 150 hours or more in program activities; and partial participation— less than 150 hours in program activities.

Child Sampling. Student data were analyzed using the Between Groups Design-Formed by Matching. All children of the ELLP enrolled families were included in the Focus group. For every Focus student, two other students were matched to create the Comparison pool. At the end of the year, after all data is collected, the Comparison pool for each student is numbered as C1 or C2. Using a random number generator for the numbers 1 and 2, an official Comparison student was identified for each Focus child.

Matching Groups. The matched Comparison group of two Comparison students per Focus child was selected by a parent liaison (Hispanic and proficiently bi-lingual) based on demographic data provided by the school or teacher. Comparison students were required to be Hispanic, be in the same grade, and have the same teacher to minimize differences in educational environment and instructional experiences. Beyond this requirement, students were matched on gender(female/male) and on English Language Learner proficiency (in ELL or not ELL), age (to minimize differences in comparing retained students with non-retained students), and IEP status (has an IEP or does not have an IEP). The two students with the most matched variables were selected as the matches. If more than two students had the most matched variables, names were drawn at random by the parent liaison.

Teachers knew who the Focus child was because parents came to the classroom regularly as part of PACT Time. They also knew who the Comparison children were because data was gathered on those students during the year. However, only one of the two Comparison children were used for analysis and the identity of that student was not determined until all data was collected. At the end of the year, the evaluators assigned a C1 and C2 to each Comparison child for the Focus child. Using a random number generator for 1 and 2, the evaluator identified the matched Comparison child for each Focus child.

If only one of the two matched students stayed enrolled at the school through the school year, that student became the match student for data analysis. In addition to stratified matching and the binary nature of the demographic data, the Jaccard coefficient was computed [J(329)=0.775]. It showed a high degree of similarity in the matches. Baseline equivalency was established on each variable with data in a pre-post design.

Attrition and Data Procedures. The aggregated data set provided sufficient sample size to detect all levels of significance and power. In the proposal, multiple imputation procedures were proposed to minimize the impact of missing data. Little's MCAR analyses were conducted on missing data patterns for all outcome variables and yielded non-significant chi-square statistics, thus failing to reject the null-hypothesis assumption of data missing completely at random (MCAR). It can be concluded that missing data was found to be limited and insufficient to impact level of evidence. Furthermore, our sample size was large enough to achieve the levels of significance and power projected even with the use of pairwise deletion on missing variables, but inclusion on variables for which the data was provided. (See Level of Evidence, p. 20 and Attrition, p.22.

Recruitment, Retention, and Informed Consent.

Recruitment. Recruitment strategies at the schools included word-of-mouth from currently enrolled families and continued enrollment, open house in the fall, teachers' explanations of the program to eligible families, and invitations printed as flyers (in Spanish and English) that were given to parents when they dropped off and picked up their children during the first six weeks of school. The adult educator and project coordinator had face-to-face conversations with parents, teachers, and staff to generate interest and recruit families. Alternative strategies included holding an additional open house and asking enrolled families to bring friends who were eligible for the program. The recruitment and retention plans, guided by strategies long employed by programs initiated with NCFL funding, were managed by a project coordinator from SWCS. She was responsible for timely and accurate data collection and the upload of all assessments to the NCFL data system.

Retention. Retention was encouraged and rewarded with free books (in English and Spanish, three per Focus child), attendance rewards, and ongoing support such as connecting families with other community resources. The ELLP study design included two matched Comparison students for each student in the Focus intervention group. If one of the matched students left the school during the year, then then one match remained. If both matches remained through the entire year, then one of the two matched students was randomly selected (by the evaluator via a random number calculator) to be the final match for analysis. This process required that

50 students whose parents are in the program, and one matched student for each Focus child had to remain in the program, to obtain the minimum number for the power calculations. Retention rate needed to complete the study needed to be less than 50%. (See Power Calculations, p. 24.) The sample size of the study was five or more times the number needed.

Informed Consent. The *Family Consent Form* (NCFL) was distributed to all parents of children in prekindergarten through 3rd grade at the time of each family's enrollment. The tool ensured that the family understood their participation in the ELLP. A *Passive Consent* form was given to all parents of children in the Focus child's classroom. This form asked for permission to have the classroom teacher collect comparison data.

All of the research with human subjects' protocols associated with the ELLP evaluation were reviewed and approved by the Institutional Review Board of the University of Missouri-St. Louis. The Subgrantee Evaluation Plan was also shared with Southwest Solutions and the Detroit Public Schools.

Measures and Instruments.

Parental engagement (school and home) instruments were developed by NCFL and have been used nationally to evaluate family literacy and learning programs with the same model (Kenan) as this study. These instruments are criterion based and have written protocols to standardize assessment. Other instruments accessed school gathered data that is reported to the state education agency. After each measure's instrument description, the variable it assessed is noted in parentheses. A Data Collection System manual was created for the project.

Benchmarks for Program Improvement (NCFL). The *Benchmarks* were used to determine program quality and improvement needs, addressed through NCFL technical assistance or program management. Program implementation and technical assistance needs were determined by the mean score for multiple indicators of seven program elements: adult education, parent time, PACT Time, Component & Program Integration, Recruitment & Retention, School Climate & Facilities, and staffing/data requirements. This was administered in the middle (winter) of the first year that a school joined the ELLP. (Fidelity)

District and School Surveys and Focus Groups. The surveys and Focus groups provided a means for gathering supplemental qualitative data to further the understanding of program implementation. These items were administered in the middle (winter) of the first year that a school joined the ELLP. (Fidelity).

Initial and Post Family Interview. A 37-item questionnaire developed by the National Center for Family Literacy (2008). Many of these items contain multiple questions and additional items that address demographic information that are not counted in the 37. The instrument collected essential demographic data, history in family literacy, employment situation, home literacy activities, perceptions about parents' ability to help their child succeed in school, and parents' beliefs about their level of responsibility in their children's education. Embedded in the Family Interviews is a section where parents complete a self-evaluation of literacy related "out-of-school" activities/actions as defined by the survey. The survey includes items related to the following

- whether families had a space in their home identified for homework, and if so where,
- the number of times on average parents helped/supervised their child with homework the previous week and the content area with which they helped,
- the number of times the parent and her/his child visited a public library in the last month,
- the number and type of educational programs on television that the parents watched with their child,
- whether children's school work was displayed in the home (i.e., on the refrigerator, on a wall in the child's bedroom),
- the degree to which a parent felt confident of her/his ability to help with homework,
- the degree to which a parent felt comfortable talking to her/his child's teacher about the child's progress, and
- the number of school activities attended.

Ethnicity and information on children's grade level in school was included on the form. (Education-related parenting behaviors; Outcomes in Logic Model – parents' components). The instrument was available in English and Spanish. (Education-related parenting behaviors; Outcomes in Logic Model – parent components).

Adult Academic Assessment Scores (Pre and Post). These scores were collected on *the Basic Essential Skills Test (BEST)* for English language learners. BEST is a print-based, combined test of reading and writing skills. The test uses authentic situations specifically geared for adult English language learners in the United States as the basis for test questions. BEST Literacy is aligned with the ESL descriptors of the National Reporting System and the Student Performance levels.

- Reading tasks included reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads.
- Writing tasks included addressing an envelope, writing a rent check, filling out a personal background form, and writing personal notes.

When adults enroll in ELLP they take a BEST pretest. After approximately 100 contact hours they are retested to ascertain the academic benefits of the program for adults. Scores are converted to National Report System (NRS) levels of adult literacy achievement. (Education-related parenting behaviors; Outcomes in Logic Model – parents components).

Home Literacy Environment Checklist. A checklist developed by Head Start for use during Home Visits. Data collected includes the types of literacy materials (children's) displayed, books, and a parent self-report of interactive literacy behaviors shared with their children. (Education-related parenting behaviors - Outcomes in Logic Model – parents components).

- *Teacher Report on Student Performance Surveys Records.* Completed by PACT Time classroom teachers on all ELLP Focus students and the previously selected matched set of Comparison students. Data collected included student gender and reading assessments (pre and post). Teachers completed a series of questions to reflect on the students' academic standing and behavior, and to rate the student's level of work quality,
 - self initiating a task,
 - ability to maintain effort to complete a task when working in a group,
 - ability to maintain effort to complete a task when working independently,
 - completion of assignments,
 - asking pertinent questions,
 - knowing when to ask for help from the teacher,
 - appropriately seeking help from peers,

- active engagement,
- talking about class activities, and
- comfort interacting with peers.

(Student achievement, attendance, behavior; Outcomes in Logic Model – children components).

District-Compiled Data Records. Student (Focus and Comparison) attendance records as reported to the state education agency, provided by the school principal to the evaluator. School-wide data are obtained from the Detroit Public Schools annual school progress reports online (Student attendance; Outcomes in Logic Model – children components).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS measures were specifically designed to assess three of the five key constructs of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically and have been found to be predictive of later reading proficiency. This tool was only used during the pilot year.

Northwest Evaluation Association: Measures of Academic Progress (NWEA: MAP) and the Northwest Evaluation Association: MAP for Primary Grades. (NWEA: MPG).

These achievement assessments are computer adaptive assessments that are given three times per year and are recognized as a screener by the National Center on Response to Intervention. They provide grade-level equivalencies and scale scores that can be used to determine reading proficiency and amount of change. NWEA have subscales that assess each subject. The MAP reading assessment is available for grades two through twelve, while grades K-2 use the MPG reading assessments. These assessments focus on the following reading areas

- word meaning and vocabulary knowledge,
- literature, understanding and integrating key ideas and details,
- literature, understanding and interpreting craft and structure,
- informational texts, understanding and integrating key ideas and details, and
- informational texts, understanding and interpreting craft and structure.

STAR: The *STAR* reading battery are computer adaptive reading assessments that are given three times per year. *STAR* is recognized as a screener by National Center on Response to Intervention. *STAR* earned the highest marks available for reliability (convincing evidence) and validity (convincing evidence). The assessment provides grade level equivalencies and scale scores that can be used to determine reading proficiency and amount of change. *STAR* has subscales that assess each subject. The *STAR* reading assessment is available for grades K through twelve, while kindergarten and first grade also use the Early Literacy assessments.

These assessments focus on the following reading areas:

- foundational skills, phonics, word recognition, and fluency;
- literature, key ideas, and details;
- literature, craft, and structure;
- literature, integration of knowledge and ideas;
- literature, range of reading, and text complexity;
- informational texts, key ideas, and details;
- informational texts, craft, and structure;
- informational texts, integration of knowledge and ideas
- informational texts, range of reading, and level of text complexity; and
- language, vocabulary acquisition and use.

Measurable Objectives.

Objective 1: 80% of students whose parents are considered full participants will be rated equal to or higher than their peers on reading achievement and growth after one or more years in the program. (Outcomes in Logic Model – children components)

Measured by teacher rating scales in the *Teacher Report on Student Performance*.

Objective 2: 80% of students whose parents are considered full participants will have a daily attendance rate at or above the school mean or that of the matched sample group. (Outcomes in Logic Model – children components)

Objective 3a: 50% of kindergarten students whose parents are considered full participants will meet or exceed grade level proficiency in reading or meet or exceed the match group. (Outcomes in Logic Model – children components)

Objective 3b: 50% of first grade students whose parents are considered full participants will meet or exceed grade level proficiency in reading or meet or exceed that of the match group. (Outcomes in Logic Model – children components)

Objective 3c: 45% of second grade students whose parents are full participants will meet or exceed grade level proficiency in reading or exceed that of the match group. (Outcomes in Logic Model – children components)

Objective 3d: 50% of third grade students whose parents are full participants will make progress towards grade level proficiency in reading or exceed that of the match group. (Outcomes in Logic Model – children components)

Objective 4: Third grade students whose parents completed 150 hours in the ELLP Program will make progress toward Proficient or Advanced on the state Communication Arts assessment at a rate higher than their school mean and the mean of their matched sample. (Outcomes in Logic Model – children components). This objective was deleted. DPS would not provide data.

Beginning with the second year, information will be analyzed at both a single year of data and longitudinally for individual schools and the study population as a whole.

Data Collection Activities.

Project evaluation design, data collection, strategies, analyses, and a timeline are depicted below.

Table 4
Impact Evaluation Data Collection, Analysis and Time Line

Key: QT = Quantitative Analysis QL: Qualitative BOY: Beginning of Year EOY: End of Year
Collected by (T), (S) Supervisor, (AT) Adult Teacher, (PT) PACT Teacher, School Gathered (LEA)

Design			Data Collection	Evaluation Strategy	Data Analysis	Time Line
Quasi-experimental with matched group			QT: Daily attendance rate (DAR) LEA QT: Star or NWEA (S. LEA) QT: PALS-PreK (S. LEA) QT: NCFL instruments (AT) QT: Parent hours of participation (S, AT)	Compare student attendance of Focus students with Comparison group Compare reading assessments and growth of participating students matched group Identification of type and frequency of parenting behaviors and achievement	QT: Descriptive Statistics QT: MANOVA QT: Correlation	QT: Annual end of year data school gathered QT: STAR or NWEA EOY QT: NCFL BOY, EOY QT: Hours of Participation Monthly
			QL: Family consent form, Family Interview, Home Visit (S) (AT, S) QL: Teacher report (PT)	Compare narratives, anecdotal evidence from families Observe and document home literacy environment	QL: Q sort	QL: Annual

Statistical Analysis of Impacts.

The impact evaluation focused on the relationship among participation in the ELLP program and school-related parenting behaviors and indicators of student success in school (attendance, mindset, behavior, and literacy achievement).

Several types of analysis were conducted: Data sets were analyzed for missing data and nesting bias. Similarity between matches was calculated and baseline data were established by variable

and group. T-Test, ANOVA, and/or were used to identify significance in relationships. .Finally, two MANOVA analysis were performed. The first analysis was conducted with Focus parents, Focus students, and Comparison matches. It did not contain the education related parenting behaviors because no parent data was collected on Comparison students. (Table X: Coding Criteria -Student Data). Analysis were conducted using MANOVA (Garson, 2012; Tabachnick, 2012) for three independent variable levels, and three dependent variables: ELLP participation (IV), student attendance(DV), student behavior/ mindset (DV), and student literacy achievement (DV).

$$V_p = V_s + V_b + V_l + V_{(s*b)} + V_{(s*l)} + V_{(b*l)} + V_{(s*b*l)} + V_e$$

p= ELLP Participation
s= student attendance
b=student actions - mindset, and behavior
l=student literacy achievement
e=error

Raw data from instruments were coded according to the following criteria for each student, whether in the intervention or the matching group.

Table 5
Coding Criteria

Variable Name	Variable Type	Coding
ELLP Participation	Independent	0=did not participate in ELLP program 1=participated between 1 and 150 hours in ELLP program (Partial participant) 2=participated >150 hours in ELLP program (Full participant)
Student Attendance	Dependent	0=attendance was less than 90% 1=attendance was 90% or
School action: Mindset/School behavior	Dependent	0=no criteria for mindset/ school behavior met 1= mindset/ school behavior score was 70% of points possible (16)
Student achievement	Dependent	0=not proficient 1=proficient

The second analysis was conducted on data from Focus students and their parents. This analysis included education related parenting behaviors. (See Table 7 Coding Criteria- Focus Group.) This analysis directly addressed the research question and was conducted using MANOVA (Garson, 2012; Tabachnick, 2012) for three independent variable levels, and three dependent variables: ELLP participation (IV), education-related parenting behaviors (DV), student attendance, behavior/ mindset (DV), and student literacy achievement (DV).

$$V_p = V_a + V_b + V_l + V_{(a*b)} + V_{(a*l)} + V_{(b*l)} + V_{(a*b*l)} + V_e$$

p= ELLP Participation
a=education related parenting behaviors
b=student actions - attendance, mindset, and behavior
l=student literacy achievement
e=error

For the second analysis, raw data from instruments was coded according to the following criteria for each student in the intervention (Focus) group.

Table 6
Coding Criteria

Variable Name	Variable Type	Coding
ELLP Participation	Independent	0= did not participate in ELLP program 1= participated between 1 and 150 hours in ELLP program 2= participated >150 hours in ELLP program
Education-related parenting behaviors	Dependent	0= did not meet any criteria: reading (4 times/week), efficacy (score 70% or greater), home checklist (20 or greater) 1= met criteria in one area 2= met criteria in two areas 3= met criteria in three areas
Student actions	Dependent	0= no criteria for attendance and mindset/ school behavior met 1= 1 criteria for attendance and mindset/ school behavior met 2= 2 criteria for attendance and mindset/ school behavior met
Student achievement	Dependent	0= not proficient 1= proficient

Based upon the initial results of the MANOVA, additional statistics may be conducted, the most likely being Samuel Stanley Wilks, the Pillai-M.S. Bartlett trace, the Lawley-Hotelling trace, and Roy's greatest root. Additional post hoc tests may be conducted.

Power analysis for a MANOVA with three levels and three dependent variables was conducted in G-POWER to determine a sufficient sample size using an alpha of 0.05, a power of 0.80, and a small effect size ($f^2 = 0.25$) (Faul et al., 2008; Dattalo, 2008). Based on those assumptions, the desired sample size was 98. Based on this calculation, 200 students per year (100 students in the intervention groups and 100 students in the control group) provided an adequate sample size and left room for attrition that did not impact the power of the study. In the final year of the grant, there were 100 students (50 students in the intervention group and 50 students in the control group). This change did not impact the strength of the aggregated analysis. (See previous discussion in the Power Calculation section of Sampling Plan, Attrition, and Power Calculation.)

Threats to Validity.

Table 7
Internal Design Validity

Internal Threat Variable	Threat Controlled Yes or No	Explanation
Differences in results is due to Comparison groups that are initially unequal	Yes	-Baseline data is used to match groups on multiple variables -Additional analysis using growth data which controls for baseline variance -Intervention group results compared to matched group and total population
Students change over time regardless of intervention	Yes	-Use of a control (matched) group with similar starting points; second analysis with growth as the variable rather than pre- and post-intervention data points
Turbulence		-Family persistence/attendance varies, multiple imputation model to account for missing data
Children have special education needs	Yes	-Only children eligible for DIBELS/STAR/NWEA are included for reading outcomes -DPS Disciplinary Code includes policy for special education

ELL children score very low at beginning of year – inflated EOY scores	Yes	-EOY measures are more challenging than BOY -Analysis of growth as well as data points
Instrumentation changes and differences among observers/testers	Yes	-Instruments are ones already being used -Instruments have specific protocols upon which all observers/testers are trained -Annually provide new/reviewed training for all observers/testers
Fidelity of implementations	Yes	-NCFL provided technical assistance to Southwest staff
Repeated measures	Yes	-Most measures are criterion performance based, which are less impacted by the knowledge of what is being measured

Table 8
External Design Validity

External Threat Variable	Threat	Control Yes or No	Explanation
Population Validity	None. Children are demographically representative of Hispanic children in Detroit Public Schools	Yes	-Four sites are aggregated for data analysis.
Ecological Validity	Hawthorne Effect – students whose parents aren't in the project try to impress parents and teachers during PACT <u>Time</u>	No	-Interpersonal effects between teachers and students across programs cannot be controlled. The environmental learning climate at the school level varies.
Multiple-treatment Interference	It is not known if there are other parental engagement projects occurring in the schools or that some schools have after school (i.e., 21 st Century) tutorial programs.	No	-Principals have discretionary powers to initiate parental engagement (PE) strategies, and implement student support programs, Title I policies for PE are building level.

Table 9
Statistical Conclusion Validity

External Threat Variable	Threat	Control Yes or No	Explanation
Type I error	Rejects null hypothesis when it is true, i.e., a false positive	Partially	-Statistical significance $\alpha=.05$
Type II error	Accepts null hypothesis when it is false, i.e., false negative	Partially	-MANOVA reduces the threat of Type II errors when it is used rather than repeated ANOVAS (MANOVA allow the Comparison of multiple factors which contribute to a single variable against other such factors or factor profiles.) -Power of .8 for this study design

Statistical Analysis

Prior to the analysis for relationship and significance, several tests were performed to explore the nature of the data set. Little's MCAR analyses were conducted on missing data patterns for all outcome variable and yielded non-significant chi-square statistics indicating that missing data was "missing at random" and did not have a detrimental effect on overall outcome. Nesting effects were explored using random effects models. The variances of all outcome variables were non-significant indicating that fixed effects estimates are unbiased and suitable for traditional analysis approaches.

After the Focus and Comparison student groups were established, a Jaccard coefficient was calculated on demographic variables to determine the level of similarity between the groups. The results [$J(329)=0.775$] indicated a strong level of similarity. Baseline equivalence was established before tests of significance were conducted. All between group analysis began with t-Test or ANOVA to establish baseline equivalence on individual variables. Pre-intervention measures were used to establish equivalence.

Adult data was analyzed in a single group pre-post test design or between groups formed by criteria. These analyses focused on English language achievement on Basic Essential Skills Test and efficacy. Tests of significance were performed for the English Language Achievement and for efficacy. Analysis was conducted on participation hours to determine intensity of intervention. Literacy home checklist (home literacy environment), equity, and home reading related habits were combined to create the education-related parenting behaviors used in the final MANOVA analysis.

Child data was analyzed in a single group pre-post test design or between groups formed by matching. These analyses focused on attendance, reading achievement, and academic mindset. Tests of significance were performed for each of these variables. These variables were used individually in the first MANOVA analysis. In the second MANOVA analysis, which addresses the research question, attendance and mindsets were clustered.

For a fuller description of the MANOVA, see the section Statistical Analysis of Impacts, page 91.

FINDINGS, LESSONS LEARNED AND NEXT STEPS

ADULT ANALYSIS

Background: Parents are a child's first teacher. There is an abundant body of research that identifies the numerous factors that can make ESOL/ELL (English language learners) adult and family literacy programs more challenging than Adult Basic Education programs designed for an English-speaking adult population. These include the range of English proficiency levels, language teaching programs for children, and time on task (Strucker, Snow, & Pan, 2004). The goal of educating parents is to empower them with skills and resources to develop literacy and English language proficiency in the family unit while at the same time strengthening relationships between parents and the school's staff.

Adults attended daily classes in their children's schools to develop English language skills and prepare for next steps in the continuum of educational and career goals. Data for adults are analyzed primarily for intensity (amount of participation in the project activities), achievement in English language proficiency on the Basic Essential Skills Test (BEST), amount and nature of

support for their children as learners, self-efficacy as it related to education and learning, and meaningful family engagement in schools.

Enrollment: Southwest Counseling Services' annual enrollment target set in the Subgrantee Evaluation Plan (SEP) was to serve 100 adults per year who are ELL and who have children enrolled in preschool through third grade. The target enrollment was 100 families per year or 400 families over the 4 years. This target was adjusted in the last year to 50 participants due to only having 2 sites (see Appendix J) resulting in a program target of 350. Between 2014 and 2017, 313 families enrolled and participated in the English Language Learners Program (ELLP). The project achieved 89.4% (313/350) of its target enrollment.

Demographics of the Focus Students' Families. Parents were interviewed (Family Interviews) upon enrollment and again in the late spring of the school year. Demographic data was collected on the Initial Family Interview during the first few weeks of the program year. Three hundred two Initial Family Interviews contained demographic data.

The demographic data identified consistency among families served at the six school sites. All families were Hispanic and 82.8% were of Mexican heritage. The vast majority of parents enrolling in ELLP had lived in the United States for more than one year (94.0%), although only 1% had lived there for their entire lives. Given that most, but not all, enrolling in the program were females (98.7%), the term parent will be used throughout this analysis.

At the time of enrollment, 66.6% of the Focus parents were married and 51% of the families included three or more children. Poverty or deep poverty were common for 74% of the families, with 88.6% of participating parents unemployed, which in part explains how they were able to work other responsibilities and time with the 11 hours per week of engagement in ELLP. In their homes, 76% of parents spoke Spanish only or more Spanish than English. Formal schooling was limited for these parents with the highest level of schooling being 9th grade (62.5%) and 32.8% ending their education in 6th grade or earlier. Only 18 parents (6%) received any education within the US. For a full analysis of participant demographics, see Appendix M.

Participant Goals. During initial enrollment, parents were asked what primary goals they expected to achieve by joining the ELLP. The scales used to ask parents to rate these items were different for the first years. The scale for these items in 2014-2015 had a 9-point scale, while the 2015-2016 year had a 6-point scale, and the 2015-2016 and 2016-2017 year used a 4-point scale. Data were mathematically converted to the 4-point scale (3=Very Important, 2=Important, 1=Not Important, 0=Not Applicable) and aggregated to provide the multiyear analysis.

The Initial Family Interview probed the reason that families wanted to participate in ELLP. The items included the following reasons: to earn more money, to upgrade skills for current job, to get a better job, to earn a GED or diploma, to improve English skills, to prepare for U.S. citizenship test, and to be a better teacher to their children. The two reasons selected as “Very Important” most often in the 309 Initial Family Interviews were “to be a better teacher for my child” and “to improve my English skills.” One student wrote in the third person style on her final essay about her reason for enrolling:

Miss L. started coming to school because she had a hard time communicating at the doctor’s office, school administration, stores, and many other places. One day she had to rush her child to the emergency room and she couldn’t communicate to the doctors to tell them what was wrong with her son, this was a true moment of frustration but a waking to a new day. Miss L. was desperate of not been able to understand English but mostly she wasn’t able advocate for her family and this bother her a lot. She would ask people to translate for her during some of these situations but sometimes they weren’t available (program data files; quarterly reports).⁵

Table 10
Percent of Group Selecting “Very Important” for Reason to Enroll

Participant Group	Improve their Ability to Support Their Child(ren)	Increase English Language Skills
Full	64.17%	54.55%
Partial	54.55%	48.25%
All	60.71%	51.95%

⁵ All parent comments were provided to the evaluator from the adult educator’s collection of end of the year essays. Names are changed to protect confidentiality. This excerpt was dictated to a Spanish speaking peer with stronger English writing skills in class.

Participation. Participation hours were collected to measure the intensity of the primary intervention, parent and family participation in program activities. Parents accumulated participation hours through four types of project activities; participation in adult education classes (ABE/GED/ESL), participation in parenting classes related to literacy and education (Parent Time), participation in their child’s classrooms (Parent and Child Together (PACT) Time®), and Family Service Learning, which began in 2015-2016.

To be considered a full participant, the adult must have participated during both the first and second semesters of the school year and attended for at least 150 of the program hours offered. Parents who participated for less than 150 hours were considered partial participants. Overall, 57.5% (180) of participants were classified full participants and 42.5% (133) were classified as partial participants. (See Table 11.)

Each program site provided a minimum of 320 hours from which parents were expected to attend at least 150 hours over nine months. Although the time offered varied across schools and years, all parents had more than double the amount of opportunity needed to complete the 150 hours per year at each school site. (See Table 11.) The total hours of participation were 55,142.26 hours, which averaged 176.17 hours per participant.

Table 11

Actual Number of Hours of Participation by Group

Participant Group	Number of Parents	Average Hours of Participation	Total Hours of Participation
Full	180	249.08	44,835.10
Partial	133	77.49	10,307.16
All	313	176.17	55,142.26

English Language Skills.

Home Language: Educated mothers who are English language learners gift their children with bilingual legacy. Research on English language learners across racial and ethnic groups shows a

link between a mother’s education level and her children’s English language skill development and school success (Gambino, Acosta & Grieco., 2012). 64.9% of the 309 adults that completed the Initial Family Interview reported that a primary (important or very important) learning goal was to improve their English language skills. One item in the Initial Interview asked about the language(s) spoken in the home.

Table 12
Language Spoken at Home

Home Language Description	Number of Parents/Families	Percentage of Parents/Families
Spanish Only	93	30.1%
English Only	1	0.3%
English and Spanish Equally	54	17.5%
More English than Spanish	17	5.5%
More Spanish than English	142	46.0%
No Response	2	0.6%
Total	309	

Basic English Skills Test: Participants are administered the *Basic English Skills Test (BEST)* after they have attended four sessions (11 contact hours). Adult education teachers compile a roster containing *BEST* pretest and posttests scores which is uploaded at the beginning and at the end of the year. *BEST* is aligned to the Adult Education National Reporting System (NRS) and is used to measure participant performance and growth in English language and literacy skills. According to the NRS Functioning Level Table, *BEST* scores can be used to determine literacy levels and corresponding skills.

Table 13

Literacy Level determined by *BEST* Test Scores

Level	Literacy Level	<i>BEST</i> Test Score Range
1	Beginning ESL	0-7
2	Low Beginning ESL	8-35
3	High Beginning ESL	36-46
4	Low Intermediate ESL	47-53
5	High Intermediate ESL	54-65
6	Advanced	66+

Analysis: 314 participating adults completed the *BEST* pretest and/or posttest. Of these, 250 completed both. Analysis was conducted on these 250 participants (79.6%). Data from these participants are summarized in the tables below (Tables 14, 15) with pretest and posttest scores being presented first, followed by NRS Educational Functioning Levels.

Table 14

Descriptive Data for *BEST* Scores

	Number of Participants Tested	Range	Standard Deviation	Mean Pretest Score
Pretest	250	3-78	14.9	50.8
Posttest	250	3-78	13.9	54.7

A paired t-test of pretest and posttest scores was conducted to determine the effectiveness of the ESL component of the intervention. This test was statistically significant [$t(249) = -6.153$, $p = 0.000$; $d = 0.270$]. The effect size for this analysis ($d = 0.27$) exceed Cohen’s convention for a small effect ($d = 0.2$) (Cohen, 1977). Comparing the means and standard deviations of the pretest ($M = 50.8$, $SD = 14.9$) with those of the posttest ($M = 54.7$, $SD = 13.9$) indicates that the posttest scores were significantly higher than the pretest scores.

In practical terms, changes in National Reporting System (NRS) for Adult Education Test Benchmarks for Educational Functioning levels were also made and these levels represent the level of functioning with English in Speaking and Listening, in Basic Reading and Writing, and in Functional and Workplace Skills. Changes occurred between pretest and posttest NRS Levels which represents different capabilities and growth in the practical realm. (See Table 15.)

Table 15

Number of Participants Scoring at NRS Educational Functioning Levels

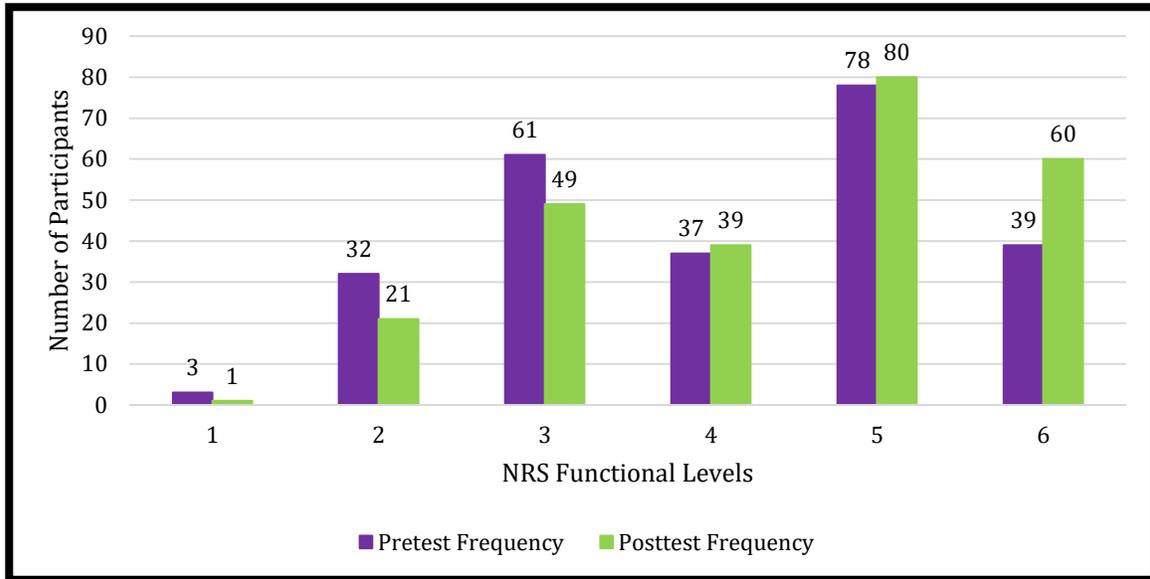
	Pretest	Posttest
Beginning ESL	3	1
Low Beginning ESL	32	21
High Beginning ESL	61	49
Low Intermediate ESL	37	39
High Intermediate ESL	78	80
Advanced	39	60

On the posttest, 56% of the adults scored at High Intermediate ESL and Advanced on the *BEST*. These levels mean that the participants were able to cope with English language well enough to communicate with their children’s teachers.

Pretest and posttest data revealed that adults spanned the continuum of levels. A fuller understanding of the impact of adult education can be obtained by comparing the group of 250 who had both pretest and posttest scores. A comparison of the pretest and posttest NRS Functioning Levels revealed a positive trend indicating that more participants were performing at the higher levels at the end of the year (Figure 5).

Figure 5

Comparison of Pretest and Posttest NRS Levels



When the bottom two levels (Beginning ESL and Low Beginning ESL) are combined and compared with the top two levels (High Intermediate ESL and Advanced ESL), a change of a 5% decrease at the bottom two levels and a 10% increase at the top two levels was found.

Further analysis was conducted by dividing the 250 participants with pretest and posttest scores into groups based upon intensity of treatment (hours of participation). Participants who attended 150 hours or more of the program were considered full participants, while those who attend less than 150 hours of program activities were considered partial participants.

Table 16

BEST Scores by Participation Level

	Number	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Posttest Standard Deviation
Full	175	51.33	14.39	55.73	13.22
Partial	75	49.57	16.16	52.20	15.13
Total	250	50.80	14.93	54.67	13.88

Results indicated that, on average, the group that participated 150 hours or more had greater gains in *BEST* scores between pretest and posttest scores: Full participation gained 4.39 points; Partial participation gained 2.62 points (Table 16). Paired samples t-tests were used to investigate the differences of significance between the two groups: (a) those with at least 150 hours of participation (full participant) and (b) those with less than 150 hours (partial participant).

- (a) A two-sample assuming unequal variance t-test was conducted to establish baseline equivalence of groups. The results of this t test [$t(126)=0.814$, $p=0.417$] indicates that there was no statistical significance and the groups had equivalent performance at the beginning of the year.
- (b) A paired-samples t-test indicated that scores were significantly higher on the posttest ($M=55.73$, $SD=13.22$) than on the pretest ($M=51.33$, $SD=14.38$) for full participants, [$t(174)=-6.443$, $p=.000$, $d=0.317$].
- (c) A paired-samples t-test indicated that scores were not significantly different on the posttest ($M=52.20$, $SD=15.13$) than on the pretest ($M=49.57$, $SD=16.16$) for partial participants [$t(74)=-1.935$, $p=.057$, $d=0.168$].

Overall, these results indicate that the full participant and the partial participant groups had an equivalence of performance on the pretest at the beginning of the study. The pre-post growth was significant for the full participant group with a small effect size, while pre-post growth was not significant for the partial participant group. These results support the need for 150 hours or more of adult participation to make significant growth on the *BEST*.

Pretest means for all groups (All, Full, and Partial) were between 49 and 52 and fell within Level 4 described as Low Intermediate ESL. An ANOVA analysis of the NRS levels by group was conducted to compare pretest levels on the *BEST* for the three groups. The analysis found no significant difference among/between groups [$F(2,497)=0.1118$, $p=0.894$].

On the posttest, the group that had 150 hours or more of project activity participation changed levels, as did the group of All participants. They moved to Level 5, which is described as High Intermediate ESL (Table 17). A pre-post paired two sample t-test analysis of the full participant group [$t(174)=-4.886$, $p=0.000$, $d=0.369$] levels and the all group [$t(249)=-5.242$, $p=0.000$,

d=0.332] levels were significant at the $p < 0.05$ level. The mean for adults who participated less than 150 hours was slightly higher at the end of the year, but it remained at the Low Intermediate ESL (score 47-53) level. However, when scores were converted to the levels, the partial met the $p < 0.05$ threshold [$t(74) = -2.159$, $p = 0.034$, $d = 0.248$] and had a small effect size. The change in levels for the full participation group represents gain of functional skills.

Table 17

Mean Scores and Levels on the BEST by Group

	All	Full Participation	Partial Participation
Pretest	50.80	51.33	49.57
	Low Intermediate ESL (47-53)	Low Intermediate ESL (47-53)	Low Intermediate ESL (47-53)
Posttest	54.67	55.73	52.20
	High Intermediate ESL (54-65)	High Intermediate ESL (54-65)	Low Intermediate ESL (47-53)

Explanation of NRS Levels of Participants: According to the *BEST* manual and NRS guidance materials, at the Low Intermediate level of English language facility, there are common behaviors demonstrated by adults. One can expect the parents of the SWCS program to understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition. These vocabulary skills are essential for interacting with health care providers (health literacy) and securing jobs. Within this level, adults have the skills needed for routine tasks such as asking and responding to questions posed by teachers and the principal.

Program parents in the Low Intermediate ESL level can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. With these skills, they can interact in English with their children's homework and read aloud children's books. These parents can write simple notes and messages on familiar situations (i.e., notes explaining a child's absence or need for an early dismissal), but these notes often lack clarity and focus. These skills were reported by parents at the end of the

year. According to post family interviews, at least 92% of the Focus children were read aloud to by a family member at least twice a week.

Adult English Language Growth and Intensity of Intervention: Parents also need to communicate efficiently and meaningfully with their children’s teachers. Unfortunately, relatively few teachers are bilingual and so the ELLP parents must become bilingual. Bilingualism has positive consequences for brain development. Even if a child is just exposed to, but does not become proficient in two languages, his cognitive development is enriched (Barac, Bialystok, Castro, & Sanchez, 2014). Parents and their young children can shift from one language to the other, building children’s English vocabulary before their kindergarten age.

The scores of adults who participated less than 150 hours made limited growth and remained at the Low Intermediate level. At this level, they can interpret simple directions and schedules, signs, and maps. These are survival skills for families new to the urban community. Regarding the typical school-to-home papers children stuff into their backpacks for their parents to review, these parents can fill out simple forms but need face-to-face support for some documents that are not simplified.

Parent Efficacy.

NREC Result: Families are strong and supportive. Indicator: Parents are confident of their ability to support their children as learners.

Background: Self-efficacy is a by-product of a person’s self-concept, self-confidence, and self-esteem. Research (Schunk, 1984) has long held that self-efficacy is an important variable to understand as a facet of motivation and other achievement behaviors. For example, assessing self-efficacy can reveal how confident a parent feels about being able to learn English, help his/her child(ren) with homework, and become active in school events. High self-efficacy in one’s ability to become a fluent speaker of English does not assure an equal measure of self-efficacy related to being a homework helper or PTO president. It is a task-specific belief.

Self-efficacy influences the way people think, their motivation, emotions, and choices (Bandura,

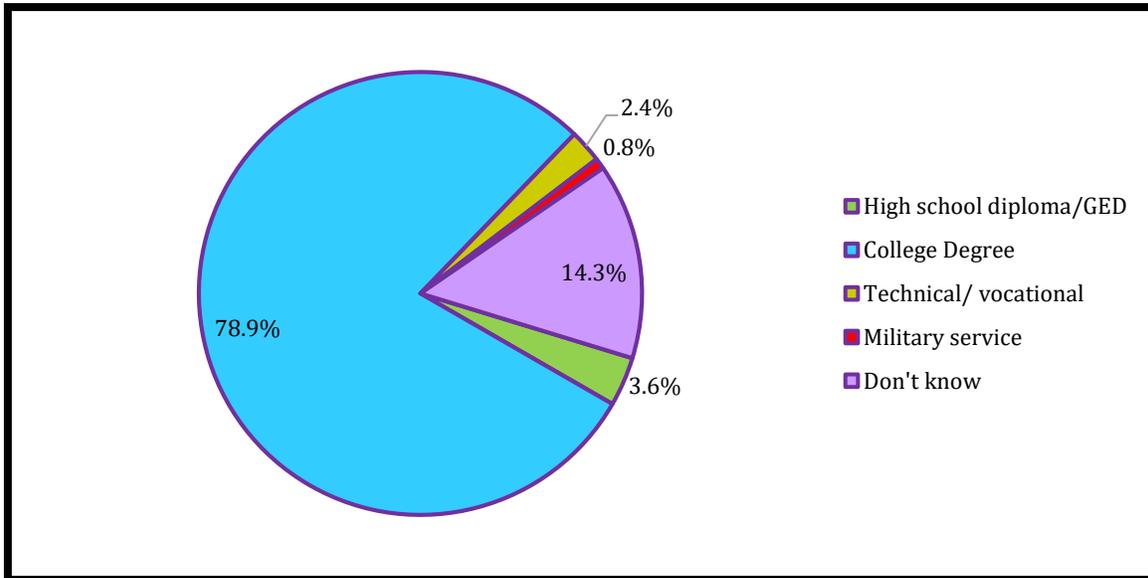
1993). The degree to which parents appreciate their capacity for thought and action is a powerful influence on their ability to predict events and control those events that affect the lives of their family. For parents, self-efficacy entails grasping the power their own education and attitudes have on their children's academic success. If a mother credits her academic progress to hard work rather than something she was born with, then her children can learn those same actions, such as paying attention in class and doing homework, are ways to "get smart." Parents positively influence their children's mindsets when they believe human brains are malleable. Like their children, parents and adults at any age "grow smarter" when provided regular opportunities to learn new things and practice skills associated with learning (Dweck, 2006).

A parent's self-efficacy, the personal judgment of whether she or he is capable of performing a particular activity successfully, plays a major role in parents' motivation to take part in a family engagement program. The family interviews probed self-efficacy with a cluster of items related to parents' relationships to their children as learners. Positive efficacy motivates behavior. . On the initial interview for the aggregate study, 91.7% of parents felt they knew how to help their child learn. The final interviews indicate that 97.7% of the parents felt they knew how to help their child, which is a gain of 6%.

Two-thirds of the parents agreed that they thought positively about their children's future. This response reflects a realistic concern for parents in a low performing school. Yet, this perception was positively echoed by other items regarding their child(ren)'s academic future. None of the parents believed their children would drop out of school, and only nine (3%) felt a high school diploma would be their child's highest level of attainment. In the Final Family Interview during May of the school year, 77.3% of the parents predicted that their elementary school-age children would eventually graduate from college.

Figure 6

Parents' Expectations for Their Child's Highest Level of Educational Attainment



Measuring Parents' Self-Efficacy: An analysis of the parent efficacy was conducted using data from a portion of the Initial and Final Family Surveys (Pre and Post). Twenty-three items comprise this portion of the interview. These questions asked the parent to respond with the words “agree” or “disagree” to a statement. For example, “I _____ with this statement: I know how to help my child do well in school.” While most questions were asked in this positive manner where “agree” would be the desired answer, a few were asked in the negative and the desired answer was “disagree.” For example, “I _____ with this statement: I don’t know if I am getting through to my child.” The initial and final interviews were done in English and Spanish as needed by the adult.

Efficacy items were added to the Family Interviews during program years 3 through 5 (2015 to 2017). 137 families completed efficacy items during the Initial Family Interview, while 105 completed the items during the Final Family Interview. 36 families completed items in both interviews. An F-test Two Sample for Variances was conducted [$F(136,104) = 5.31, p = 0.000$]. A significant difference was found between efficacy items answered on the Initial Family Interview and those answered on the Final Interview, with the Final Interview responses being more tightly clustered than those on the Initial Interviews. The t-Test, Two-Sample Assuming Unequal

Variance for unequal sample sizes was conducted. The results for a two-tailed test, $[t(136,104) = -1.743, p=0.083]$ was not significant. While the results did not result in a statistically significant difference, qualitative information supports interpretation of trends.

The end of program year responses across schools affirm parent's self-efficacy — their confidence in their own competencies — to achieve their learning goals. Another way to look at data regarding adults' confidence in their ability to set and achieve new goals, even after a personal history of academic struggles or minimum schooling, is to apply the concept of mindsets set forth by Dweck (2006). Generally speaking, school-age students acquire new skills and ensuing confidence and subsequent willingness to apply these in daily life. Adults in the family literacy program had relatively few formal academic successes to build on. However, the Initial Family Survey data implies the adults' tacit sense of understanding that they were capable of setting and achieving goals. Post data confirmed their confidence as evidenced by the consensus of responses that the adults did in fact meet their own benchmarks.

These data reflect adults' perceptions that the basic qualities associated with learning can be developed through effort — that's a growth mind set. Being "smart" isn't something carved in stone, it's the product of concerted effort and experience. People can continue to grow and learn new skills throughout their lives if they put in the effort and choose experiences that stimulate learning.

A general review of the responses to end-of-year Family Interview items imply that the adults' had self-efficacy in four areas. First, they had a sense of belonging to the learning community at their children's school. Numerous survey items reveal multiple ways parents engaged with teachers, principals, and other families at the schools.

Second, they believed in their capacity for meeting their own learning goals, as well as their children's long-term academic success. Parents expressed confidence in their use of technologies, such as computers and smart phones, as well as in increasing their English language skills and advancing their basic educational competencies.

Third, the parents demonstrated grit, a deep sense of passion and commitment to meet their personal goals and to ensure their children's academic success. The parents sensed that their abilities could grow if they exerted appropriate effort and completed learning tasks. Monthly attendance hours confirm the adults' persistence and willingness to approach increasingly complex learning tasks.

And finally, parents' believed their work towards learning goals held value for their families. The survey data implied that in their adult studies, interactions with teachers in classrooms with their children and in taking part in school-related activities, parents established meaningful connections that enabled them to process new ideas and information.

Education Related Parenting Actions.

For the variable education-related parenting actions, efficacy data, reading data, and home literacy environment checklist were combined. Each of these data points was interpreted using cutoffs to create dichotomous scales.

Efficacy Data. Twenty-three items on the interviews asked about efficacy. Those who had an initial and final in one year were averaged to get a single score for the year. For those who only had efficacy data from either the Initial or the Final Family Interviews used that score. The cut score represented 69.5% of the total possible points (23). Efficacy was considered adequate if the individual score was 16 or higher. Those with scores less than 16 remained in need of support to develop greater efficacy.

Reading at Home. Three items on the interviews asked about frequency of reading to the child, reading with the child, and listening to a child read. These frequencies were averaged. Those that averaged 4 or more times per week were considered to be a strong literary environment. Those with an average of less than 4 were considered to continue to need improvement.

Home Literacy Checklist and Home Visits. The home literacy checklist was a self-report by parents. The same checklist was used in home visits by the ELLP staff. Fall and Spring reports were compared. A t-Test, Two-Sample Assuming Equal Variances was conducted. A statistically

significant difference was found [$t(80,140) = -1.988, p=0.048$]. For the variable education-related parenting actions, those who had a score of 20 or higher were considered to have an adequate home literacy environment. Those less than 20 were considered to need improvement.

Using these cutoffs a MANOVA analysis was conducted to address the research question. (See MANOVA Analysis section, page 85.)

CHILD ANALYSIS

Aggregated Analysis of Student Reading Achievement and Growth.

Measuring Student Reading Achievement 2013-2017. Aggregated analysis of reading achievement was hampered by the variety of assessments given over the duration of the study and the method teachers used in recording achievement results. Schools assessed reading with STAR Early Literacy, STAR Reading Assessment, or NWEA. They reported at least one and sometimes two of the statistics, but not all – scaled score, grade equivalent, percentile, or reading level (early emergent, late emergent, transitional, or probable). At each school, the results tended to be reported consistently within a grade level, but not across grade levels and not across years. Therefore, multi-year analysis had to be confined to whether students were reading at grade level. Scale score and growth analysis could not be completed across schools.

The data from 2013-2017 was aggregated for analysis. 270 matched pairs of students and one Focus student with no Comparison match had attendance data and/or reading achievement data. All cases were used for the overall group analysis (Focus versus Comparison). This analysis was followed by an analysis of achievement with three groups: Focus students whose parents were full participants, Focus students whose parents participated <150 hours, and Comparison children. After a grade level analysis, a match pair analysis was conducted.

Analysis of Grade Level Performance. Grade level functioning is defined as whether students are at (or above) grade level expectations or below grade level. A review of each school's data and assessment guidelines produced a table of cutoffs that were used to determine specific grade

level expectations. These expectations are provided in Table 18. Phoenix had only one student pair with reading results.

Table 18

Grade Level Reading Expectations for “At Grade Level” 2013 to 2017

Grade	Fall Expectations	Spring Expectations
Avancemos and Lighthouse		
K	140 SS; 50%ile	155 SS; 50%ile
1	160 SS; 50%ile	160 SS; 50%ile
2	175 SS; 50%ile	190 SS; 50%ile
3	200 SS; 50%ile	200 SS; 50%ile
Harms		
K	400 SS; 0.1 G.E.; 50%ile	600 SS; 0.8 G.E.; 50%ile
1	700 SS; 1.1 G.E.; 50%ile	900 SS; 1.8 G.E.; 50%ile
2	205 SS; 2.1 G.E.; 50%ile	318 SS; 2.8 G.E.; 50%ile
3	340 SS; 3.1 G.E.; 50%ile	435 SS; 3.8 G.E.; 50%ile
Mayberry		
K	400 SS; 0.1 G.E.; 50%ile	600 SS; 0.8 G.E.; 50%ile
1	700 SS; 1.1 G.E.; 50%ile	900 SS; 1.8 G.E.; 50%ile
2	205 SS; 2.1 G.E.; 50%ile	350 SS; 2.8 G.E.; 50%ile
3	340 SS; 3.1 G.E.; 50%ile	435 SS; 3.8 G.E.; 50%ile
Munger		
K	360 SS; 0.1 G.E.; Early Emergent; 50%ile	500 SS; 0.8 G.E.; Late Emergent
1	555 SS; 1.1 G.E.; Transitional; 50%ile	775 SS; 1.8 G.E.; Probable
2	205 SS; 2.1 G.E.; 50%ile	350 SS; 2.8 G.E.; 50%ile
3	340 SS; 3.1 G.E.; 50%ile	435 SS; 3.8 G.E.; 50%ile

Students whose results were equal to or higher than the expectations were identified as “reading at grade level.” Students whose results were less than the expectation were identified as “reading below grade level.” “No data” results occurred when students entered the program late or moved during the program, when the student did not have enough skills to test, when they were not tested for a reason determined by the school (frequently too far below grade level to make testing valid), when they were functioning below the readiness level, or when they were in preschool. The results are provided in Table 19 below.

Table 19

Pre-Test: Students Reading at or Above Grade Level – 2013 to 2017

	Focus Students		Comparison Students	
	Number of Students	Percent of Students	Number of Students	Percent of Students
At or above grade level	70	25.8%	60	22.2%
Below grade level	144	53.1%	143	53.0%
No data provided	57	21.0%	67	24.8%

Table 20

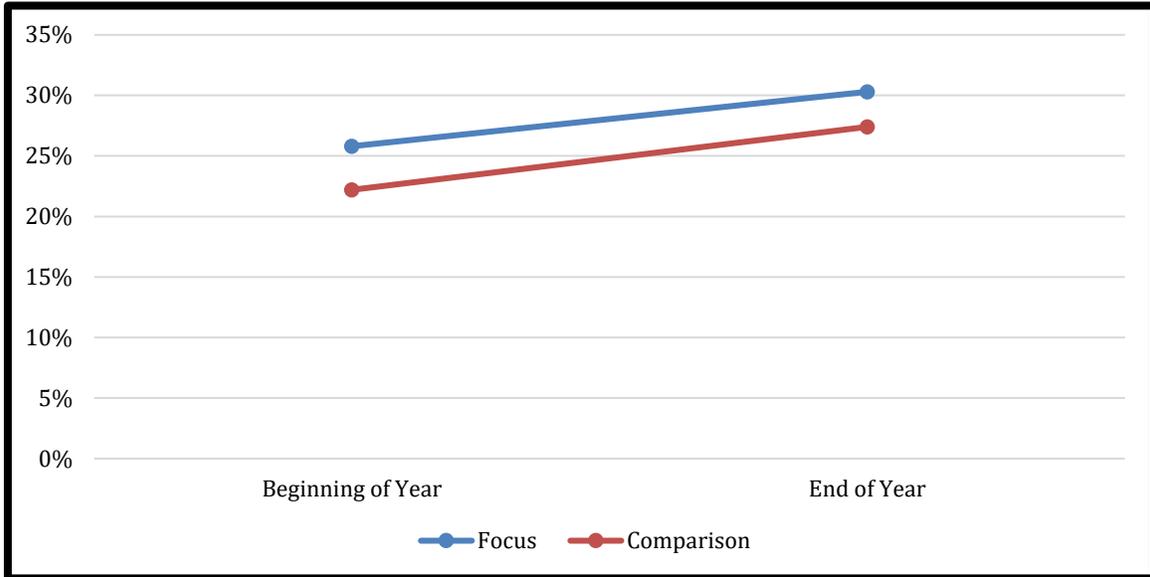
Post-Test: Students Reading at or Above Grade Level – 2013 to 2017

	Focus Students		Comparison Students	
	Number of Students	Percent of Students	Number of Students	Percent of Students
At or above grade level	82	30.3%	74	21.5%
Below grade level	137	50.6%	138	51.1%
No data provided	52	19.2%	58	27.4%

Changes in students' reading abilities were seen between the beginning of the year and end of the year assessment data. As a group, Focus students and Comparison students made gains at about the same rate. The number of Focus students identified as being at grade level increased 4.50%, and the Comparison students identified as being at grade level increased by 5.20%.

Figure 7

Percent of Students Reading at Grade Level or Above, 2013 -2017



Reading Achievement by Group and Equivalence of Groups. Pre-intervention reading achievement was reported for 417 students. One hundred forty Focus students with parents who fully participated in the program had reading achievement results, 73 students whose parents participated less than 150 hours had reading achievement results, and 203 Comparison students had reading achievement results.

Table 21

Pre-Test: Students Reading at or Above Grade Level by Group – 2013 to 2017

	Number of Students at Grade Level	Total Number of Students	Percent of Students
Focus Students of Full Family Participants	50	141	35.5%
Focus Students of Family with <150 hours of participation	20	73	27.4%
Comparison Students	60	203	29.5%

The Focus students with full family participation had the highest percentage of students reading at grade level. To ensure that the groups were equivalent, an ANOVA analysis was conducted on beginning of the year data. The results of the ANOVA showed that there was not a significant effect of family participation level with reading achievement at the $p < 0.05$ level for the three conditions. $[F(2,414) = 0.96778, p = 0.381]$

Post Intervention Reading Achievements: Post intervention reading achievement was reported for 431 students. The results were divided into three groups based upon the amount of parental participation in the ELLP program: full participation, less than 150 hours of participation, or no participation (Table 23). All groups made gains during the school year with the group of Focus children whose parents fully participate in the ELLP gaining the most and the group of Focus children whose parents participated less than 150 hours gaining the least.

Table 22

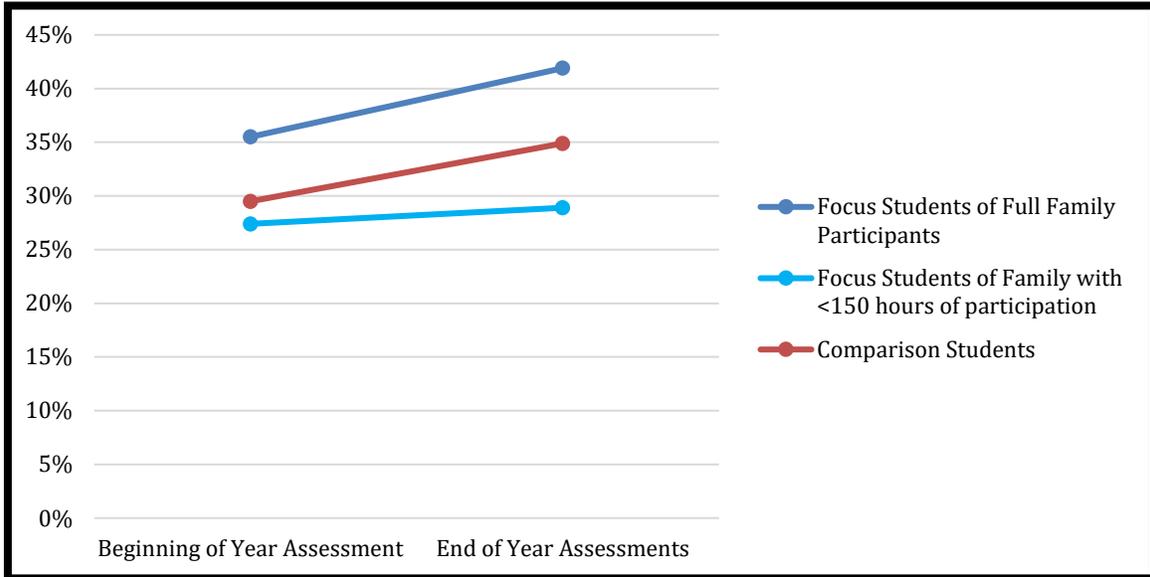
Post-Test: Students Reading at or Above Grade Level by Group 2013 to 2017

	Number of Students at Grade Level	Total Number of Students	Percent of Students	Difference Between Pre and Post % of Students
Focus Students of Full Family Participants	60	143	41.9%	+6.4%
Focus Students of Family with <150 hours of participation	22	76	28.9%	+1.5%
Comparison Students	74	212	34.9%	+5.4%

A one-way ANOVA was conducted on the end of the year data to compare the effects of a parent's level of participation in the ELLP intervention program (full participant, less than 150 hours, or no participation) on reading achievement. The results of the ANOVA showed that there was not a significant effect of family participation level with reading achievement at the $p < 0.05$ level for the three conditions. $[F(2,428) = 1.973212, p = 0.140]$.

Figure 8

Percent of Students Reading at Grade Level or Above by Group 2013 to 2017



Reading Achievement by Grade Level: A review of the results for reading achievement did not reveal any grade level trends that did not coincide with the previous results.

Table 23

Pre-Test: Students Reading at or Above Grade Level by Group 2013 to 2017

Grade	Focus Students			Comparison Students		
	At Grade Level	Total	% At Grade Level	At Grade Level	Total	% At Grade Level
K	40	63	63%	38	63	60%
1	16	61	26%	9	61	15%
2	8	60	13%	9	60	15%
3	4	41	10%	2	40	5%
Other	1	7	14%	2	7	29%

Table 24

Post-Test: Students Reading at or Above Grade Level by Grade 2013 to 2017

Grade	Focus Students			Comparison Students		
	At Grade Level	Total	% At Grade Level	At Grade Level	Total	% At Grade Level
K	44	63	70%	45	63	71%
1	19	61	31%	13	61	21%
2	10	60	17%	11	60	18%
3	8	41	20%	3	40	8%
Other	1	7	14%	2	7	29%

Reading Achievement by Paired Groups and Parental Participation. In the final analysis, each of the Focus subgroups was analyzed with its Comparison match. For this analysis, each child in the pair had to have end-of-year reading achievement scores or the pair was removed. There were 137 pairs in the analysis of Focus children with full participating families and 70 pairs of Focus children with families that participated less than 150 hours.

A paired Sample t-Test was conducted to compare reading achievement of Focus students based on level of family participation in ELLP and a matched Comparison student to analyze the datasets. No significant difference was found in either level of family participation between the reading achievement of Focus children and their Comparison match (Table 25).

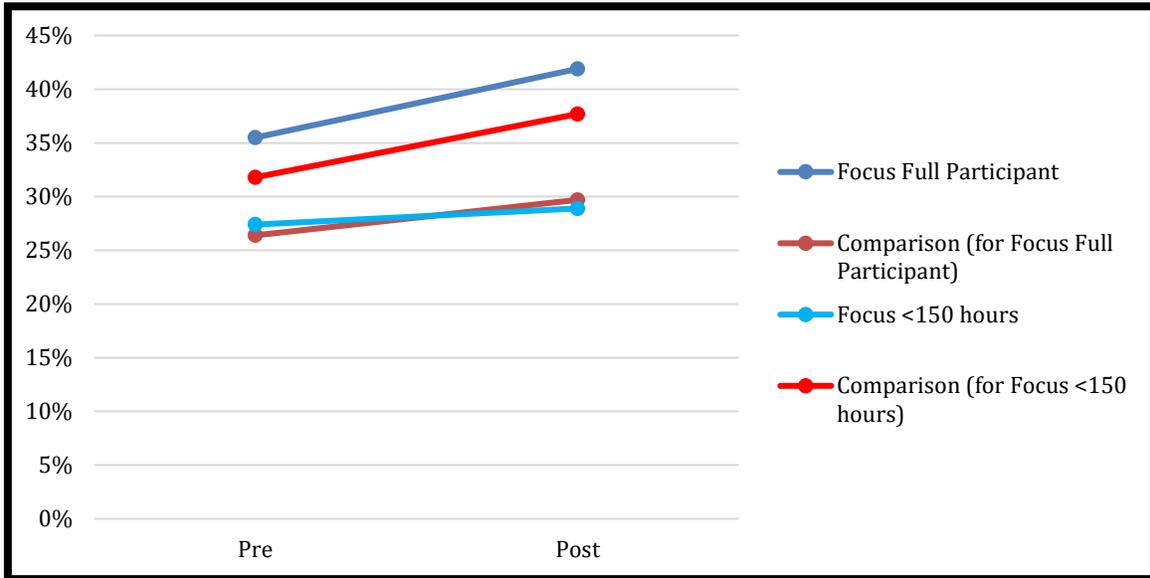
Table 25

Post-Test: Paired Comparison of Students Reading at or Above Grade Level by Family Participation Level 2013 to 2017

Mean	t-Test Paired Two Sample for Means
Full – 1.43 Comparison - 1.37	t(136)= 1.152, p=0.251
<150 Hours– 1.28 Comparison- 1.28	t(69)= 0.000, p=1.000

Figure 9

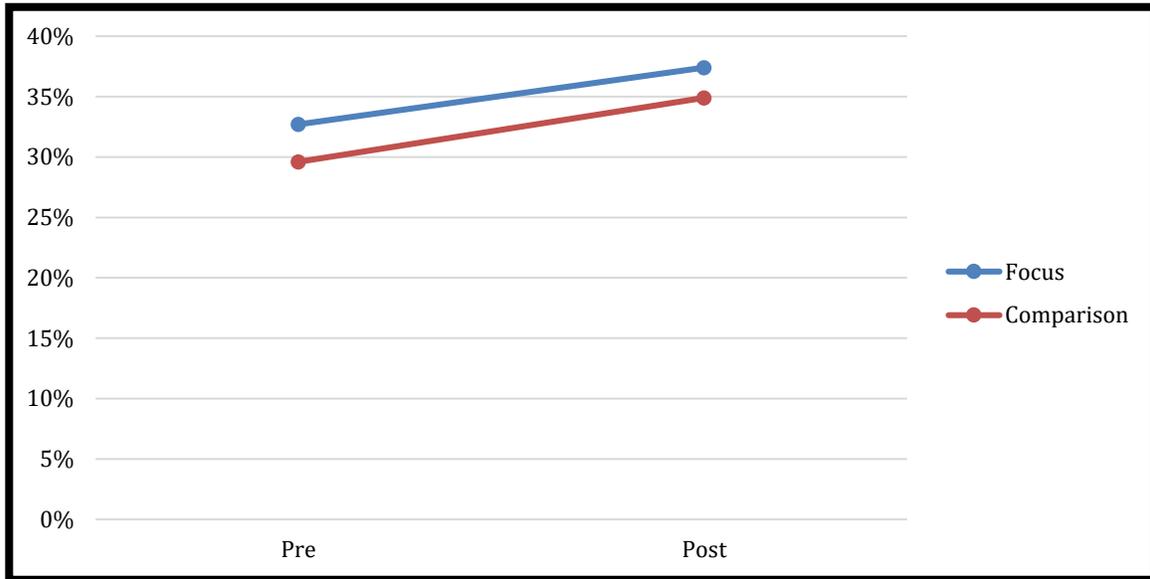
Matched Pairs: Pre-Post Reading Growth – Percent at Grade Level, 2013-2017



When we look at all Focus students and their matched Comparison pairs, the amount of growth between percent at or above grade level at the beginning of the year and the end of the year was about the same. Using these matched pairs, the Focus group had a gain of 4.7% reading at or above grade level while the Comparison group had a gain of 5.3%.

Figure 10

Matched Pairs: Pre-Post Reading Growth - Percent at Grade Level 2013-2017



Potential for a Type 2 Error.

While student reading achievement and growth appeared not to have a significant difference and to favor the Focus students, there were confounding data issues that caution the potential for a Type 2 Error, which was to accept the null hypothesis (there was no difference between Focus students' and Comparison students' outcomes for achievement or growth) when there really is one. As explained in the Subgrantee Evaluation Plan (2013, revised 2016) the statistical conclusion validity for a Type 2 error was partially controlled by using a MANOVA. However, that analysis is conducted with the parents who were the direct recipients of the intervention (participating in the ELLP).

Although the study of student reading achievement and reading growth rate did not yield statistically significant results; in fact, had the scaled scores for all measures used by participating schools been available every year for every school there may have been significant results not found in the available data.

Table 26

Statistical Conclusion Validity

External Threat Variable	Threat	Control Yes or No	Explanation
Type I error	Rejects null hypothesis when it is true, i.e., a false positive	Partially	-Statistical significance $\alpha=.05$
Type II error	Accepts null hypothesis when it is false, i.e., false negative	Partially	-MANOVA reduces the threat of Type II errors when it is used rather than repeated ANOVAS (MANOVA allow the comparison of multiple factors which contribute to a single variable against other such factors or factor profiles.) -Power of .8 for this study design
Wrong Function Form	Decreases the sensitivity of the analysis by creating arbitrary cutoffs for dichotomous reporting of non-dichotomous variables	Yes	-Uses continuous data to represent variables, whenever possible

This study of student reading achievement and growth rate would be stronger if all schools used the same assessment in each year, let alone over the course of the intervention. The study would also be stronger if the single assessment had been vertically aligned across grade levels. For example, the STAR uses one set of scale scores for early literacy and a second set for later reading assessment. Students may be assessed with one measure at the beginning or middle of the year and then change to another measure. The program is without vertical alignment and the scales cannot be interpreted for growth within the group data.

Another problem realized was that the probability of a Type 2 error is increased by not being able to use scale scores and instead using a dichotomous variable such as reading grade level (reading below grade level, reading at grade level) (See Wrong Function Form – Table 27). This means there may have been significant differences between group outcomes, but the instrument scale is not sensitive enough to reveal them.

The issue of Type 2 errors was limited to this analysis within this study. It was difficult to detect growth with a dichotomous variable. For example, a third-grade student may score two grade levels below third grade ninth month at the beginning of the year (BOY) and then at grade level

at the end of the year. A second, third grade student may begin the year reading minimally below grade level and at the end of the year, like the first student, be reading at grade level. Obviously, the growth of the first student is much stronger than the second, but data using a dichotomous variable would only reveal reading below grade level (BOY) and at grade level (EOY).

Parental Support of Focus Students' Literacy Development.

The validity of reading achievement and growth data was also analyzed annually relative to parents' support of their children's literacy development. This is a study of the English Language Learners Program, of a two-generation intervention with a theory of change that connects changes in one generation with changes in the other. The intervention treatment was to introduce and reinforce ways for Hispanic parents to support literacy learning in their homes. Parents were immersed in an adult education program centered on building their English language proficiency – spoken and print (reading and writing) skills. They also engaged directly with their children's teachers and their children (Focus students) during daily lessons (generally reading or math) four days a week.

Parents' were interviewed when they enrolled and at the end of each program year. Interview items (Family Interviews) probed their out-of-school literacy-related interactions with their children (the Focus students). Post Family Interview data were aggregated and analyzed for the years 2013⁶ to 2014.

Successful family and school partnerships flourish when there are common understandings about grade level expectations and shared responsibility for ensuring students meet high expectations. Parents expect teachers to view their children as unique individuals with distinct learning strengths and learners who require ongoing support with high-quality instruction. Teachers in turn expect families to support their children as learners by assuming the roles of supporters, encouragers, monitors, advocates, decision makers, and collaborators (Mapp & Kuttner, 2013).

⁶ End of year Family Interview for the 2012-2013 program year

Parents transferred lessons learned in ELLP during the school day to out-of-school interactions with their children. They practiced English by writing, reading, speaking, and listening together. Parents' responses to the end-of-year Family Interviews helped researchers to understand the extent to which the Focus students were supported as learners by their parents. First, and foremost, parents sought an educational intervention to provide a framework for helping their children succeed in school. Parents' responses to Family Interview items demonstrate their commitment and behaviors in support of their children as learners

- 81% know how to help their child at school.
- 79.5% know how to help their child make good grades.
- 91% feel successful to help their child learn.
- 93% know how to help their child learn,
- 96.6% believe they make a significant difference in their child's performance.

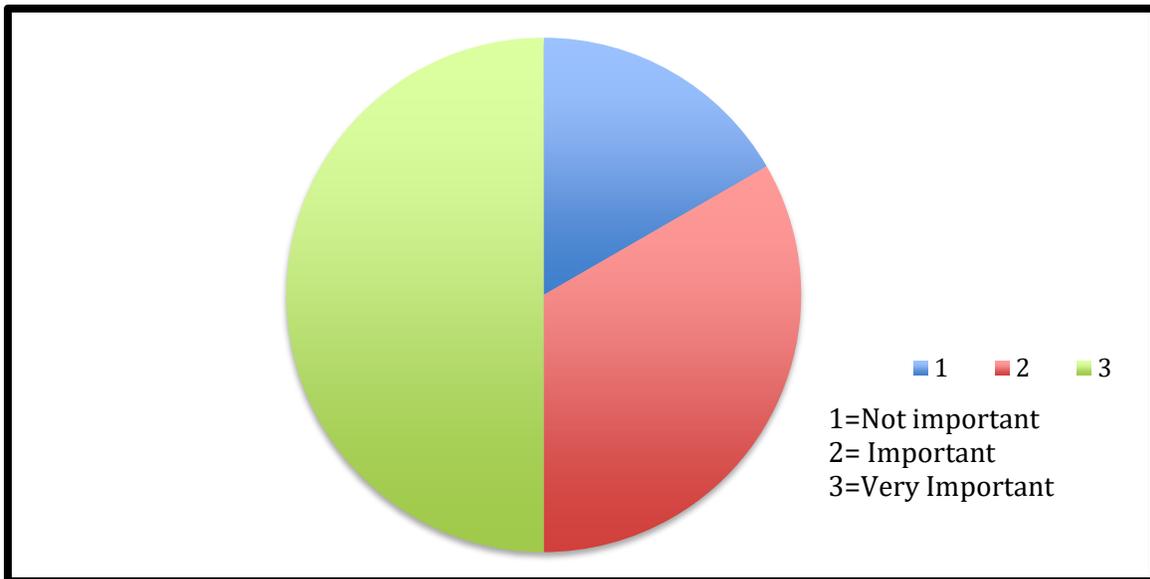
ELLP parents developed a collective understanding that they were valued members of the school community. These realizations contributed to positive self-efficacy. Parents stated that they should, could, and would help their children succeed as learners. Positive statements on the Family Interview were made regarding self-efficacy of parents of Focus students to their children's learning. Data describes the ways parents engage with teachers, principals, and others. Interview responses affirmed: 98.4% are involved in their child's education.

- 98.4% feel welcome at the participating school.
- 97.7% feel their guidance and support of learning is valued.
- 97.7% feel their child's teacher encourages them to ask questions about their child's work.
- 98% understand what their child's teacher expects them to learn this year.
- 95% feel comfortable to communicate effectively during parent teacher conferences
- 97% feel comfortable advocating for their child's rights with the teacher and school principal
- 70% attended five or more events (e.g., theatrical play, party, art show) outside of ELLP at their children's school during the school year.
- 65% attended from three to seven PTA/PTO or other parent meetings during the school year.

All but three parents volunteered in some capacity in the cafeteria, school office, or library. The same number volunteered in their child’s classroom one or more times. Only two parents missed volunteering in one or more special events, such as school projects or trips.

Of 249 responses, 171 parents considered “Becoming a better teacher for my child” as a very important goal that could be achieved in part by participating in ELLP.

Figure 11
Parents’ of Focus Students Ranking of the Importance of Becoming a Better Teacher for My Child



Data were collected and analyzed for several other parent-child interactions. These were further studied and reported in a separate report on the impact of the intervention on adult literacy and English language growth and parental support of children’s learning.

Conclusions About Reading Achievement and Growth Rate.

Statistical treatments and data analysis reported for student reading achievement and reading growth were used to determine whether the Social Innovation strategy of a two-generation intervention successfully met performance objectives set in the Subgrantee Evaluation Plan for Hispanic/Latino students whose families were enrolled in ELLP.

The Importance of Reading Success. Reading ability is an essential foundation of all other academic skills (Snow, Burns & Griffin, 1998). The successful acquisition and application of reading skills during the primary grades have important academic implications. Students who still struggle to learn reading by the end of third grade are less likely to understand what is taught in core subjects (and reading) in later grades. The longer reading problems exist the more intractable they become and the further students fall below grade level expectations across the content areas (Schatschneider, Wagner & Crawford, 2008). Unfortunately, research is conclusive that primary grade students who fail to acquire essential literacy knowledge and skills have a greater likelihood later in life of not satisfying their basic needs for health, employment, housing, and other metrics of wellbeing (Lyon, 2002, Morgan, Farkas, Tuffs, & Sperling, 2008).

When viewed through the lens of past research, kindergarten reading outcomes for the Focus students exceeded the objective and may forecast continued success in reading development and English language proficiency. The same assumption was held for first grade students if parental support for literacy outside of school remained consistent. Overall, there is a national trend found on the National Assessment of Educational Progress (NAEP) that finds reading achievement increases on 4th grade and 8th grade scores for English Learners (U.S. Dept. Education, 2016). Those studies found that between 2000 and 2015, average reading scores for English learners in grade four increased by 22 points. In contrast, the average score for non-English learners only increased by 11 points (U.S. Dept. Education, 2016). Similarly, while between 1998 and 2015 the average 8th grade reading scores for non-English learners increased five points, while the average reading scores for English learners in 8th grade increased six points (U.S. Department of Education, 2016).

Parents' ELLP participation hours warrant further study in relation to the reading achievement and growth rate outcomes. A number of parents re-enrolled from one year to the next. Some chose the same child as the Focus student and others did not, therefore discussion and conclusions regarding long term (more than one academic year) of parental support were limited.

Whatever the extent of parental support per school per year and aggregated over the funding period, the critical importance of teacher quality cannot be discounted as a powerful and

uncontrolled independent variable. Schools must hire teachers qualified and certified to teach English learners or support unqualified staff as they work toward obtaining essential qualifications within a reasonable timeframe (OELA, 2016). A core assumption of response to instruction or intervention (RTI) models is the importance of measuring growth in achievement over time in response to *effective* instruction or intervention.

Recruiting, developing, and retaining excellent educators in Detroit is imperative to ensure all students have access to a high-quality education. Data on teacher quality is reported by the Detroit Public Schools. However, the data are aggregated and cannot be construed as a generalization of the teacher effects found in this impact study due to the small sample size of teachers. Furthermore, teacher competencies were not an aspect of this study. The evaluation could not control for highly qualified or unqualified teachers. There is ample evidence to question teacher competence found in district, and school-wide reading outcomes (see section of this report; Program Background and Problem) over the life of the grant reveal discouraging evidence of low reading performance outcomes for reading at all grade levels across ethnic groups.

Many RTI models actively monitor growth for identified individuals who need different levels of intervention. The data sets include annual pretests and posttests. The difference between tests provides teachers with more information to answer critical questions: “Who succeeded this year?” “Who’s on track with their reading growth?” And finally, “Who’s likely to do well on the state M-STEP reading assessment?”

As reported, differences in mean and variance were found in the growth rate of the two groups, with the Focus group having a more rapid growth rate. The Focus students have a stronger likelihood of making more appropriate progress towards grade level standards in later years than their peers in the Comparison group.

Achievement of Project Objectives.

Objective 3a: 50% of kindergarten students whose parents are considered full participants will meet or exceed grade level proficiency in reading or meet or exceed the match group.

(Outcomes in Logic Model – children components)

Met - 75.86% of the kindergarten students whose parents are considered full participants met

or exceeded grade level proficiency in reading.

Objective 3b: 50% of first grade students whose parents are considered full participants will meet or exceed grade level proficiency in reading or meet or exceed that of the match group.

(Outcomes in Logic Model – children components)

Met - 32.20% of the first grade students whose parents are considered full participants met or exceeded grade level proficiency in reading, while only 23.64% of the match group met or exceeded grade level proficiency.

Objective 3c: 45% of second grade students whose parents are full participants will meet or exceed grade level proficiency in reading or exceed that of the match group. (Outcomes in Logic Model – children components)

Not Met - 16.95% of the second grade students whose parents are considered full participants met or exceeded grade level proficiency in reading, while 18.33% of the match group met or exceeded grade level proficiency.

Objective 3d: 50% of third grade students whose parents are full participants will make progress towards grade level proficiency in reading or exceed that of the match group. (Outcomes in Logic Model – children components)

Met - 19.51% of the third grade students whose parents are considered full participants met or exceeded grade level proficiency in reading, while 8.57% of the match group met or exceeded grade level proficiency.

Objective 4: Third grade students whose parents completed 150 hours in the ELLP Program will make progress toward Proficient or Advanced on the state Communication Arts assessment at a rate higher than their school mean and the mean of their matched sample. (Outcomes in Logic Model – children components).

This objective was deleted. DPS would not provide data.

Students' School Attendance Aggregated.

Attendance. Student attendance, the most common measure in education, is measured in two ways. First, the most traditional method of calculating attendance rate uses the formula: (time

present)/(total possible time). The second measure is used more recently in public education to identify whether schools meet the federal (No Child Left Behind and ESSA) criteria. This measure uses the percent of students achieving the 90% average attendance benchmark when the traditional calculation method is employed. Attendance in this study was analyzed by using the two strategies, attendance rate and percent attending at least 90% of the time.

Analysis: Two hundred and sixty Focus children had complete attendance data. Two hundred and fifty-five Comparison students had complete attendance data. The mean attendance was determined for the Focus group students and the Comparison group students. A Comparison of the differences between the groups shows that the Focus group attendance percentage was higher than the attendance percentage of each school. The Focus group was between 1.2% higher (Phoenix) and 4.6% higher (Maybury) than the Comparison group by school and 2.5% higher overall (Table 27).

In practical terms and using the average of 159 days of possible attendance days, students in the Focus group averaged 1.9 days more to 7.3 days more of instruction than the Comparison group. Overall, Focus students received 3.975 days more of instruction each year.

Table 27
Average Percent Attendance by School 2013-2017

	Focus Students		Comparison Students	
	Students	Average	Students	Average
Avancemos	39	90.9%	41	88.8%
Harms	89	94.3%	85	92.2%
Lighthouse	14	96.9%	13	94.1%
Maybury	50	96.1%	47	91.5%
Munger	66	94.1%	67	92.8%
Phoenix	2	99.7%	2	98.5%
Total	260	94.3%	255	91.8%

Analysis of Parents' Attendance in ELLP and Their Children's Daily Attendance. Next, average attendance of the Focus group is examined by whether the parents met the criteria (at least 150

contact hours) for full participation in ELLP over the course of a school year. This analysis indicates that the Comparison students (see Table 28) had the poorest attendance with an average rate of 91.8%. This was followed by the average attendance rate of 92.9% for students whose families participated in ELLP but did not complete 150 hours of participation. Students in the Focus group whose ELLP families completed at least 150 hours of participation had the best average attendance rate, 95.0%.

Lost learning opportunities add up over time (Ginsburg, Jordan, & Chang, 2014). The Comparison students with an attendance rate of 91.8% accrued 13 days, or two and a half weeks, of absences by the end of the school year that may create learning gaps, especially in the primary grades when instructional units are shorter. If a kindergarten child’s attendance rate stays steady at 90%, when the opening bell of the first day of high school rings he or she will enter having missed around 28.6 weeks (out of a 32 week year) of instructional opportunities.

Table 28
Average Attendance by Student Group and Parent Participation

	Average Attendance
Comparison Students	91.8%
Focus Students Whose Parents <150 hours Participation	93.0%
Focus Students Whose Parents >150 hours Participation	95.0%

A one-way ANOVA was conducted to compare the effects of a parent’s level of participation in the ELLP intervention by placing students into three attendance groups; full parent participation in ELLP, less than 150 hours in ELLP, or no participation in ELLP (Comparison students). The results of the ANOVA showed that there was a significant effect of participation level of the family with reading achievement at the $p < 0.05$ level for the three conditions. [$F(2,512) = 8.08572, p = 0.000$].

Post hoc analyses were conducted given the statistically significant results of a one-way ANOVA. Specifically, Tukey HSD tests were conducted on all possible pairwise contrasts. The following group was found to be significantly different ($p < .05$): Focus with full participation ($M=0.9499, SD=0.06$) and Comparison students ($M=0.9182, SD=0.08$). A review of the mean scores indicated

that the Focus with full participation group had significantly more attendance at school than the Comparison students. However, the Focus group with less than 150 hours of participation ($M=0.92955$, $SD=0.06$) did not significantly differ from the Focus full participation group nor from the Comparison group.

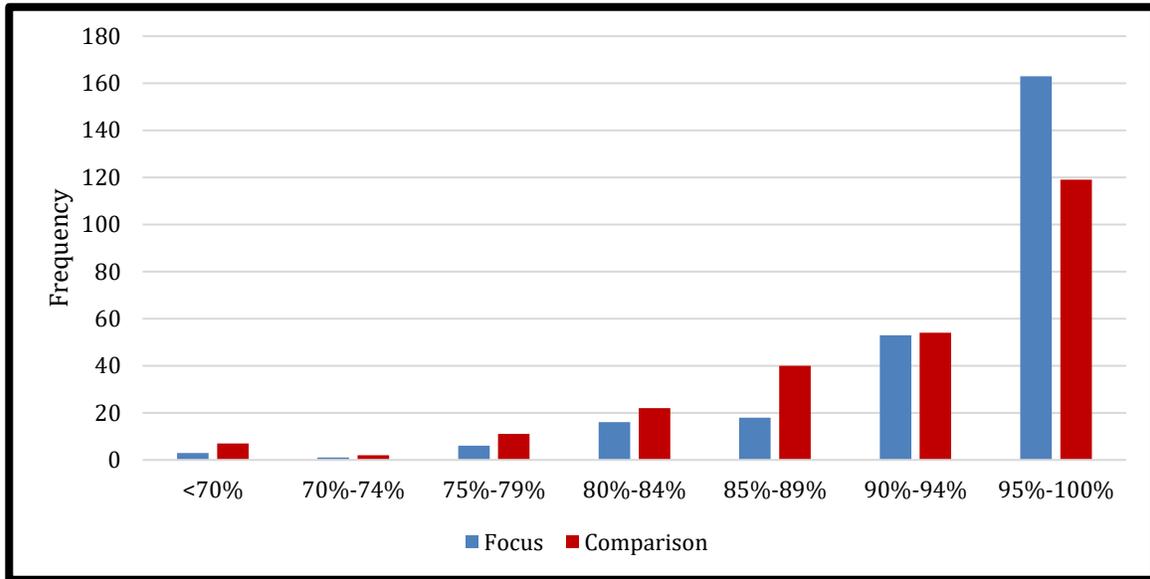
The effect size for the ANOVA analysis was calculated with G*Power 3.1.9.2. The effect size f was 0.1748092 which falls between small ($f=.10$) and medium ($f=.50$) effect size. The results of the ANOVA showed that there was a significant effect of participation level of the family with attendance at the $p<0.05$ level for the three conditions. [$F(2,512) = 8.08572$, $p = 0.000$].

Attendance greater than ninety percent. Ninety percent of students having an attendance rate of 90% or better is a goal in many states and school districts. 83.1% of students in the Focus group had an attendance rate of ninety percent or better, while 68.6% of the Comparison group had an attendance rate of ninety percent or better.

A graph (Figure 12) of the distribution of scores makes it apparent that the Focus group had substantially more students with a 95% attendance rate or better than the Comparison group. If the pattern of chronic absenteeism continues for those Comparison students, they will forfeit an entire year of learning before high school. Furthermore, the Focus group only had two students with an attendance rate below 70% (over 22 weeks or 5 months absent in that year), while the Comparison group had seven whose attendance rate was less than 70%.

Figure 12

Number of Students by Attendance Percentage 2013-2017



Next, the percentage of the students in the Focus group that met the 90% benchmark is examined by whether the parents had 150 hours of participation in ELLP (adult education/ESL instruction + Parent Time (including service learning) + PACT Time). The difference in the percentage of students meeting the 90% attendance benchmark between Focus students whose parents completed 150 hours of participation and Focus students whose parents did not complete 150 hours was 10.8%. The greater difference in the percentage of students meeting the 90% attendance benchmark between the Focus students whose parents did not complete the participation hours and the Comparison group was 7.5%.

Table 29

Percent of Students Meeting the 90% Attendance Benchmark by Student Group and Parent Participation 2013 – 2017

	Percent Meeting Benchmark
Comparison Students	68.6%
Focus Students Whose Parents <150 hours Participation	76.1%
Focus Students Whose Parents >150 hours Participation	86.9%

Attendance Discussion: Strong daily attendance, rather than finding a pattern of chronic absenteeism was an important program impact. Research found that on average, one in 10 kindergarteners and 1st grade students miss nearly a month of school every year (Attendance Works, 2017). Chronic absenteeism exacerbates student failure. Other research shows evidence that kindergarteners who miss ten percent of school days have lower academic performance when they reach first grade (2011). Chronic school absence is in part responsible for an attendance gap that disproportionately holds back primary grade students from low-income families who miss critical learning days when the reading curriculum is taught. Of most relevance to the ELLP is that the reading scores for Latino children were most seriously affected.

Chronic absenteeism is a barrier to academic success for students in the Detroit Public School District, which holds the state's lowest status for daily attendance. The importance of daily attendance was made clear to ELLP parents when they enrolled. The adult educators continued to reinforce the importance of daily attendance throughout the school year. If parents expected their children to succeed they had to instill good attendance habits and ensure their children got to school on time every day. Less than 10 Focus students approached the benchmark for chronic absenteeism. The attendance rate distinguished these Focus students from typical Detroit Public school students who were absent, on average, once a week (19.8%) (Detroit Public Schools, 2016).

Chronic absenteeism exacerbates academic achievement, especially in literacy skill development (Applied Survey Research, 2011). Less than one in three elementary students are proficient in reading (Detroit Public Schools, 2016). The link is clear. When students are disengaged, they are not learning the core curriculum. They become increasingly frustrated and less persistent to complete academic tasks. Disengagement and poor attendance contribute to a low graduation rate. Over 600 high school students out of the 2016 cohort (3,171 students) who should have graduated did not graduate in the spring of 2016 (most recent data available from the Detroit Public Schools, 2016) for a graduation rate of 78.3%.

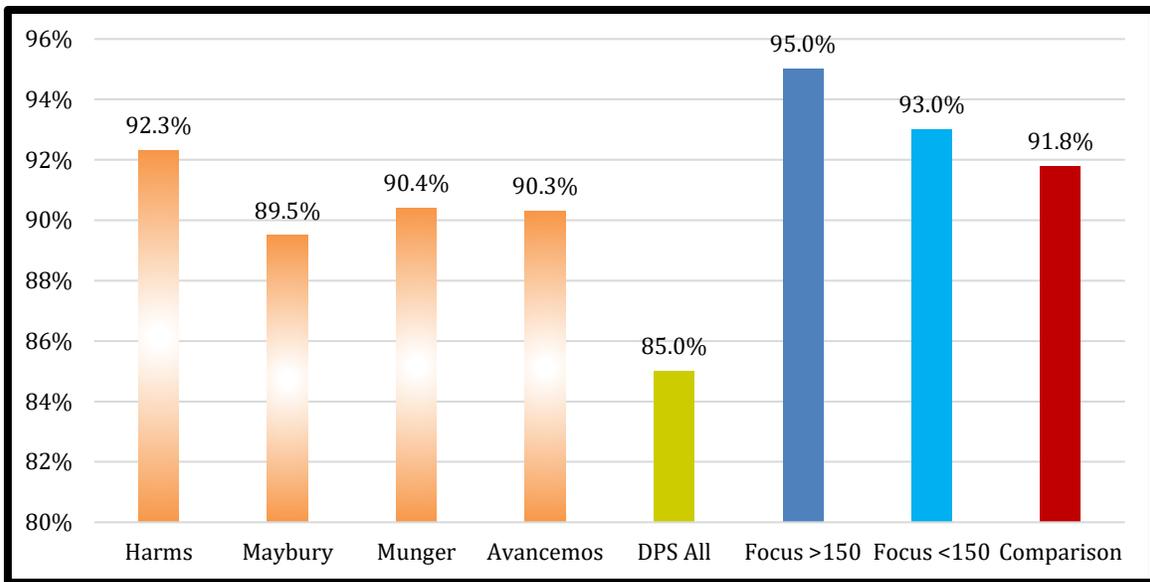
The attendance data showed that parents who attend the ELLP ensured their children attended school daily to a greater extent than the students whose parents were not engaged in the

school-based family learning program. Differences were found among groups with the Comparison children attending the least; students whose parents did not complete 150 participation hours attended more than the Comparison group, but less than the Focus group of students whose parents fully participated.

The most recent school level data available from DPS is for spring of 2016. The Average Daily Rate (85.4%) was calculated for all schools. While participating schools scored higher, the total DPS included high schools that have substantially lower percentages than the elementary schools. The Focus group and the Comparison group had higher attendance rates than the total DPS average (Figure 13).

Figure 13

Average Attendance Per School, District, and Study Group, 2016 -2017⁷



The Focus group with families that fully participated outperformed the DPS average daily (2016-2017) attendance rate of 85.0% by 10%. This difference means the Focus students benefited from 16 more days of school per year than the average student in the district. Those three weeks constitute nearly the full amount of time students spend in summer school.

⁷ Data from Michigan School Data: Student Counts

Tracking chronic absence is a strategy to promote literacy development (Annie E. Casey Foundation, 2013). The attendance data confirmed the impact research hypothesis that students of parents who fully participate in the ELLP exhibited strong annual attendance rates equal to or greater than the mean daily attendance rate for the school or the matched sample group.

This programmatic student performance outcome has national significance. The National Results & Equity Collaborative (NREC) developed an action framework to achieve results and equity for vulnerable children and youth. NREC partners identified birth to eight years of age results indicators that school and community partners have in common. These results and indicators are aligned with national efforts to achieve results and equity for vulnerable children and youth (NREC, 2014). The 4th result sought is “Children perform at grade level.” Two of the NREC indicators for this result are “Children read at grade level” and “Children attend school regularly.” The results of the ELLP attendance analysis show 37.4% of the Focus students read at grade level and 83% attended school regularly at least 90% of the time.

Summary of Historical Attendance Outcomes for Students.

Differences in attendance rates were found each year, with Focus group students having significantly higher attendance than Comparison students. When examined further, those Focus students whose parents were full participants had a higher rate of attendance than those whose parents were not full participants.

Objective 2: 80% of students whose parents are considered full participants will have a daily attendance rate at or above the school mean or that of the matched sample group. (Outcomes in Logic Model – children components)

Met. Considering the average attendance rate of the school, district, Comparison students and Focus students whose parents had <150 hours, none exceeded 93%. In examining the 168 Focus students whose parents fully participated, 135 (80.3%) had average attendance rates greater than 93%.

School Behaviors Aggregated Analysis 2014-2017.

Academic Mindset: The original TROSP consisted of 10 questions that were sorted into: a) an academic cluster, b) an efficacy cluster, c) a social/behavioral cluster and d) a single question on attendance. Each cluster had three questions that were rated on a Likert-like scale as poor (1), fair (2), average (3), good (4), or excellent (5) by the students' teachers. A total score of 15 (5 points x 3 items) is the highest score possible for each cluster. Teachers responded to a survey of these indicators at the beginning and at the end of the year.

Measuring Academic Mindset: The Teacher Report of Student Progress (TROSP) was revised Year 3 to provide information about appropriate on-task learning behavior demonstrated by Focus and Comparison students in their classrooms. This data replaced a single item included in the initial SEP. That item focused on discipline — defined for this study as teachers' referrals to the building principal to correct or discipline students for disruptive behavior. Teachers stated they could not share discipline data because it is a construct included in their annual performance reviews. Discipline data was modified to include positive school behaviors in a cluster called Academic Mindset, which was added to the TROSP.

The Academic Mindset cluster added 11 questions to the PreTROSP and PostTROSP. These questions ask the teacher to rate the Focus and two preselected (by the Southwest Parent Liaison) Comparison children on

- general discipline,
- work quality,
- self-initiation of a task,
- ability to complete task in a group,
- ability to complete task when working independently,
- assignment completion,
- ability to ask pertinent questions,
- ability to know when to get help from a teacher,
- ability to appropriately seek help from peers, active engagement, ability to talk about class activities, and,
- comfort interacting with peers.

Data Analysis: Analysis began by identifying students who had both a pre- and post- TROSP and by separating Focus students from the Comparison students. The pre-TROSP data analysis set contained results for 147 Focus students and 147 Comparison students. The first analysis determined whether the two groups were equivalent in their school and behavior cluster ratings at the beginning of the year. This was followed by whether they were equivalent in school and behavior cluster ratings at the end of the year.

Table 31

PreTROSP - Statistical Analysis for Groups by Academic Mindset Clusters

TROSP Cluster	Means	t-Test: Two Sample Assuming Equal Variances (Unequal Sample Size, Two-tail)
Academic Mindset	Focus – 39.455 Comparison - 38.898	t(295)= 0.445, p= 0.436 no significant difference
Academic	Focus – 10.107 Comparison - 9.579	t(295)=1.466, p= 0.144 no significant difference
Efficacy	Focus – 12.000 Comparison - 11.125	t(295)= 2.881, p= 0.004 significant difference
Attendance	Focus – 4.441 Comparison - 4.125	t(294)= 2.840, p= 0.005 significant difference
Social/Behavioral	Focus – 12.050 Comparison - 11.807	t(295)= 0.895, p= 0.372 no significant difference

*During different years, some clusters were not on the TROSP survey.

No significant differences were found in means between the Focus and Comparison groups for mindset, academic, and social/behavioral. These results indicated that at the beginning of the school year the two groups were equivalent in regard to academic mindset, academics, and social/behavioral. A significant difference between groups was found in Efficacy and Attendance indicating they were not equivalent in these two areas. In all clusters, the Focus group’s mean was larger than the mean of the Comparison group.

Table 32

PostTROSP - Statistical Analysis for Groups by Academic Mindset

TROSP Cluster	Means	t-Test: Two Sample Assuming Equal Variances (Unequal Sample Size, Two-tail)
Academic Mindset	Focus – 40.435 Comparison - 39.550	t(364)= 0.780, p= 0.436 no significant difference
Academic	Focus – 10.504 Comparison - 9.919	t(247)=1.502, p= 0.134 no significant difference
Efficacy	Focus – 12.128 Comparison - 11.444	t(247)= 2.139, p= 0.033 significant difference
Attendance	Focus – 4.432 Comparison - 4.097	t(247)= 2.686, p= 0.008 significant difference
Social/Behavioral	Focus – 9.732 Comparison - 9.398	t(364)= 0.768, p= 0.443 no significant difference

*During different years, some clusters were not on the TROSP survey.

The PostTROSP data set contained results for 183 Focus students and 183 matched Comparison students. Previous analysis had determined that these groups were equivalent in the academic mindsets, academics, and social/behavioral clusters at the beginning of the year. These results remained the same at the end of the year. No significant results were found for these clusters.

Comparison students. All clusters increased from pre- to postTROSPs except Attendance (Focus group had a loss of 0.009; Comparison group had a loss of 0.028) and Social/Behavioral (Focus group had a loss of 2.318; Comparison group had a loss of 2.409).

The group results were analyzed to determine whether they had statistically significant changes between the PreTROSP and PostTROSP for school behavior items in the academic mindset cluster. A paired two sample t-test for means was conducted to determine significance.

Table 33

Statistical Analysis by Group for Change between
PreTROSP and PostTROSP on Academic Mindset Related Items

	Mean	t-Test: Paired Two Sample for Means (Two-tail)	F-Test Two-Sample for Variances (Two-tail)
Focus	PreTROSP – 36.75 PostTROSP - 39.73	t(166)= -1.824, 0.070	F(83,83)= 1.07, 0.763
Comparison	PreTROSP –36.79 PostTROSP - 39.90	t(320)= -2.588, 0.010*	F(160,160)= 1.08, 0.635

* Significant difference

No statistically significant differences were found for the Focus group on academic mindset — t(166)= -1.824, 0.070), F(83,83)= 1.07, 0.763. However, significant differences were found for the Comparison group between preTROSP and post TROSP results for means of mindset — t(320)= -2.588, 0.010. No significant differences were found on the variances between the Comparison groups preTROSP and postTROSP results—F(160,160)= 1.08, 0.635. (See Table 33).

One caution should be kept in mind when interpreting the results of the TROSPs. Clusters can't be confirmed because of the potential bias of teachers who complete the survey and who know which families are the Focus group children because they know which parents attend PACT Time and which ones don't.

MANOVA ANALYSIS.

The first MANOVA analysis probed the question, “Does family participation in ELLP significantly impact students’ attendance, academic mindsets, and reading achievement?”

A MANOVA was conducted to investigate this question. Data was available for 348 adults and 348 students. Family participation in hours was the independent variable with three groups being defined by whether parents participated in ELLP for 150 hours or more (Full Participant), participated between 0 and 150 hours (Partial Participant), or did not participate at all (parents of Comparison students). The dependent variables were attendance (M=0.769, SD=0.422),

mindsets (M=0.793, SD=0.406), and reading level (M=0.314, SD=0.465). Four statistical tests were run as part of the MANOVA analysis. All results indicated that there was a significant effect of parent’s level of participation on the dependent variables. An R² type measure was calculate from the Wilk’s Lambda and found to be 0.053 which means this model accounts for approximately 5% of the variance.

Table 34.

Statistics Showing Relationship/Effects of Parental Participation in ELLP on Students’ Attendance, Academic Mindset, and Reading Achievement

Statistic	Value	F Value	Num DF	Dem DF	p
Wilks’ Lambda*	0.947	3.151	6	684	0.005
Pillai’s Trace	0.054	3.148	6	686	0.005
Hotelling-Lawley Trace	0.055	3.153	6	682	0.005
Roy’s Greatest Root **	0.042	4.827	3	343	0.003

Notes: * F Statistic for Wilks’ Lambda is exact.
 ** F Statistic for Roy’s Greatest Root is an upper bound.

Using G*Power 3.1.92, an effect size of f=0.0276 and a power of 0.9287 was calculated for this MANOVA.

The second MANOVA analysis addressed the research question: To what extent does full participation⁸ in the ELLP (Independent Variable) increase education-related parent behaviors (Dependent Variable), improve student school actions (attendance and mindsets) (Dependent Variable), and increase student reading achievement (Dependent Variable)?

The independent variable remained the same as in the model above although some of the dependent variables were different. In this model, the first dependent variable was parents’ education related habits with their child. This variable was created from data on home reading habits with their children, efficacy, and home literacy environment surveys. The second dependent variable, student actions, combined student attendance and mindsets. Student literacy remained the final dependent variable.

⁸ Full participation = 150 contact hours (Calculations based on 24 full weeks of instruction @ 11 hrs per week and 60% attendance).

This analysis was conducted on data for 172 Focus parents and 172 Focus students. Family participation in hours was the independent variable with two groups being defined by whether parents participated in ELLP for 150 hours or more (Full Participant) or participated between 0 and 150 hours (Partial Participant). The dependent variables were education related parenting behaviors (M=2.384, SD=0.797), students' school actions - attendance and mindsets (M=1.628, SD=0.603), and reading level (M=0.308, SD=0.463). Four statistical tests were run as part of the MANOVA analysis. All results indicated that there was a significant effect of parent's level of participation on the dependent variables. An R² type measure was calculate from the Wilk's Lambda and found to be 0.228, which means this model accounts for approximately 22.8% of the variance.

Table 35.

Statistics Showing Relationship/Effects of Parental Participation in ELLP on Parent Education-Related Behaviors and Students' School Actions, and Reading Achievement

Statistic	Value	F Value	Num DF	Dem DF	p
Wilks' Lambda*	0.772	16.514	3	168	<0.0001
Pillai's Trace	0.228	16.514	3	168	<0.0001
Hotelling-Lawley Trace	0.295	16.514	3	168	<0.0001
Roy's Greatest Root **	0.295	2.658	3	168	<0.0001

Notes: * F Statistic for Wilks' Lambda is exact.
 ** F Statistic for Roy's Greatest Root is an upper bound.

Using G*Power 3.1.92, a small effect size of f=0.1381 and a power of 0.9997 was calculated for this MANOVA analysis.

Conclusions.

The level of parent participation (150 hours- equal or more than, less than) in the family learning program had a significant impact on education related parenting behaviors students' school actions - attendance and mindsets, and reading level. All results indicated that there was a significant effect of parent's level of participation on the dependent variables. The children of parents who were full participants exceeded the outcomes of students in the comparison group

and in many cases the outcomes achieved by children of parents with less than full participation. The data imply program staff must clarify the importance of persistence and regular attendance to parents when they enroll. Parents need to understand the benefits of full participation in terms of personal goal attainment and their children's learning outcomes. Replication of the ELLP may be framed by the tenet that rigorous two-generation program designed to advance parents' literacy, English language proficiency, work-force preparation, self efficacy, and social capital are intensive and appropriate for families most in need of adult learning and parenting educational interventions. Intensive family literacy programs such as the ELLP are equipped to serve fewer parents with greater needs for multiple supportive services than programs designed to increase the number and type of activities parents participate in at their children's schools.

Children of parents in Hispanic families enrolled in Southwest Solutions' English Language Learners Program demonstrated positive reading achievement outcomes that exceeded their matched peers in terms of reading achievement and reading growth rates (kindergarten, first, and third grades) although not at a significant level. Focus students made incremental progress toward grade level benchmarks. The amount of growth between percent at or above grade level at the beginning of the year and the end of the year was analyzed. Using the matched pairs, the Focus group had a gain of 4.7% reading at or above grade level, while the Comparison group had a gain of 5.3%.

Focus students had better school attendance than Comparison students and minimal evidence of chronic absenteeism. Student attendance was studied because chronic attendance is linked with poor reading performance and the likelihood of not completing high school within four years. In practical terms and using the average of 159 days of possible attendance days, students in the Focus group averaged 1.9 days more to 7.3 days more of instruction than the Comparison group. Overall, Focus students received 3.975 days more of instruction each year.

The Comparison students with an attendance rate of 91.8% accrue 13 days, or two and a half weeks, of absences by the end of the school year that may create learning gaps, especially in the primary grades when instructional units are shorter. If a kindergarten child's attendance rate stays steady at 90% (15 days absent per year), he or she will enter high school having missed around 28.6 weeks (out of a 32-week school year) of instructional opportunities.

When compared to the Focus group with parents in ELLP having full participation and themselves having a 95% average daily attendance rate over the same period, Focus group students would have missed 8 days of school per year, or 72 days by the time they enter 9th grade. This average rate extrapolation means the Focus students would have less than half the absentee rate than the Comparison students. By the end of high school, the Comparison students would have missed 36.4 weeks, which is one school year *plus* one month, compared with the Focus students who would be absent over Kindergarten through 12th grade just 20.8 weeks.

The Comparison group had seven students who were absent chronically (less than 70% attendance), while the Focus group had only two students with a pattern of chronic absenteeism. When one considers the average daily attendance rate and the chronic absenteeism rate, the Comparison group represents lost learning opportunities that compound over time, compared to the Focus group. There is a probability that the chronically absent Comparison students will not graduate high school, further perpetuating the intergenerational cycle of low education and poverty onto their children.

The Focus group had substantially more students with a 95% attendance rate or better than the Comparison group. If the pattern of chronic absenteeism continues for those Comparison students, they will forfeit an entire year of learning before high school. Furthermore, the Focus group only had two students with an attendance rate below 70% (over 2 months absent in that year), while the comparison group had seven whose attendance rate was less than 70%.

Parents' Participation as measured by participation hours impacted Focus students' reading achievement. The results of the ANOVA showed that there was a significant effect of participation level of the family with reading achievement at the $p < 0.05$ level for the three conditions. Pre- and Post-Family Interviews show an increase in interactive literacy behaviors in and out of school for parents of Focus students. Home visit reports (by project staff) show significant improvements in the literacy environments and family literacy behaviors (e.g., availability of paper and writing tools, reading aloud at least three times a week) in the homes of Focus students.

Recommendations.

Ensure shared measures are used to measure reading across schools. The most important recommendation is to ensure for future studies that consistent, shared measures of reading are used across schools over the funding period. Although there is no exact timeline for reviewing a district's reading curricula and commercial materials, it is not uncommon for new programs to be adopted and subsequently change the assessment tools in order to align with the new reading program. This negatively impacts research studies that are dependent on the district to provide data that measures reading development over time. Linear growth can be tracked with scaled scores, thus it is imperative that they are accessible to the researcher. The only remedy for this external threat to validity is to assess students separately from the school district assessment. This is cost prohibitive for Social Innovation Fund evaluations with limited funding for subgrantee evaluations.

Conduct a study of performance outcomes for parents of the Focus students. The second recommendation is for policy makers and family literacy/learning program providers to conduct further study on the adult outcomes. It is important to determine family learning interventions in terms of the extent of need and barriers to well-being that challenge a community. The ELLP focused on the students' parents in Hispanic families who needed English language skills development as a condition for future employment and full participation in their children's education.

ELLP was a time intensive intervention for parents and program staff. It is also an expensive intervention. Each school required a half time adult educator who was funded through the Social Innovation Fund. Instructional and assessment materials were made available through the grant.

The intensity of services most benefited the Focus children whose parents' attended 150 hours or more during the school year. ELLP is an example of family literacy programming that is most intensive and expensive because relatively few families (25 or less per school) can be adequately taught and supported at one time. Parents lacking educational credentials for employment purposes may need less support academically and require less time to meet their education goals. There are also many families that benefit from family involvement programs that build

parents' social capital, self-efficacy, and parenting skills that generate strong, lasting school-to-home pathways.

Childcare is a critical resource that many parents lack and therefore cannot attend out of home learning programs. Space for childcare (provided on site for younger siblings of Focus students) was particularly challenging to maintain. Space was relocated numerous times from the program to the school as additional classrooms became necessary to accommodate rising student enrollments. At the same time, when childcare became unavailable as it did at Avancemos early in the 2016 -17 school year, many parents had no alternative options for child care and had to leave the ELLP.

Address concerns with School Behaviors/Mindsets by conducting study of validity and reliability. Mindset can't be confirmed because of the potential bias of teachers who know the difference in Focus and Comparison students by who attended PACT Time and who didn't.

Conduct a study that differentiates program families by length of time in program in terms of years (1 year, 2 years, or 3 years). Explore how having families in multiple years and children of those families sometimes being chosen as Comparison students may have confounded the results.

Collective Impact is not sustained unless backbone supports of the program (subgrantee) directly address programmatic funding issues (such as being financially unable to meet the one to one-dollar financial match requirement) that are essential for program sustainment. No number of positive findings over the course of the grant impressed the school district enough to bring the administration into discussions with the SIF grantee, UWSEM, or subgrantee (Southwest Solutions), about identifying and leveraging funding to sustain the program in the school district. Lacking alternative funding, Southwest Solutions "sun-setted" the ELLP at the end of the fifth year.

Program support from the school district superintendent's cabinet is essential for program sustainment and replication. This involves identifying and leverage district funding streams such

as the *Title I Parent and Family Set-Aside*⁹. According the federal guidelines for the Every Student Succeeds Act (ESSA), districts receiving Title I¹⁰ is required to reserve at least one percent of its Title I funds to carry out parent and family engagement activities. These parent and family engagement funds must be used for at least one of the below activities:

- Supporting schools in training school staff regarding engagement strategies;
- Supporting programs that reach families at home, in the community and at school;
- Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
- Subgranting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or other activities that the district believes are appropriate in increasing engagement.
- Engaging in any other activities that the district believes are appropriate in increasing engagement.

Ninety (90) percent of the Title I “set-aside” funds must be distributed to schools, with priority given to “high-need” schools. The law further requires that parents and family members of low-income students must³ be included in decisions regarding how these engagement funds are spent.

Family literacy programs under ESSA policy for family engagement are eligible for Title I funding (parental engagement appropriations) and in the case of programs that serve English learners and their family, Title III funds are also available from local education agencies. The school district could also apply for ESSA Title IV funds through the Michigan Department of Education. Title IV establishes *Statewide Family Engagement Centers*¹¹. Title IV funds will be awarded to statewide organizations to establish statewide family engagement centers to:

⁹ See Section 1116. Parent and family engagement.

¹⁰ “Title I” refers to Title I of the Every Student Succeeds Act. These funds are allocated from the federal government to the state and then to the district and school. The amount of money a district receives depends on the number and percent of students in poverty. The amount of money a school

¹¹ See Title IV. 21st Century Schools. This title includes a variety of programs to provide student supports, academic enrichment, extended learning and afterschool, charter and magnet schools, and family engagement programming.

- Assist parents in participating effectively in their children’s education and helping their children meet state academic standards;
- Develop and implement, in partnership with the state, statewide policy to provide services that will help to remove barriers for family engagement; and
- Develop and implement parental involvement policies required in the ESSA. (ESSA, 2016)

Southwest Solutions successfully secured additional funding (from outside of the state) from non-profits such as Toyota, PNC, and the Skillman and Fisher Foundations to continue family engagement programs with less intensity, but the combined funding was not large enough to sustain the ELLP. Despite positive evidence of a decrease in chronic absenteeism, stronger reading growth in the primary grades, and increments of progress towards on-grade-level reading achievement, Southwest Solutions was unable to securing adequate funding.

Final Discussion.

Detroit teachers in Southwest Detroit are encountering a diverse range of learners, including those for whom English is not the primary language spoken at home. Parents enrolled in family learning programs that embed English language communication arts and literacy are valuable partners for the local schools. Parents’ engagement with learning generates strong daily attendance and positive learning dispositions in their children. These outcomes are correlated with diminished chronic absenteeism and academic growth. Their children have many opportunities to practice English and build language proficiency with their parents outside of school, and eventually become bilingual, which enhances cognitive development (Barac, Bialy, Castro, & Sanchez, 2014). With reduced absenteeism, stronger reading skills, and positive dispositions toward learning and literacy these students of Hispanic/Latino families have a greater likelihood of graduating high school, pursuing secondary education, and developing skills sought by employers.

Essentially, in order to break the intergenerational cycle of low education (or illiteracy) and poverty a family must establish a generational legacy of economic security and family well-being. Parents in urban schools are rarely allowed to choose the teacher who they believe will best recognize and meet their child’s unique learning needs, but parents *do* have the power to make sure that their child is present for every learning opportunity offered during the school

day by getting them to school on a daily basis. Parents can promote learning as a family value, support learning in their homes and engage meaningfully within the school community. These factors create more culturally responsive learning environments where families feel valued and respected. Perhaps one of the strongest beliefs that parents of the Focus students developed was that their children would not only graduate from high school, but would matriculate to college and earn a degree.

Family literacy and learning program designs function most efficiently and are sustained over time when policy makers, educators, and service providers work together. Family learning and literacy programs provide educational, social, and emotional supports that highlight pathways to exit poverty and, over time, enter a state of economic security. The ultimate goal of family literacy and learning programs is that families support learning and ensure their children's educational success so that a legacy of family well-being is passed from one generation to the next.

Appendix A

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Note: The original draft of the SWCS SIF SEP included a thorough review of evidence supportive and explanatory of the design and intended effects of a comprehensive family literacy program including the program's theoretical relationship to Hispanic families and parental engagement in schools. This draft is an abbreviated version of the literature review that supports the evaluation design. The Bibliography includes all citations that support the SEP.

APPENDIX B

Year 5 Participating Elementary Schools

APPENDIX B

Year 5 Participating Elementary Schools

Escuela Avancemos: Escuela Avancemos! Academy (herein Avancemos), a charter school, replaced Lighthouse (Year 3) that replaced Phoenix, an Education Achievement Authority school (Years 1 & 2). Avancemos is one of 13 public school academies in the Detroit Public Schools Community District (DPS). The curriculum focus of Avancemos is bilingual education in Spanish and English. Hispanic enrollment is 88% of the 245 students in kindergarten through fifth grade.

Academic achievement is low across grades at Avancemos. It received a rating of D by Excellent Schools Detroit (ESD) that rates all public and charter schools (<https://www.excellentschoolsdetroit.org/>). ESD produces a school rating for families to make informed choices about where their children may attend school by providing grade like report cards per school. ESD recommends parents and students select schools graded C+ or better. Avancemos earned a D for School Climate, F for Academic Status, and F for Academic Progress. Michigan Department of Education gave it a Red rating for having the lowest scores and fewest objectives met. None of the third grade students (2015) scored Proficient in Math or Reading. The Michigan Education Assessment Program (MEAP) 2016 results (most recent data published) report students have low progress with test schools than 9% of Avancemos 3rd graders scored Proficient or better on the English Language Arts or Mathematics measures. Attendance was high with only 1% of the Hispanic students absent for 15 or more days (Great Schools, 2017).

Harms Elementary: Harms' 465 students were enrolled for the 2016 school year. 85.2% (N = 396) are Hispanic Latino. There are 216 bilingual students in kindergarten through 4th grade. 69.5% of students participate in the free and reduced lunch program, a standard indicator of poverty. Harms has a school-wide attendance rate of 92.6%. NWEA percentile rankings for second (3rd percentile) and third grade (6th percentile) are extremely low for English language arts. 33.9% of Hispanics of any race scored Proficient or Advanced on the 2015-16 M-STEP (67.1%). This is a drop of 14.5% from the 2014-2015 school year. Percentile rankings on the NWEA MAP for each grade K – 3 were less than the 5th percentile.

The English language skills of Harms students who are bi-lingual and English learners are measured by *ACCESS for English Learners*. The number of students scoring Proficient fell from 29.9% in 2015-16 to 11.7% in 2016-2017 (Michigan School Data, 2017). This is a higher percentage than the Detroit composite analysis where 10.6% of students scored Proficient on the *ACCESS*. In this group of students, 0.8% were proficient in English language arts.

The *Michigan Student Test of Educational Progress (M-STEP)* is Michigan's assessment system consisting of summative assessments designed to measure student growth effectively for today's students. MDE began using the M-STEP assessment during the 2014-15 school year. Students are assessed in the spring on the current year's expectations. English language arts and mathematics are assessed in grades three through eight, science in grades four and seven, and social studies in grades five and eight. It also includes M-STEP summative assessments in science and social studies from the Michigan Merit Examination in 11th grade.

Student M-STEP data for Detroit show generally poor reading achievement in third grade across demographic groups, yet there are differences in achievement between groups. English learners have higher percentages of students (12.8%) scoring Proficient and higher percentages than African American or Black students (11.9%) scoring in the same levels. More White students (13.%) score Proficient and above than English Learners, Hispanics of Any Race, and African American or Black students (Detroit Public Schools, 2017). Detroit Public Community Schools earned 79.2% of Status Points because they did not meet the Proficiency Target or Proficiency Improvement Target (2017).

Appendix C

Year 2016 – 2017 Quarterly Reports

Appendix C

SIF 2016-17 Program Year V Quarterly Reports Southwest Solutions ELLP

July 1, 2016 through September, 2016

Population Served:

The English Language Learner Program (ELLP) serves Hispanic parents and other adult family members who live in the same household of children in grades PK thru 3rd grade at two partner schools.

Narrative description of progress for this reporting period only, July 1, 2016 through September, 2016:

Detroit Schools were not in operation during the summer months due to school closures. Program staff began to work at the end of August thru the beginning of September to clean and organize classrooms, to update required forms and databases, to begin recruitment of adult students, and to plan program curriculum. A current Adult Educator was hired to assume the role of Supervisor/Lead Adult Educator after the departure of Program Manager, Lynn McGregor. The program began at Harms Elementary on September 19th. Twenty-four adults are attending the Harms class, eight of whom are new to the program through recruitment efforts. Escuela Avancemos will begin on October 10th. We posted for a bilingual Spanish Adult Educator as one was requested by Avancemos. A tentative offer was made pending HR approval.

Narrative description of progress on Match for this Year 5 (9/01/16-9/30/16). This can include prospects, pending grant applications, cash received, committed funds, etc.:

Match to date includes: O'Brien Construction - \$18,901; UWSEM - \$25,000

Other funders are in the process of being approached at this time.

Challenges: What SIF-related challenges has your organization encountered from 7/1/16-9/30/16, and how have you dealt with them?

When Lynn McGregor left SWSOL in June, 2016, there was a loss of program history and experience. Other staff have assumed her responsibilities and are working together to assure continuity, quality, and compliance within the program. Need to hire bi-lingual-Spanish Adult Educator for Avancemos.

Loss of \$30,000 match from Avancemos right before the start of school. Its funds were redirected to an MSTEP prep class and a separate adult ESL class that is a conflict with our ELLP program.

Meeting annual match requirements continues to be very difficult. SWSOL continues to seek matching funds, but some funders have changed their strategic focus.

Securing space within school locations is difficult each year. For this year, we lost our ELLP classrooms at Maybury and Avancemos. We will use the childcare room at Avancemos for the classroom thus eliminating our ability to offer free childcare for our adult students. At least six mothers will not attend ELLP at Avancemos due to the lack of childcare.

Successes: Please describe any progress your organization has made towards SIF implementation goals from 7/1/16-9/30/16. Highlight noteworthy successes your organization achieved.

Notification of visit to Harms to observe ELLP classroom and family service learning by Mr. Jim Lentz, president and CEO, Toyota North America and Sharon Darling, founder and president of the National Center for Families Learning due to Detroit hosting the National Summit on Families Learning in October.

Harms enrollment already at 24 students, including eight who are new to the program or have returned after a year or more of non-participation. Personal recruitment efforts at school open houses are successful.

Several Harms continuing students have acquired part-time jobs in-part due to their English skills and increase in confidence/leadership qualities.

Attendance Works has nationally recognized SWSOL and the ELLP as part of the national Grade Level by Three campaign. Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. The infographic designed by Center of Effort, NCFL, and UWSEM was published on the [attendanceworks.org](http://www.attendanceworks.org/boosting-literacy-attendance-sw-detroit/) web page <http://www.attendanceworks.org/boosting-literacy-attendance-sw-detroit/>

Partnership/Collaboration Development: Please describe any noteworthy activities relating to partnership development, as they relate to or were the result of SIF during this reporting period (7/1/16-9/30/16)

ELLP staff continue to seek community partnerships for funding and for classroom Parent Time presentations/resources. Networking efforts at the NCFL Summit in October will aid this effort.

Sustainability: Please describe any specific developments or steps your organization has taken to strengthen its longer-term financial stability during this reporting period (7/1/16-9/30/16).

The SIF English Language Learners Program was presented at the Solutions at Sunrise annual fundraiser on September 29, 2016, highlighting the national SIF evaluation report as well as the recognition received from Attendance Works related to the outcomes highlighted in the evaluation report.

The agency newsletter has highlighted SIF ELLP and noted the need for increased funding. This newsletter is sent to financial donors as an email blast.

The Ralph Wilson Foundation, Ford Foundation, and CFSEM Foundation were approached for funding or suggestions of possible partners interested in literacy funding.

All partner schools were notified of the need for partnership funding to sustain the program.

The local Toyota Ann Arbor employees related to charitable giving were invited to Solutions at Sunrise, and additional information regarding the need for funding at the local level will be sent to this team as a follow-up.

Scaling/Replication: Please describe any specific developments or steps your organization has taken to work towards scaling and replication during this reporting period (7/1/16-9/30/16).

A presentation of English Language Learners Program was given to Academy of America for consideration in the elementary school. The school wants to add this program and is currently seeking a funding source.

Solutions for Success was published highlighting the ELLP Program through SWSOL and specifically the classroom at Harms Elementary. This book along with the others in the series from SIF partner agencies will be sold and are available on Amazon.com as a method of fund raising.

Great Stories: Describe an interesting or inspiring story or anecdote that reflects the value of your SIF Initiative. Include references to press coverage here, with hyperlinks when possible during this reporting period (7/1/16-9/30/16).

Harms adult students and their children discuss singing English/Spanish songs in their cars and at home using a CD that was given to them to help build vocabulary through this intergenerational activity.

During the summer, several Harms ELLP students attended a session on Immigration Updates at the SWSOL Learning Lab with instructor, Susan Lowell.

See: <http://www.attendanceworks.org/boosting-literacy-attendance-sw-detroit/>

Communication: Please describe any instances of press coverage or any plans or updates for communicating any key activities and accomplishments during this reporting period (7/1/16-9/30/16).

Attendance Works nationally recognizes ELLP program outcomes produced by SWSOL and the ELLP Program.

The SWSOL newsletter has highlighted SIF ELLP and noted the need for increased funding. This letter is sent to financial doors as an email blast.

List of SIF-funded sites:

Escuela Avancemos – 3811 Cicotte, Detroit 48210

Harms Elementary – 2400 Central, Detroit 48209

(to be filled out by program leads or evaluators)

Evaluation Status: Is the evaluation on track in terms of enrollment of participants, Comparison/control group members data collection, sample retention, baseline equivalence of any Comparison/control groups, analysis, and reporting? Please provide specific numbers of each where available.

Yes. The evaluator revised the SEP to reflect changes described above that reduced the number of schools from 4 to 2. Ty Partridge reviewed and approved changes and the document was sent to CNCS for review. Minor edits and revisions involving power calculations were requested

Evaluation Timeline: Are there changes to the timeline that may affect study outcomes? Please note changes and any revised implementation and reporting dates. The final deadline for 5th year analysis was moved from January 2018 to October 31, 2017. This will not affect study outcomes. All data will be uploaded to the evaluator mid summer 2017.

Level of Evidence: Have there been any changes to the plan that will affect the level of evidence the evaluation will produce? If so, please note these changes and what effect is anticipated.

The reduction of schools and subsequent sample of children will reduce the total number projected. However, the fifth year and summative evaluation will look across the total number of students (Focus and Comparison group members) thus the power calculations and effect sizes will be in line with expectations for a moderate effect size.

Key Evaluation Findings: What are three key findings to date regarding program implementation and outcomes? These can be from the most recent evaluation report.

1. Unanticipated personnel changes at the administrative level can be accommodated when steps are taken to ensure adequate orientation for the replacement. At the same time – the burden of a 1:1 match in a grant like SIF and only one year of work to complete mean that the subgrantee must be willing to make accommodations . This includes the decision to reduce the grant size to make it possible for existing staff to take on the grant management without losing project fidelity.
2. Changes in management mean it is more difficult to negotiate with the DPS and Avancemos. While the district students and their families are primary funding recipients in terms of educational services received – the district is reluctant to make space available and continue with prior agreement as specified in the grant.
3. Data collection strategies that remain consistent year to year become easier for experienced staff. We learned how to transition from the pilot year to the first project year and those lessons learned ensure that there are clear expectations, processes, ways to resolve data dilemmas, and we are respectful of timelines. Learning to upload to Survey Gizmo takes time. But erroneous data uploads take more time to correct.

Evaluation Lessons Learned: What is one lesson you have learned and/or what promising evaluation practices have you identified? How are evaluation findings to date contributing to the mission of your broader portfolio and the mission of the SIF grant? Do the evaluation findings to date have programmatic implications?

It is critical that evaluations address not only the funder but the stakeholders as well. This means allotting time and finances to disseminate the findings in multiple ways. The evaluator designed a group of infographics targeting the school district, parents in the schools, and community members. Subgrantees and the UWSEM need to explore how media can be used to “spread the good work” of the innovation through the evaluation’s positive findings. One step is to provide other national organizations with the results, such as Attendance Works (see above).

Another lesson is the importance of contextualizing the evaluation. The evaluator just obtained attendance data from the district. It is now clear that the attendance rate for children of participants in the family literacy project exceed the district by a full 10% - they attend three weeks more a year than “typical” students in the district.

Third lesson – Intensive Two-Generation education takes time. The students whose parents spent at least 150 hours in the program came to school more often than those students in the program whose parents came less than 150 hours and more than students whose parents were not in the program. In addition to attendance Focus children have better developed academic mindsets than their peers not in the program and progress faster in reading. However – Els in both groups continue to struggle with English language arts.

October 1, 2016 through December 31, 2016

Population Served: The English Language Learner Program (ELLP) continues to serve Hispanic parents and other family members who live in the same household as children in grades PK thru 3rd grade at two partner schools. At this time, all registered participants are mothers with one grandmother.

Narrative description of progress for this reporting period only, October 1, 2016 through December 31, 2016:

Detroit Community Schools started classes on September 6th. In order to give teachers and students time to adjust to the new academic year, ELLP classes began at Harms Elementary on September 19th. Classes at Avancemos began on October 10th due to the hiring and onboarding of a bilingual Adult Educator to replace the previous one. At the end of this reporting period, we have 25 registered students at Harms and nine registered at Avancemos. We are continuing our recruitment efforts at both sites working with administration, teachers, and directly with parents.

Match: Match measurement method (such as signed promissory notes): cash
Narrative description of progress on Match for Year 5 (10/01/15-12/31/16). This can include prospects, pending grant applications, cash received, committed funds, etc.:

Challenges: What SIF-related challenges has your organization encountered from 10/1/16-12/31/16, and how have you dealt with them?

The partnership with Avancemos proved to be challenging and disappointing during this period. The impact of the unanticipated loss of the childcare room for the ELLP students resulted in six to eight of the returning students not being able to attend this year. The loss also resulted in our inability to recruit new students with children under pre-school age. Due to the last-minute notification by Avancemos of the loss of the room, we were only able to minimally refer potential students to Early Head Start and Head Start in the same building. Their classrooms were already full, for the most part, when we were notified. ELLP staff also met with Administration to offer opportunities to combine our ELLP and their ESL/MStep programs to help meet the goals of all parties, but the plan was rejected by the school.

Successes: Please describe any progress your organization has made towards SIF implementation goals from 10/1/16-12/31/16. Highlight noteworthy successes your organization achieved.

October 18th – during the NCFL Summit, Jim Lentz, Sharon Darling, and other Toyota executives visited the ELLP classroom at Harms to participate in a Parent and Children Learning (PACT Time) activity. Eight mothers and their Focus children discussed and manipulated vocabulary words related to What a Bully Would Say/ What a Friend Would Say. Mr. Lentz and Ms. Darling actively participated with the families.

Link: <http://www.freep.com/story/money/cars/2016/10/18/toyotas-move-texas-goes-far-beyond-moving-employees/92356352/>

At the NCFL Summit, six Harms mothers participated in a session and panel discussion on How Family Service Learning Projects have impacted their children and their lives. 100 people in audience.

Parent/School PACSA President – moved up to the challenge of this new role. Although dealing with a serious medical issue, this mother has a very positive attitude, confidence, and new leadership skills. Several other parents also serve on the PACSA board after developing skills through the ELLP Program.

ELLP group as part of the Service Learning component of the program planned and facilitated a fund raiser for the mother who has throat cancer surgery. Ana Perez, Christina Mireles and Director Donna Cielma participated in a local channel 7 news program: this program highlighted the ELLP Program and how the student has experienced successes in her life.

Several students found employment where they are able to use their English skills. This is a positive progression toward their personal goals. However, their job schedules compromise their ability to come to the ELLP class regularly.

Partnership/Collaboration Development: Please describe any noteworthy activities relating to partnership development, as they relate to or were the result of SIF during this reporting period (10/1/16-12/31/16)

ELLP staff continue to seek community partnerships for funding and for classroom Parent Time presentations/resources. Both Harms and Avancemos students benefitted from a six-week nutrition and health workshop presented by Michigan State University Extension Services. Students were provided with a comprehensive workbook in Spanish along with other tools including a pedometer for tracking steps.

Sustainability: Please describe any specific developments or steps your organization has taken to strengthen its longer-term financial stability during this reporting period (10/1/16-12/31/16).

Scaling/Replication: Please describe any specific developments or steps your organization has taken to work towards scaling and replication during this reporting period (10/1/16-12/31/16).

Project staff represented the SIF project and Southwest Solutions at the NCFL Summit in October at the Marriot Hotel. Our SIF project was one of six Stories of Innovation asked to attend. We represented the United Way for Southeastern Michigan Bib to Backpack Learning Series, Solutions for Success. We highlighted the ELLP through Southwest Counseling Solutions in a presentation to approximately 200 attendees at the Summit's opening dinner. We were able to present the success of our ELLP to attendees from all over the United States.

Great Stories: (10/1/16-12/31/16).

Communication: Please describe any instances of press coverage or any plans or updates for communicating any key activities and accomplishments during this reporting period (10/1/16-12/31/16).

List of SIF-funded sites:

List here any locations where your organization has run SIF-funded programs to date. If you prefer, you may attach a spreadsheet with this information.

Escuela Avancemos – 3811 Cicotte, Detroit, MI. 48210

Harms Elementary – 2400 Central, Detroit, MI. 48209

(to be filled out by program leads or evaluators)

Evaluation Status: Is the evaluation on track in terms of enrollment of participants, Comparison/control group members data collection, sample retention, baseline equivalence of any Comparison/control groups, analysis, and reporting? Please provide specific numbers of each where available.

The Subgrantee Evaluation Plan for the ELLP was revised over the summer of 2016 and approved by UWSEM and the CNCS reviewers. The greatest threat to the program design is the problem at Avancemos. The loss of the early childhood education program severely cut into the number of adults who were able to participate. While Early Head Start and Head Start rooms are available the stringent regulations for parent engagement do not meet the needs of our parents for PACT Time or allow them to have any flexibility in attending the adult education program. A compromise is essential to program success.

Evaluation Timeline: Are there changes to the timeline that may affect study outcomes? Please note changes and any revised implementation and reporting dates. Yes. The evaluation is on schedule to complete the 2016 APR evaluation by January 30 as it has every year. However, the 2017 evaluation is due by October 30, 2017 as well. This gives very little time for EOY data to be collected, cleaned for COCI, and then analyzed for Year 5. Furthermore, we are expected to complete the summative – five year – analysis also by October 30. Because of the delayed funding start of the pilot year – the bulk of the evaluation took place the subsequent year rather than within the program year of the funding. To meet the reporting demands the Year 4 analysis is targeted at performance outcomes with minimal additional analysis as in past years. The bulk of evaluation time will focus on the 5th and summative reports.

Level of Evidence: Have there been any changes to the plan that will affect the level of evidence the evaluation will produce? If so, please note these changes and what effect is anticipated.

This cannot be fully answered until the final participation numbers at Avancemos are clarified and stabilized. The evaluator has met with Southwest staff and with Jeff Miles and Lindsey Miller at UWSEM to address the threat to validity.

Budget: Is spending on the evaluation on track? Will there be sufficient funds to complete the work? Explain.

Spending is within the budget at this time.

Key Evaluation Findings: What are three key findings to date regarding program implementation and outcomes? These can be from the most recent evaluation report.

Evaluation Lessons Learned: What is one lesson you have learned and/or what promising evaluation practices have you identified? How are evaluation findings to date contributing to the mission of your broader portfolio and the mission of the SIF grant? Do the evaluation findings to date have programmatic implications?

Measuring performance outcomes in two-generation projects required extensive data collection in adult and child settings. Coordinating multiple sites is manageable when all adhere to the same measurement tools, shared agendas, and keep communication open. This has been a difficult challenge due to changes of schools, changes in DPS reading measures, changes in leadership at Southwest, and unexpected challenges at the school level.

The lesson learned is that evaluators must ensure that the objective findings of the annual evaluations are shared with program staff and key stakeholders. This has been done every year of the project and has alleviated a number of barriers to success. The evaluation must be an organic process that engages staff and families in ongoing efforts to ensure continuous program improvement. Another key factor of evaluation is to ensure that important findings are disseminated beyond the immediate circle of partners and staff to inform the larger professional community. This is one way to ensure sustainability and replication.

January 1, 2017 through March 31, 2017

Population Served: Narrative description of progress for this reporting period only, January 1, 2017, through March 31, 2017:

The English Language Learners Program (ELLP) continues to serve Hispanic parents and other family members who live in the same household as children in grades PK thru 3rd grade at two partner schools. At this time, all registered participants are mothers with one grandmother. During this quarter, 42 adult students participated in the program.

Match: Narrative description of progress on Match for Year 5 (10/01/15-3/31/17). This can include prospects, pending grant applications, cash received, committed funds, etc.:

- O'Brien Construction: \$17,191
- Funding from Solutions at Sunrise
- United Way SEM > \$25,000
- A percentage of a \$50,000 donation from an anonymous donor

Challenges: What SIF-related challenges has your organization encountered from 1/1/17-3/31/17, and how have you dealt with them?

- Attendance during the winter months is challenging due to a variety of reasons including extended holiday trips to Mexico, illness, bad weather, transportation issues, women securing employment, husbands being laid off from seasonal jobs and women staying home, pregnancies, and injuries. In addition, due to the current anti-immigrant political climate, some of the students are fearful of venturing out of their homes.
- The lack of childcare at Avancemos continued to decrease participant numbers at that school until a new childcare room opened up in February 2017.
- Securing match continues to be a problem.
- Harms Elementary Assistant Principal notified ELLP staff that end-of-year reading scores will not be available until sometime in May due to a delay in administration of the reading evaluations across the Detroit Public School System.

Successes: Please describe any progress your organization has made towards SIF implementation goals from 1/1/17-3/31/17. Highlight noteworthy successes your organization achieved.

- In February, Avancemos administration was able to provide a shared space so that ELLP could offer childcare to interested participants. One of the SWSOL childcare providers (SCPs) was brought over to Avancemos from Harms. An additional SCP is being paid for by the school so that there are two in the childcare room at all times. The availability of childcare no longer is a barrier to participation.
- On February 9th, participants and staff from Avancemos implemented an educational/recruitment event. The primary goal of this event was to recruit new ELLP participants now that childcare is available. A SIF technical assistance grant made this event possible. The event not only focused on demonstrating family-focused food and nutrition activities, but it also promoted the benefits of participating in ELLP. Ten additional participants were recruited into ELLP after this event.
- ELLP participants at Harms organized a four-week Adventure to Family Learning Event. The goal of the project was to help increase vocabulary through simple activities that were presented each week. Parents and children interacted

during the event and were given ideas and materials to continue the learning at home.

Partnership/Collaboration Development: Please describe any noteworthy activities relating to partnership development, as they relate to or were the result of SIF during this reporting period (1/1/17-3/31/17)

- Throughout the quarter, various community organizations visited the ELLP classrooms at both Harms and Avancemos to present important information to the participants during Parent Time. These partners included Citizens Bank, CHASS/La Vida on domestic violence and financial abuse, SW Detroit Refugee and Immigrant Center on Know Your Rights, and the City of Detroit Community Planning Department seeking input from Hispanic adult students on needs within their community. Aside from gaining insight into the ELLP with each visit, each of the representatives who came was given a copy of the Solutions for Success book to further promote the impact of the program.
- Some of the curriculum developed by NCFL for the Say & Play with Words Initiative continues to be incorporated in the ELLP program to enhance parent education and parenting skills.
- NCFL representative, Andrea Brown, visited the Detroit area and both Harms and Avancemos schools on February 23rd. Andrea visited the classrooms of Focus children with the participants and observed debriefing sessions relative to the Family Service Learning projects that were recently completed at each school.

Sustainability: Please describe any specific developments or steps your organization has taken to strengthen its longer-term financial stability during this reporting period (1/1/17-3/31/17).

- SWSOL continues to seek financial support to help meet current-year match requirements.

Scaling/Replication: Please describe any specific developments or steps your organization has taken to work towards scaling and replication during this reporting period (1/1/17-3/31/17).

- The Solutions for Success book, part of a series of six stories of innovation through SIF and UWSEM, has been given to the leadership staff and board of directors of SWSOL. In addition, the books are given to representatives of community organizations and businesses.
- On February 28th, Adult Educator Susan Lowell and ECSBS Senior Director Donna Cielma, met with UWSEM/SIF Scaling and Replication Manager Shaun Taft and Publisher David Crumm, to discuss options for carrying on the impact and legacy of the SWSOL ELLP knowing that SIF funding will end after this fiscal year. Agreed upon ideas included interviewing participants about their family traditions as they relate to food and how these family traditions can be carried-

on for generations. In addition, Harms participants will participate in an exercise of developing personal histories and résumés.

Great Stories: Describe an interesting or inspiring story or anecdote that reflects the value of your SIF Initiative. Include references to press coverage here, with hyperlinks when possible during this reporting period (1/1/17-3/31/17).

Harms participant, Lourdes Valdivia, was chosen to serve on a 10-person interview panel for the purpose of selecting the new Superintendent for Detroit Public Schools. Lourdes was the only Hispanic representative. She interviewed the final two candidates by asking one of four questions she had written. Her question was “In your new position, how do you plan to involve and communicate with the diverse populations that are part of DPS?”

Communication: Please describe any instances of press coverage or any plans or updates for communicating any key activities and accomplishments during this reporting period (1/1/17-3/31/17).

For National Reading Day, TV channel 7 visited Avancemos to participate with the ELLP mothers and Thrive by Five/Head Start Children. Many of the ELLP parents at Avancemos have Focus children who are in Head Start. The following articles and video clips highlight this day.

<http://www.swsol.org/taking-action-for-detroit-thrive-by-five/>

<http://www.swsol.org/wxyz-donates-books-to-thrive-by-five/>

<http://www.wxyz.com/homepage-showcase/more-than-1900-books-funded-by-wxyz-tv-and-wmyd-tv-to-be-delivered-to-thrive-by-five-detroit-today>

<https://vimeo.com/200829483>

https://www.facebook.com/pg/southwestsolutions/photos/?tab=album&album_id=10155034148819421

http://familieslearning.org/our_solutions/resources_about/research_and_policy

List of SIF-funded sites: List here any locations where your organization has run SIF-funded programs to date. If you prefer, you may attach a spreadsheet with this information.

Harms Elementary – 2400 Central, Detroit, MI. 48209

Escuela Avancemos – 3800 Cicotte, Detroit, MI. 48210

(to be filled out by program leads or evaluators)

Evaluation Status: Is the evaluation on track in terms of enrollment of participants, Comparison/control group members data collection, sample retention, baseline equivalence of any Comparison/control groups, analysis, and reporting? Please provide specific numbers of each where available.

Yes. The 2016 APR was submitted to UWSEM in early February, passed on to Ty Partridge for review, the evaluator responded to Ty’s astute suggestions for clarity of analysis, and the final revisions were returned to UWSEM and Dr. Partridge on 4/14.

Data collection for the current year is on schedule with no barriers to success other than a delay in reading scores as discussed above. This year only two schools are involved.

Evaluation Timeline: Are there changes to the timeline that may affect study outcomes? Please note changes and any revised implementation and reporting dates. The evaluator and UWSEM negotiated a timeline for the final summative report that will be inclusive of year 5 outcomes. The final product will be complete by October 31, 2017.

Level of Evidence: Have there been any changes to the plan that will affect the level of evidence the evaluation will produce? If so, please note these changes and what effect is anticipated.

No, SEP original power calculations, etc., were based on the summative report – we have worked with Ty Partidge and a Revised SEP (July 2016) to report all changes – and maintained the level of evidence. This was reported to CNCS in September 2016.

Budget: Is spending on the evaluation on track? Will there be sufficient funds to complete the work? Explain.

The current budget is nearly expended. NCFL suggests we close out this year and move into the final reporting as soon as possible – that being when the additional technical assistance dollars from UWSEM are available (approx., \$17,000). NCFL also suggests that the evaluator work directly with Southwest Solutions rather than be the subgrantee for evaluation. This is negotiable with UWSEM, NCFL, and SWS.

Key Evaluation Findings: What are three key findings to date regarding program implementation and outcomes? These can be from the most recent evaluation report.

- All schools offered over 320 hours of opportunities for participation, more than double what would be needed for full project activity completion. 100% of the adults reported that their primary learning goals were to become better teachers of their children and to improve their English language skills.
- ELLP parents had 94 elementary students (prekindergarten through third grade) identified as Focus students during the 2015-2016 school year. For the analysis reported here, of the 94 students there were 75 students (children of adult program participants) who participated all year and had attendance data. Of the total members of the Focus group, there were 22 kindergarteners, 24 first graders, 14 second graders, and 12 third graders. A group of 19 preschoolers was also assessed.
- A quasi-experimental evaluation design used the measure Teacher Report on Student Performance (TROSP) to establish baseline equivalence. **Equivalence of groups was established** by analyzing four of the clusters: academics, efficacy, socio-emotional, and behavioral. For each cluster, analysis was conducted for equivalence of groups using an F-Test: Two Sample Variances, and a T-test: Two-

Sample Assuming Equal Variances (Unequal sample size) 2 tailed-test. These statistical results of significance along with demographic matching establish the equivalency between the Focus and Comparison groups.

- **The Focus group had substantially more students with a 95% attendance rate or better.** This means these Focus students were absent less than two weeks during the year. The Comparison group had more students with an attendance rate of less than 90%. These students were absent more than a month of school. If the pattern of chronic absenteeism continues for those Comparison students, they will forfeit an entire year of learning before high school. When evaluated by the criteria of an attendance benchmark 90% or more of the time, the Focus group had more students (n=63) meeting the criteria than the Comparison group (n=56).
- Mindsets concern learners' behaviors, habits, and attitude toward school-related tasks. No statistically significant differences were found between the Focus group and Comparison group on academic mindset at the beginning of the year, $t(166) = -1.824, 0.070$, $F(83,83) = 1.07, 0.763$. **Both groups fell in the average range for academic mindset. However, significant differences were found for the Comparison group between preTROSP and postTROSP results for means of mindset, $t(320) = -2.588, 0.010$.**
- As a group, **Focus students made substantial gains, surpassing the Comparison group in the number of proficient readers** at the end of the year despite the Focus group having less students scoring at grade level, or "proficient," at the beginning of the year.
- The Focus group began the school year with a much lower percentage of students reading at grade level. The Comparison group started the year with more students reading proficiently but did not grow over the course of the year and ended with fewer students reading on level and one student dropping into the below grade level category. By the end of the year, the Focus group had more proficient readers. **Using the matched pairs, the Focus group had a gain of 22.5% reading at or above grade level while the Comparison group had a loss of -2.0%.**
- **Students whose parents are in the ELLP learned to read faster than their peers in the Comparison group.** Regarding reading growth rate, significant differences in mean and variance were found in the growth rate of the two groups, with the Focus group having a more rapid growth rate. The Focus students have a stronger likelihood of making more appropriate progress towards grade level reading standards in later years than their peers in the Comparison group. In practical terms, when descriptive statistics and graphs are reviewed, it becomes obvious that the reading growth rate indicates accelerated rates of learning in students whose parents signed up for the ELLP.
- **The Focus students progressed in reading development as the Comparison students regressed over the school year.** Given the minimal percent of students in any grade K – 3 scoring proficient on state assessments and on the M-STEP for

second and third grades, the reading growth and number of Focus students reading proficiently are important findings.

- **Family literacy activities were abundant in the homes of ELLP families.** All of the Focus children's parents reported that they helped with homework, read aloud, and read with their children at least three times a week. The majority (62%) of Focus children's parents provided books, writing materials, and a quiet, organized space to study in their home. Nearly all parents (92%) valued reading as an important skill for learning new things.
- Based on the data analysis for **reading achievement, the confirmatory hypothesis that students of parents who fully participate in the ELLP will meet reading assessment benchmarks is not met, but significant progress has been made.**
- **Preschool siblings** of Focus students and pre-kindergarteners were screened for developmental skills to determine if they were **making adequate progress towards milestones.** Twenty-three of the 30 were making adequate developmental progress. Educators monitored the seven young children who exhibited delays in certain domains. **Their parents were engaged in specific strategies to address these weaker domains at home.** Additional screenings on these children were conducted.
- All but one parent had a smart phone. **91.6% of the parents used technologies (Internet, tablets, smart phones, computers) with their children. This is nearly double the percent (41.2%) of families that employed technology as a learning tool last year. Furthermore, 90% of families used technology as a resource for learning at home three or more times a week.** Parents (73%) accessed educational websites such as Wonderopolis® and Family Time Machine® and used social media like Face Book. Half of the parents accessed the school webpages for information about their child's grades, the school calendar, and homework assignments. Fewer (20%) parents emailed their child's teacher to ask questions, arrange meetings, or volunteer.
- The analysis of the home literacy environment affirms the research impact hypothesis that **parents who fully participate in the ELLP demonstrate strong literacy-supporting parenting behaviors evidenced by an increase in school/literacy supporting behaviors in out-of-school (e.g., home) experiences. In practical terms, the Focus children and their siblings had a significantly richer home literacy environment at the end of the year than they did at the beginning.**
- **Post standardized test analysis of adult literacy** and English language skills development presents a compelling support of full participation in English language learning classes over a school year. The mean for adults who participated less than 150 hours was barely higher at the end of the year, and it remained at the Low Intermediate ESL level (score 47-53). Pretest means for all groups were between 52 and 53 and fell within Level 4 described as Low Intermediate ESL. **On the posttest, the group that had 150 hours or more of**

project activity participation changed levels. It moved to Level 5, which is described as High Intermediate ESL.

- **Parents' self-efficacy regarding their ability to support their children as learners is strong.** ELLP parents developed a collective understanding that they were valued members of the school community. The end of program year responses across schools affirm parent's self-efficacy – —their confidence in their own competencies to achieve their learning goals. Parents stated that they should, could, and would help their children succeed as learners. Two-thirds of the parents agreed that they thought positively about their children's future. This response reflects a realistic concern for parents in a low performing school. This perception was positively echoed by other items regarding their child(ren)'s academic future.
 - **Parents all held high expectations for their children's educational success.** None of the parents believed their children would drop out of school, and only three felt a high school diploma would be their child's highest level of attainment. In May of the school year, **85.7% of the parents predicted that their children would eventually graduate from college.** Parents' optimism regarding their children's future as college graduates is up 8.5% over last year's participants.
1. **Data reflect that parents are building their capacity for strong and sustainable school engagement.** Adults perceived their self-efficacy in three areas. First, they had a sense of belonging to the learning community at their children's school where they believed in their capacity for meeting their own learning goals as well as their children's long-term academic success. Second, the parents demonstrated grit, a deep sense of passion and commitment to meet their personal goals and to ensure their children's academic success. And third, parents' believed their work towards learning goals held value for their families.

Evaluation Lessons Learned: What is one lesson you have learned and/or what promising evaluation practices have you identified? How are evaluation findings to date contributing to the mission of your broader portfolio and the mission of the SIF grant? Do the evaluation findings to date have programmatic implications?

The ELLP, a family literacy and learning program, is an effective two-generation outreach strategy for schools. Results for school age and preschool children and their parents demonstrate that the ELLP is an efficient strategy to promote meaningful home, school, and community connections.

A rigorous evaluation design was essential to documenting evidence of success. While expensive in terms of labor intensiveness – it is a worthwhile investment.

April 1, 2017 through August 31, 2017:

SIF Initiative web page (hyperlink): <http://www.swsol.org/ellp>

Population Served: Narrative description of progress for this reporting period only, April 1, 2017, through August 31, 2017:

The English Language Learners Program (ELLP) served the Hispanic population in Southwest Detroit throughout the academic 2016-2017 year at two Detroit Public Schools. The final quarter of this school year culminated with 34 full participants (150+ hours) who were all mothers with the exception of one grandmother. The majority of the adult participants were from Mexico with several originating from Central America including Honduras. Most of the program children at Escuela Avancemos Academy were in an Early Head Start or Head Start classroom. The Focus children at Harms Elementary were primarily in kindergarten, first, and second grades.

Match: Narrative description of progress on Match for Year 5 (10/01/16-8/31/17).
O'Brien Construction: \$17,191

- United Way SEM - ????
- Funding from Solutions at Sunrise - ???
- A percentage of a \$50,000 donation from an anonymous donor
- Payaso Cocorico (Clown Cocorico) - \$400
- Detroit Institute of Art - \$185
-

Challenges: What SIF-related challenges has your organization encountered from 4/1/17-8/31/17, and how have you dealt with them?

- Maintaining regular attendance by some participants was a challenge due to several pregnancies, new jobs, and transportation issues.
- Periodic standardized testing in K-3rd classrooms impacted parents' ability to participate in scheduled PACT Time in their children's classrooms.
- Securing required match and new program funding continued to be a problem.
- Timely completion and gathering of required BEST assessments, interviews, surveys, student reading scores/attendance reports and teacher evaluations of student performance can be challenging at times due to program time limitations, adult student attendance, school administration priorities, teacher responsibilities, and our effort to have the same bi-lingual staff person conduct all online Post interviews to provide consistency and validity with the questioning of participants.

Successes: Please describe any progress your organization has made towards SIF implementation goals from 4/1/17-8/31/17. Highlight noteworthy successes your organization achieved.

- [Column: Family literacy improves learning](#) – Detroit News Editorial on the effectiveness of family-learning models like English Language Learners Program. SWSOL/ELLP students highlighted.

- [ELLP parents honor teachers at Harms Elementary](#) – Special event organized by the parents and children in the ELLP Program- Personalized, framed awards were made for each teacher, aide, and administrator by the parents and children
- The ELLP at Harms Elementary maintained 21 full participant (150+ hour) students by year-end. Escuela Avancemos had 13 adult students complete the program as full-participants even with the lack of childcare for over half the year and with the ongoing changes of school administration and commitment to the ELLP Program.
- Program iPads were given to ELLP students who were full participants and their families at the graduation event on June 11th. Adult students had been using these iPads to research the Family Service Learning project.
- Teachers at Harms were quite vocal about their support for the ELLP program and the impact they have observed on Focus children in their classrooms, including 5th grade teachers. Teachers welcomed participant mothers during PACT Time and even encouraged them to stay longer than the scheduled time.
- Teachers and staff at both schools relied on ELLP parent participants as leaders and doers for school activities and input. Several mothers at Harms served on the Parent/School Association Board as president and treasurer.

Partnership/Collaboration Development: Please describe any noteworthy activities relating to partnership development, as they relate to or were the result of SIF during this reporting period (4/1/17-8/31/17)

- Parent-time, this past quarter, brought a variety of community agencies/presenters to the ELLP classroom to offer information and discussion on pertinent topics for the adult participants and their families. Topics included financial literacy (a five-week series), positive behavior modification, human sexuality within the family, Keep Growing Detroit/how to create your own home garden, knowing your local Detroit library.
- Students and staff from both schools visited the Detroit Institute of Art (DIA) with stroller children. Residents from the Detroit Tri-County area are able to attend the Museum for free. As an in-kind donation, the DIA provided in-kind bus transportation to and from the schools as well as a Spanish-speaking docent. In the ELLP classroom, students at Harms had created a group mural replicating “Los Ninos Pidiendo Posada” (The children asking for shelter) a mural of Mexican artist Diego Rivera.
- The Henry Ford/Greenfield Village donated tickets to all of our ELLP families in June. Staff coordinated the ticket requests and distribution. We were also able to provide each family with “Fun Money” that could be used at the Village that day.
- Representatives from Child Trends visited the staff of the ELLP Program on June 6th.

Sustainability: Please describe any specific developments or steps your organization has taken to strengthen its longer-term financial stability during this reporting period (4/1/17-8/31/17).

- SWSOL continues to seek financial support to help meet current-year match requirements.
- ELLP staff met with a member of the Detroit/Windsor Entrepreneurial Women's International (EWI) organization for possible future funding support. A number of the members have been supporting Harms students for many years. SWSOL staff continues to communicate with the EWI lead.

Scaling/Replication: Please describe any specific developments or steps your organization has taken to work towards scaling and replication during this reporting period (4/1/17-8/31/17).

- ELLP Supervisor Susan Lowell participated in a panel discussion at University of Michigan, Dearborn campus for a social work class that used the Solutions for Success book as one of their textbooks. Several staff from various SIF agencies participated in May and again in August.
- Publisher David Crumm and UWSEM staff member Shaun Taft met with Harms ELLP mothers to develop biographies/ résumés that can be utilized with future endeavors. Also, a group of eight Harms mothers is participating in an ongoing discussion of family traditions through food. These living histories will focus on how continuing family traditions through generations is important to preserve cultural awareness and growth within the ELLP program.

Great Stories: Describe an interesting or inspiring story or anecdote that reflects the value of your SIF Initiative. Include references to press coverage here, with hyperlinks when possible during this reporting period (4/1/17-8/31/17).

- Harms mother, Lourdes Valdivia, who has participated in ELLP for several years, was selected to serve on the committee to select the new Superintendent for the Detroit Public Schools. She was one of 11 and the only Hispanic/Spanish-speaking panelist. Lourdes was able to prepare several questions and chose to ask, "How do you plan on addressing the needs of diverse students within the Detroit Public School District?" Her participation in this panel was a great honor for Lourdes as well as the ELLP program at Harms. Lourdes has grown tremendously over the past several years having developed more self-confidence and public speaking skills. She served as the treasurer this past year of the School/Parent Association and is the incoming president for the upcoming school year. She was the lead speaker at several school assemblies and also participated in a panel of mothers at the National Center for Families Learning Summit.

- Mothers and stroller-children from Harms and Avancemos visited the Detroit Institute of Arts with free tickets and donated transportation. We studied Diego Rivera and some of his works. We also created our own mural that showed how our individual efforts can contribute to a beautiful whole vision.
- Harms parents visited the Campbell Branch of the Detroit Public Library for a bilingual orientation and interactive activities for the childcare children. Parents signed up for library cards and for a pizza-party-activity-night that same week. The youth librarian is very supportive of our program.
- Harms ELLP participants and their school-age children set up for a year-end teacher appreciation event where families made personalized plaques for each teacher and prepared delicious Mexican food for lunch. Many of the teachers said they have worked for over 20 years at the school and have never been recognized so thoughtfully. The mothers could see how appreciative the teachers and staff were.

Communication: Please describe any instances of press coverage or any plans or updates for communicating any key activities and accomplishments during this reporting period (4/1/17-8/31/17).

- Please see above sections

List of SIF-funded sites:

List here any locations where your organization has run SIF-funded programs to date. If you prefer, you may attach a spreadsheet with this information.

Harms Elementary – 2400 Central, Detroit, MI. 48208

Escuela Avancemos – 3800 Ciotte, Detroit, MI. 48210

(to be filled out by program leads or evaluators)

Evaluation Status: Is the evaluation on track in terms of enrollment of participants, Comparison/control group members data collection, sample retention, baseline equivalence of any Comparison/control groups, analysis, and reporting? Please provide specific numbers of each where available.

Evaluation Timeline: Are there changes to the timeline that may affect study outcomes? Please note changes and any revised implementation and reporting dates

The evaluation for year 5 is proceeding on time. All program data for adults and children has been collected and uploaded for analysis. The summative evaluation is on hold until DPS responds to the request for student reading data.

Level of Evidence: Have there been any changes to the plan that will affect the level of evidence the evaluation will produce? If so, please note these changes and what effect is anticipated.

No changes to report since the SEP was revised in 2016.

Budget: Is spending on the evaluation on track? Will there be sufficient funds to complete the work? Explain.

Southwest and UWSEM are working on a contract to pay the evaluator for the final summative evaluation.

Key Evaluation Findings: What are three key findings to date regarding program implementation and outcomes? These can be from the most recent evaluation report.

1. Program success does not ensure sustainability. Local funding budgets are constrained. The public school system is bankrupt and not interested in funding family engagement programs at any cost regardless of the return on investment in terms of students' improved attendance and reading achievement or progress towards college and careers.
2. The quality of a local evaluation does not influence funding streams to the degree necessary to assure sustainability and replication.
3. There are robust numbers of parents at each site who remained in the program for more than one academic year and have become leaders in the schools.

Evaluation Lessons Learned: What is one lesson you have learned and/or what promising evaluation practices have you identified? How are evaluation findings to date contributing to the mission of your broader portfolio and the mission of the SIF grant? Do the evaluation findings to date have programmatic implications?

The best lesson learned is that high quality evaluation is not the norm for local not-for-profit organizations. It is essential that annual performance reports be translated into a jargon free narrative that minimally focus of detailed statistical analyses if they are to enter the mainstream of thinking regarding the program model. The evaluation process itself is important to the academic mindset that often shapes funding streams even though these mindsets have little to do with the day-to-day operations of not-for profits or people/families served. The extent to which high quality evaluation influences national policy is minimal when viewed from the deck of a sole project. The COCI work and collaboration across subgrantees offer a stronger platform to justify social change than any single program evaluation alone can generate. Politics have a stronger impact according to the party in power than reams of evaluation data that supports promising practices at the local, state, and regional levels. That lesson learned suggests that evaluators must serve two masters at once. First, the academic policy wonks of What Works Clearinghouse. Second, the staff and administration of the not-for-profit organizations that collectively support the program.

APPENDIX D

2012 – 2013 Pilot Study of English Language Family Literacy Program Model Implementation and Fidelity

Note: The project name was changed to the English Language Learners Program to accommodate the needs of the matched funding champions

APPENDIX D

Program Year 1

Pilot Study of

Family Literacy Program Model Implementation and Fidelity

Evaluation Questions for the ELL FamLit Program: As stated in the approved SEP, the following was the overall question of the Pilot Study of Model Implementation and Fidelity:

To what extent does an ELL FamLit program increase education-related parent behaviors, improve student school actions (attendance and discipline), and increase student achievement?

**Note: Full participation = 150 contact hours (Calculations based on 24 full weeks of instruction @ 11 hours per week and 60% attendance).*

Program Differentiation

Components of the Primary Intervention – Family Literacy Program Model: The four program components model of family literacy have distinct roles in the support of intergenerational learning and literacy. For example, the participating adults receive eight hours of instruction on English language skills and traditional curriculum (e.g., math) from a certified adult educator. On a typical day, the adult teacher may read aloud a children’s book and then conduct a dialogic reading discussion whereby the teacher and adults pose and respond to questions at literal, inferential, and critical levels of comprehension. The adult education teachers encourage parents to role play how they can share the book with their child(ren) at home. Another example is practice with English idioms and learning contractions.

Parents enrolled in the ELLP routinely practice writing in English and Spanish by keeping learning logs and PACT Time Journals in the classroom. During Parenting sessions guest presenters from community agencies engage parents in different aspects of child

rearing and ways to enhance school to home relationships. For example, a SWCS Early Childhood Educator gave a presentation (in Spanish) from the High Scope program on engaging and interesting your child in language and learning.

Comparison children are members of families for whom English is a second language in the home. While it is possible that a child's parents have more proficient English language skills and engage in school activities, the parents do not participate in the ELL FamLit program. The critical difference is that the reading selections in the Adult Education program and many English language arts lessons are cued to the school curriculum and content of PACT Time in the children's classrooms. Comparison children's parents do not prepare for, attend, and debrief after daily interactions with the lessons. Another significant program differentiation is that the parents of Comparison children do not attend Parenting sessions or become part of a distinct cohort of adults whose work toward the achievement of personal learning goals and children's academic success are part of the daily school culture.

Program Quality: The quality of the overall program is measured by the Benchmarks during site observations. Results of the December site visit by the evaluator are summarized in the following tables and narratives. The Benchmarks tool developed by NCFL was used as criteria for evaluating the family literacy components and the school climate and resources. Four Benchmarks; Adult Education, Parent Time, PACT Time, and School Climate & Facilities are discussed. These Benchmarks address directly the program components and settings where the program operates.

Benchmark 1 - Adult Education: Adult Education/ESL takes into account the strengths of the adult learners and their diverse characteristics. Adult Education/ESL is driven by the learners' goals that are identified through multiple assessments. A flexible curriculum is delivered that includes a variety of instructional strategies that help parents to speak, understand, read, and write English. The AE/ESL curriculum includes making a

connection between the AE classroom and the children’s curriculum needs. The scoring key for all tables is: Scoring Key:

- 4 = Distinguished/Innovative Implementation
- 3 = Fully Implemented
- 2 = Partially Implemented
- 1 = Beginning to Implement
- 0 = Not Yet Implemented

Table 1
School and Composite Ratings on Adult Education Benchmarks

ADULT EDUCATION Benchmarks	Harms	Maybury	Munger	Phoenix	Mean
Adult Education/ESL is provided at least 6 hours weekly.	4	3	3	3	3.2
Appropriate English language skills (reading, writing, speaking, and listening) are incorporated in each lesson.	4	3	3	3	3.2
Adult education teacher establishes and maintains a relaxed atmosphere in class.	4	3	3	3	3.2
Appropriate English language skills (reading, writing, speaking, and listening) are incorporated in each lesson.	4	3	3	3	3.2
Lesson plans and instruction support parent goals, academic needs, and interests, providing varied learning and teaching strategies that draw from relevant parent information.	4	3	3	3	3.2
Lesson plans and daily instruction reflect the integration of activities and skills across all four components and show evidence of collaboration with elementary classroom teachers to reflect elements from the children's curriculum.	4	3	3	3	3.2
Active learning is part of all instruction so that parents are provided with many ways to learn by doing and practicing skills in simulated or real life situations.	4	3	3	3	3.2
Instruction includes varied teaching formats.	4	3	3	3	3.2
Teachers use informal/authentic assessments and discuss the results with parents.	3	3	3	2	2.7
Teachers use formal assessments and discuss the results with parents.	3	2	2	1	2
Each parent has a portfolio with goals and samples of his/her work, documenting progress.	2	1	1	1	1.2

Evaluator's Comments:

Harms Elementary School

- The adult education teacher, Janice was on Day 2 of a lesson on story mapping. A whole class lesson took place. Lesson objectives for content were clearly identified. The language objective of the day - vocabulary was depicted on the board - a tennis racket - with instructions to spell the word and use it in a sentence. Whether the word came from a group reading or PACT Time activity was unclear. It is doubtful that a tennis racket was a high interest, culturally relevant word.
- During the lesson presentation the instructor reviewed idioms, defined for the class as groups of words that together symbolize something else. Example, "down in the dumps" means sad. This was difficult for the ELL adults to comprehend. The teacher reinforced English to Spanish translations and practiced English by having the group repeat the words.
- Next they worked on Story Programs. She instructed them to listen for a problem in the beginning - she read aloud and asked them to discuss among themselves the characters' problem. Excellent conversations across learners. Humorous exchanges were abundant as they discussed *The Cow that Laid an Egg*. The teacher encouraged collaboration and had more proficient English speakers translate for other learners so that they could express their ideas in Spanish and hear them translated to English.

Maybury Elementary School

- 14 adult learners were in class on the day of the observation. A whole class lesson on reading comprehension and new vocabulary took place. The children's book, *Coat of Many Colors* by Dolly Parton was read aloud in English at the beginning of the lesson. The teacher introduced the book title and author - she provided information about Dolly Parton that built a connection between the learners and the author. The class is composed of many learners who have minimal English

language skills. The instructor introduced the word, coat and then encouraged the learners to say aloud in English the colors on the book cover.

- The book's narrative has a rhyming pattern and is boldly illustrated. The instructor directed the class to pay special attention to the illustrations to get clues about the words they cannot decode. Students worked on "sewed" and "produce" (decoded via literal text recall and then finding the word).
- There were Adult Education Journals in a bin with easy access to the class. The journals had scant and scattered entries with no particular themes or consistent dates of entries. The teacher explained that they were more concentrated on verbal English skills than writing.
- Small groups and pairs were formed as the class worked on spelling words - stating the word first aloud and then reviewing the pattern. The long /i / phoneme was highlighted (e.g., aisle).
- The classroom had an alphabet posted, Spanish and English announcement, and "Happy Birthday, Esther" (her day).

Munger Elementary School

- 15 adult learners were present in the Adult Education class. The whole class language arts lesson Focused on 10 contractions, e.g., we'll = we will (on board). Students were having difficulty with the long /u/ phoneme. The teacher modeled different words on the board as the students followed in their notebooks. Several students struggled to translate the contractions from English to Spanish and back. The instructor was enthusiastic and encouraged individual responses as well as peer coaching.

Phoenix Elementary School

- 8 adult learners and the instructor were present. The day's agenda with time slots was posted (in English). The lesson content focused on the comprehension strategy, story mapping.

- Initial questions probed the learners' literal recall of events in the children's book *Willow* by Denise Brennan that they shared in English. The recall exercise stimulated a whole class discussion about the book that led to the vocabulary word, imagination. The teacher linked imagination to the classroom library where the group identified books as non-fiction or fiction (imagination).
- The lesson moved to story grammar as the teacher pointed to a diagram on the board with boxes for plot, setting, problem, and characters. Her first question was, "Who can tell us the problem?" The learners' comments were enthusiastic, spoken in both English and Spanish. The teacher then linked imagination to characters by asking, "Who had imagination?" "Who did not?" She instructed the learners to respond in a full sentence – she wrote responses in the story map box on the board. She expanded the problem through discussion and then directed students to complete a story map for *Willow*.
- This took more time than she intended so she told the class they would finish the work tomorrow. She continued to talk about solutions to the story problem and worked on past and present grammar. The class began preparation for PACT Time.

Benchmark 2 - Parent Time: Parent Time is designed to provide a wide range of information and activities around the goals and needs of parents in family literacy programs. Attention is given to processes that can gather this information from parents. Parent Time also can be a venue to prepare parents for PACT Time and debrief that experience with parents.

Table 2

School and Composite Ratings on Parent Time Benchmarks

PARENT TIME Benchmarks	Harms	Maybury	Munger	Phoenix	Mean
Parent Time occurs for at least one hour weekly.	3	3	3	3	3
Parent educator establishes and maintains a relaxed atmosphere in class.	N/o	3	3	N/o	3
Parent Time topics are identified through various processes.	3	3	3	3	3
Parent Time sessions are dedicated to providing information for parents about the school.	3	2	3	3	2.7
School and district staff and other designated guests lead Parent Time sessions.	N/o	3	3	N/o	3
Parent Time topics are delivered through a variety of techniques.	3	3	3	3	3

Evaluator's Comments:

Maybury Elementary School

- A complete list of Parent Time topics was shared with the evaluator.

Munger Elementary School

- 15 adults attended the Parent Time session that immediately followed the Adult Education English language arts lesson. The presenter, a SWCS counselor (Amanda) introduced a HighScope lesson in Spanish, with a Power Point presentation in Spanish. The one-hour interactive session centered on parent child engagement. Topics such as how to interest your child with closed and open questions were shared. The adults provided personal examples of each concept introduced.
- The follow-up activity was to think of one conversation with your child that will focus on the child's interests. The parents were directed to get down to the child's

level. They wrote their ideas in notebooks and were instructed to share the results of their efforts with the adult educator later.

Phoenix Elementary School

- Reference to Parent Time was made during the Adult Education class. The parents were also instructed to take certain materials home and display them on the 'fridge. They were shown an exercise where scribbles/artwork was "translated" to a description written by the parent and posted for the family to share.

Benchmark 3 - PACT Time: PACT Time is designed to demonstrate the critical role parents play in their children's education. The following indicators specify the elements of PACT Time that must be implemented in order for parents to become meaningfully connected to their children's classroom and their children's educational needs. PACT Time involves staff articulation, parent preparation, classroom experiences, debriefing time, and transfer to home activities discussion.

Table 3

PACT Time Benchmarks

PACT TIME Benchmarks	Harms	Maybury	Munger	Phoenix	Mean
PACT Time occurs for at least two hours weekly.		0	3	3	3
Staff members communicate with Pre-K-3 classroom teachers and support parents' interactions during PACT Time.		1	3	N/o	2
Children's classroom teachers provide materials and/or lesson plans to the adult education and Parent Time teachers so that they are aware of the activities parents will engage in during PACT Time.		0	N/o	3	3
Parents are prepared for PACT Time prior to the visit with a focus on what they may be observing and/or what they may be actively engaged in within their children's classrooms.		2	3	3	2.6
Classroom teachers provide a positive experience for parents coming into their children's classrooms.		3	N/o	N/o	
Literacy related activities between parent and child are part of PACT Time.		3	3	3	
Parents are made aware of the connections between PACT Time and the other components throughout the week.		3	3		
Parents debrief as soon as possible after PACT Time by sharing how they participated in PACT Time with their children using a variety of activities.		3	3		
Transfer home ideas and materials are discussed and reviewed during PACT Time debrief.		3	3		

*N/o = Not observed

Evaluator's Comments:

Harms Elementary School

- Not observed. Teacher explained that Story Maps were part of PACT Time this week.

Maybury Elementary School

- No comments. Not discussed.

Munger Elementary School

- PACT Time was not observed during the observation but was discussed with the adult educator at a later meeting.

Phoenix

- During a meeting with the Program Director and evaluator, the principal, Dr. Alexander Cintron appears to be supportive of parent engagement efforts. He directed four members of the staff (ELL, Reading/LA, IT coordinators) to attend a meeting with the evaluator and project staff. He offered to make baseline student data not collected last year available to the evaluator. He also pledged that attendance and discipline data stored on the school's Power School software would be available for Focus and Comparison students at EOY. Baseline and EOY reading data will also be shared.
- Despite these assurances, to date, school staff have provided minimal support of and engagement with the ELL FamLit project. The project cannot be viewed as a fully integrated component of the school's culture and climate.
- Continued low enrollment threatens the validity and power of the Subgrantee Evaluation Plan.

Benchmark 6 - School Climate & Facilities: Districts, schools and staff set the climate for parent involvement and engagement. Parents need to know they are valued by walking into a welcoming and supportive environment where they can gain a better understanding of their child's school.

Table 4

School and Composite Ratings of School Climate and Facilities Benchmarks

SCHOOL CLIMATE & FACILITIES	Harms	Maybury	Munger	Phoenix	Mean
Permanent and designated classroom space is available for parent classes.	3	0	2	3	2
Classroom reflects adults and children’s work that pertains to the culture of the parents and the community.	4	3	2	2	2.7
Adults and children's educational materials are available to all parents.	2	3	2	3	2.5
Parents and teachers in the classroom use up-to-date technology consistently.	2	2	2	1	1.7
All school staff are aware of the program and understand the reason for the parents’ presence in the school.	3	3	2	1	2.2
All school staff set a positive tone by welcoming parents.	4	3	2	2	2.7
Various methods, strategies, and languages are employed when communicating with parents.	3	2	3	1	2.2
Parents have access to school resources.	2	2	2	2	2
If needed, appropriate childcare space is provided, along with staff and age-appropriate activities.		2	1		1.5

Evaluator’s Comments:

Harms Elementary School

- 14 adult learners were present on a dreary winter's morning.

Maybury Elementary School

- The early childhood room had four infants/toddlers and two caregivers present. The room had few age appropriate play things and no changing station. The SWCS staff had been told the DPS would be taking the wooded kitchen toys to another location. During the meeting with the principal, she stated that all the toys would stay and the program could use them. She also stated that if enrollment spiked she would need to re-appropriate the room as a K-4 classroom.

- The learning environment does not meet minimum standards as measured by standard instruments (e.g., ELLCO). The SWCS staff plan to organize the room immediately now that the furniture/toys issues have been settled.
- The principal was welcoming and cordial. She explained that more parents could not be engaged in the school because of DPS rules about federal finger prints and TB screening that would cost each volunteer parent \$75. She also reinforced the point that her space was limited and if necessary she would have to take the space back.
- The principal felt that the most important need of parents is to have a literacy class - with an initial Focus on Spanish. She has 6 parents interested - it is not clear why these parents do not perceive the family literacy program as a good fit.

Munger Elementary School

- The classroom is shared with another resource teacher and territorial issues create a tension that diminishes the learning environment. The room was large but clearly divided as a resource center and a learning center. Large carts with books and other supplies were scattered about the back part of the room. Another resource staff member came in during the lesson and was noisy and very "busy." This was a distraction for some of the learners who were already struggling to comprehend the grammar lesson. The resource teacher left for about an hour and returned and was even more disruptive.
- Space issues should be resolved to create a learning center rather than a storage depository or vice versa. The disorder is not supportive of a culturally responsive adult learning environment.

Phoenix Elementary School

- The principal, Dr. Alexander Cintron appeared to be supportive of parent engagement efforts. He directed four members of the staff (ELL, Reading/LA, IT coordinators) to attend a meeting with the evaluator and project staff. He offered

to make baseline student data not collected last year available to the evaluator. He also pledged that attendance and discipline data stored on the school's Power School software would be available for Focus and Comparison students at EOY. Baseline and EOY reading data will also be shared.

- Despite these assurances, to date, school staff have provided minimal support of and engagement with the ELL FamLit project. The project cannot be viewed as a fully integrated component of the school's culture and climate.
- Continued low enrollment threatens the validity and power of the subgrantee evaluation plan.

The Implementation Study for the Pilot Year 1 generated many recommendations for ELLP improvements.

- Each consent form should be scanned and attached to each Initial Family Interview. Staff needs to ensure that parent names on forms are printed as well as a signature, that the Focus child is identified, that siblings are not identified as the Focus child, and that the school is on the form. Staff inadvertently used older versions of the forms. The current forms require dates.
- ELLP per school must offer sufficient opportunities for full participation (150 hours) by the adults. Participation hours must be uploaded monthly.
- In addition to the recommendations in the later section on the Family Interviews, the evaluation will include a new Likert Scale of Agree, Disagree, Don't Know. A review of protocols for Family Interviews will be provided to the adult educators who conduct the interviews. All interviews will be conducted orally. Interviewers will be asked to validate school information before analysis begins on the interviews.
- End-of-year Family Interviews need to be matched with initial Family Interviews as soon as possible to ensure that all families who have persisted through the year have both initial and end-of-year interviews.
- Align reading score data with a common element of analysis across schools.

- Provide the evaluator with the grade level proficiency charts and the individual data for the Focus and Comparison children. This data is essential for a performance outcomes evaluation.
- In order to calculate the mean rate of annual daily attendance for Focus children the total number of days possible is needed in addition to the individual percentages.
- Revise the Initial and Post Family Interviews and eliminate three of the six response choices. The three response choices will be Agree, Disagree, Don't Know.

SWCS staff reported that the Ages & Stages Questionnaire (ASQ) was administered to preschool children (siblings of the Focus children). However, these records were not provided to the evaluator. The SEP requires data collected for preschool children to be collected and therefore it was recommended that project staff administer, score, collect, and disseminate the ASQ data to the evaluator in a timely manner.

Based on the Benchmarks used to measure implementation, the fidelity level in January of 2013 was moderate. Since that time, the evaluators reviewed the data depository, reviewed the NCFL manual, met with each school in Detroit to discuss procedures and protocols, and provided specific recommendations for stronger adherence to the protocols. During year 2, adherence to timeline was monitored more closely. Because of multiple issues of incomplete data, it will be reviewed regularly (years 2 through 5) after upload to determine missing information and district contact person will be notified so that completed data can be provided.

Program Quality: The quality of the overall program was measured by the NCFL Benchmarks during site observations. Program-wide and two school-wide findings of the Pilot Year Implementation Study are identified below. Overall Program Strengths are:

- An established partnership with the evaluator.

- Skilled Adult Education (AE)/ ESL teachers willing to learn about their families and schools.
- The availability of parenting staff from Southwest Solutions and the availability of the family support workers who provide the child care at three sites.
- PACT Time was established at all sites. Parents visited classrooms and observed how their children learned.
- Schools began to allow parents use of school resources, such as the computer labs.
- Schedules were established and parents were responding to the ESL instruction.

Suggestions for Growth.

- Establish portfolios with parents. The focus could be on their own accomplishments and their children's accomplishments.
- Create written year-long recruitment and retention plans; continue to review and revise these as the year progresses.
- Establish on-going goal setting procedures; parents should create personal educational, family, and child goals. These goals should be reviewed regularly; some family literacy staff have parents create overall goals, then weekly goals related to the overall goals.
- Complete the family interviews and assessments; establish relationships with classroom teachers so they can see the value of completing the Teacher Reports.
- Establish data collection processes that allow you to determine program and family growth
- Ask teachers to follow-up on the school climate and component integration Benchmarks.
- During a staff meeting, refer back to your NCFL Foundations manual and professional development for confirmation of your program implementation.

APPENDIX E

Data Definition of Variables

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Data Definition of Variables

Participation in ELLP: the number of total hours parents participate in ELLP (adult education, parenting classes, and PACT Time) during the school year. Family service learning hours for years 4 and 5 were included in the participation hours. This component addition generated more time for program engagement at each school.

School-related parenting behaviors and home family literacy behaviors: Initial and Post Family Interview survey of literacy and education related behaviors. Home Literacy Checklists and Home Visit reports by staff data are collected also.

Attendance rate: the percentage of time attending school divided by time scheduled to attend school.

Academic behavior: Pre and Post scores on *Teacher Report on Student Performance Surveys Records (TROSP)*.

Student Reading Achievement: Pre-test and Post-test scale scores for the end of year benchmark level for any of the standardized reading assessments and benchmarks selected by the schools and used over the course of the grant.

Adult English language skills. Scale scores on the *Basic Education Skills Test (BEST) for English Speakers of Other Languages*. These scores are used to determine Adult Education English language proficiency as leveled by the National Reporting System for Adult Education.

APPENDIX F
Participating Schools Data

APPENDIX F

Participating Schools Data

Academic Progress at Participating Schools 2015-2016. Overall, Detroit Public Schools (DPS) faced a crisis that negatively impacted all students—47 of Michigan’s 124 schools that ranked among the bottom 5% are part of the DPS. Excellent Schools Detroit (<https://www.excellentschoolsdetroit.org>) reported that for the 2015-2016 school year, 75% of DPS schools performed in the bottom 20% of all Michigan schools.

The overwhelming majority of students in the participating schools struggle to learn, scoring below proficiency levels on state measures of achievement. Low performance, below grade level in English Language Arts and Mathematics is the norm at these schools. DPS uses the Northwest Evaluation Association - Measures of Academic Progress® (MAP®). The publishers state the MAP, “creates a personalized assessment experience by adapting to each student’s learning level—precisely measuring student progress and growth for each individual.” Scores are reported by DPS for its schools.

Escuela Avancemos: Escuela Avancemos! Academy (herein Avancemos), a charter school, replaced Lighthouse (Year 3) that replaced Phoenix, an Education Achievement Authority school (Years 1 & 2). Avancemos is one of 13 public school academies in the Detroit Public Schools Community District (DPS). The curriculum Focus of Avancemos is bilingual education in Spanish and English.

Academic achievement is low across grades at Avancemos. It received a rating of 1 out of 10 by Excellent Schools Detroit (ESD), which rates all public and charter schools (<https://www.excellentschoolsdetroit.org/>). ESD produces a school rating to help families make informed choices about where their children may attend school by providing grade-like report cards per school. ESD recommends parents and students select schools graded C+ or better. Avancemos earned a D for School Climate, F for Academic Status, and F for Academic Progress. Michigan Department of Education gave it a Red rating for having the lowest scores and fewest objectives met. None of the third grade students (2015) scored Proficient in Math or Reading. The Michigan Education Assessment Program (MEAP) 2013 results (most recent data published)

report that less than 5% of Avancemos 3rd graders scored Proficient or better on the English Language Arts or Mathematics measures.

Avancemos is a charter school. The daily attendance rate was not available for the evaluation during the fourth program year. DPS data was located for the 5th year.

Harms Elementary. According to the Michigan Annual Education Report (2016) the school-wide attendance rate for 396 students was 92.6%. NWEA percentile rankings for second (3rd percentile) and third grade (6th percentile) are extremely low for English Language Arts. Observed reading student growth from kindergarten through third grade was less than projected at every grade level (Fall 2013 – Spring 2014 is the most recent data available from DPS). Sixty-seven percent (67.1%) of 3rd graders did not meet state standards for English Language Arts. The mean score for 3rd grade was 1290. Percentile rankings on the NWEA MAP for each grade K – 3 were less than the 5th percentile.

Lighthouse Academy. This new charter school participated only one year (2014 -2015).

Maybury Elementary. The school-wide attendance rate for Maybury 2015-2016 was 92.6%. DPS reports that NWEA Observed Growth fell short of Projected Growth for Reading and Math. The achievement status for prekindergarten through third grade on the NWEA MAP was extremely low with only first grade at the 3rd percentile and the other grades at the 1st percentile. The M-Step results for Spring 2015 for 69 students in 3rd grade was 1,274 for the average scale score for English Language Arts. Six 3rd grade students scored Proficient or better on the M-Step, but 91.3% of the students did not meet the state standard for English Language Arts.

Munger Elementary-Middle. Munger reports an attendance rate of 90.4%. Observed Language Usage Growth was less than the projected growth for second and third grades (Spring 2015 most recent data published by DPS). The Spring 2015 data for 2nd grade are at the 5th percentile and the 3rd grade scores are at the 2nd percentile. M-Step Spring 2015 data for 90 students in 3rd grade had an average scale score of 1,284. 78.5% of the 3rd graders did not meet state standards, but 19% met the state English Language Arts state standards.

2016-2017. Harms Elementary earned a score of C from Excellent Schools Detroit. It reported data on 410 students, 86.1% who are Hispanic. The school attendance rate was 93% for the school year. Student M-STEP scores for Reading and Writing, 2-year average (2014-15, 2015-16) was 27%, weak citing low proficiency and low growth. Harms was rated well organized by students and teachers.

<http://scorecard.excellentschoolsdetroit.org/schools/2043-k8-harms-elementary-school>

2016-2017 NAEP results for 4th grade Reading show 34% of students scoring Proficient and above. 39% of 4th grade males scored Below Basic. 49% of Hispanic 4th graders scored Below Basic. Only 90 Limited English Proficient students in the district were assessed. 10.6% of students scored English proficient on the WIDA ACCESS measure that assessed 4,584 English learners. 40.7% of the English learners demonstrated below average performance on the WIDA ACCESS (Michigan School Data, 2017).

Eccuela Avancemos! earned an overall grade of D from Excellent Schools Detroit (2017). It reported that 86.9% of its 274 students were Hispanic. 71% (N=194) of all students were English learners. 92% of the students were on free and reduced lunch. The school attendance rate was 92%. Only 5% of students scored Proficient or higher on the M-STEP Reading and Writing between grades 3 and 8 over the two year period. Scores clustered heavily in Low Proficiency and Low Growth.

Program Background and Problem Definition. Family literacy and other social innovation programs operate on the assumption that an intervention at the root level creates a chain of change that carries through to the symptomatic social issue. The ELLP is a two-generation educational intervention that reduces the achievement gap between Hispanic students, many who are English learners, and other demographic groups. The strategy is to simultaneously promote school engagement, family literacy, and English language proficiency in Hispanic parents/caregivers and their young elementary school age children.

The ELLP Impact Study is contextualized by patterns and trends of student achievement in the Detroit Public Community Schools District. Student M-STEP data (Table 1) for Detroit show generally poor reading achievement in third grade across demographic groups, yet there are differences in achievement between groups. English learners have higher percentages of

students (12.8%) scoring Proficient or Advanced than African American or Black students (11.9%) scoring in the same levels. More White students (13.0%) score Advanced and Proficient than English Learners, Hispanics of Any Race, and African American or Black students (Detroit Public Schools, 2017).

Table 1

Michigan Student Test of Educational Progress (M-STEP)
 2014-15 and 2015-16 English Language Arts Scores for 3rd Grade Content
 Detroit Public Schools Community District

Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
English Learners	2014-15	34.7%	16.4%	5.0%	11.5%	27.2%	56.3%
English Learners	2015-16	31.9%	12.8%	3.9%	8.9%	24.5%	62.7%
Hispanic of Any Race	2014-15	37.2%	14.8%	4.6%	10.2%	28.4%	56.7%
Hispanic of Any Race	2015-16	33.5%	12.5%	3.5%	9.1%	23.2%	64.3%
White	2014-15	58.2%	12.1%	3.0%	9.1%	21.2%	66.7%
White	2015-16	53.9%	13.0%	5.0%	8.0%	21.0%	66.0%
African American or Black	2014-15	23.2%	10.5%	2.4%	8.1%	21.2%	68.3%
African American or Black	2015-16	20.0%	9.0%	2.9%	6.1%	16.1%	74.9%

The achievement gap between Hispanic/Latino English language learners and all other students persists and negatively impacts national high school graduation rates. The Detroit Public Schools report unmet academic needs for many of its 6,733 students who are Hispanic/Latino. The District's 2016 graduation rate for Hispanic students was 72.6% (down from 73.7% in 2015) and 67.36% for African-American students. That year the average rate for white students was 83.38% and for Asian students it was 90.2% (Higgins, 2017). The data represent the traditional achievement gap, the gulf between the scores of more affluent, English speaking students and those of students who represent ethnic minorities and English language learners.

Table 2
Enrollment and Demographics of Participating Schools

School	Total Enrollment	Hispanic	Limited English Speaking	Economically Disadvantaged
Avancemos	247	187	227	247
Harms	472	404	303	411
Discontinued Schools				
Lighthouse	352***	207	DNA	341
Maybury	383	312	242	357
Munger	955	714	609	573
Phoenix*	372**	DNA	DNA	

* The Education Achievement Authority closed Phoenix Multicultural Academy in May 2016 due to declining enrollment and low achievement. Phoenix discontinued ELLP in 2013.

**2012-2013

***Southwest Detroit Lighthouse Charter Academy discontinued after one year in ELLP

DNA=Data not available

APPENDIX G

Further Analysis of Previous Reading Outcomes

APPENDIX G

Further Analysis of Previous Reading Outcomes

The analysis of aggregated data is representative of data analysis per program year (see Appendices D, K, L, M for a complete analysis of variables including parent participation in the intervention). For example, we present the analysis of reading outcomes as measured by the two STAR instruments in 2013 -2014, followed by 2014 – 2015 and 2015-2016. The analyses ground the introduction to this study component that recognized limitation due to the availability of a common measure and vertically alignment of the scale scores with grade levels.

Reading Outcomes 2013 – 2014. Academic achievement was analyzed using scaled scores from the STAR Early Literacy assessment, for grades kindergarten and first combined. Data was analyzed for the beginning of the year (BOY), the end of the year (EOY), and growth. No statistically significant difference was found on any of these measures between the Focus students' performance and the Comparison students' performance. However, in practical terms, the Focus students out performed the Comparison students on both BOY and EOY measures. Difference in rate of growth between these two groups was only 7.47 scale scores while the range of scores was [REDACTED]

Table 1

Statistical Analysis for Grades K-1 on Star Reading 2013 - 2014

	Mean	t-Test: Two Sample Assuming Equal Variances (Equal Sample Size, Two-tail)	F-Test Two-Sample for Variances (Two-tail)
BOY (Beginning of Year)	Focus – 587.97 Comparison - 545.03	t(70)= 0.702, p=0.485	F(35,35)=1.52, p=0.219
EOY (End of Year)	Focus – 748.08 Comparison - 721.53	t(70)= 0.425, p=0.672	F(35,35)=1.56, p=0.194
Difference in Growth	Focus – 160.11 Comparison - 176.50	t(70)= -0.666, p=0.507	F(35,35)=1.37, p=0.362

Analysis of 1st and 2nd Grade Students: Academic achievement was analyzed using scaled scores for the Star Reading assessment, for grades two and three combined. Data from the BOY, the EOY, and growth were also used in the analysis. No statistically significant difference was found on any of these measures between the Focus students' performance and the Comparison students' performance. In practical terms, the Focus students outperformed the Comparison students on both the BOY and the EOY measures. Difference in rate of growth between these two groups was only 16.39 scale scores when the range of scores was 63-2239.

Table 2

Statistical Analysis for Grades 2-3 on Star Reading 2013 - 2014

	Mean	t-Test: Two Sample Assuming Equal Variances (Equal Sample Size, Two-tail)	F-Test Two-Sample for Variances (Two-tail)
BOY (Beginning of Year)	Focus – 222.75 Comparison - 196.00	t(54)= 0.271, p=0.788	F(27,27)=0.84, p=0.659
EOY (End of Year)	Focus – 346.39 Comparison - 328.11	t(54)= 0.168, p=0.867	F(27,27)=1.04, p=0.926
Difference in Growth	Focus – 123.64 Comparison - 132.11	t(54)= -3.37, p=0.738	F(27,27)=0.85, p=0.671

For the following project year (2014 – 2015), similar results were found when the amount of growth between percent at or above grade level at the BOY and the EOY was analyzed.

Reading Outcomes 2014 – 2015. The Focus group had a gain of 7.44% at or above grade level while the Comparison group had a gain of 1.88%. The Focus group increased their proficiency rate by 5.66% more than the Comparison group.

Table 3

Percent of Students Reading At or Above Grade Level 2014 -2015

	Percent At or Above Grade level at Beginning of Year	Percent At or Above Grade level at End of Year
Focus	13.21%	20.75%
Comparison	13.21%	15.09%

Analysis of academic achievement was conducted using scaled scores for the two versions of the STAR assessments just as it had been done the previous year. Because the range for the scaled scores on the two assessments differed, they had to be analyzed separately. Kindergarten and first grade were analyzed together and 2nd and 3rd grades were analyzed together.

The academic achievement was analyzed for grades kindergarten and first combined using scaled scores for the STAR Early Literacy assessment. Data from the BOY, the EOY, and for growth were analyzed. No statistically significant difference was found on any of these measures between the Focus students' performance and the Comparison students' performance. Difference in average rate of growth between these two groups was 27.61 scale scores with the Comparison group growing more. The range of scores was 52-870.

Table 4

Statistical Analysis for Grades K-1 on Star Early Literacy Reading 2014 - 2015

	Mean	t-Test: Two Sample Assuming Equal Variances (Equal Sample Size, Two-tail)	F-Test Two-Sample for Variances (Two-tail)
BOY (Beginning of Year)	Focus – 402.85 Comparison - 353.08	t(50)= 0.947, p=0.348	F(25,25)=1.18, p=0.678
EOY (End of Year)	Focus – 537.00 Comparison - 514.85	t(50)= -0.296, p=0.768	F(25,25)=1.02, p=0.961
Difference in Growth	Focus – 134.15 Comparison - 161.77	t(50)= -0.674, p=0.503	F(25,25)=0.57, p=0.164

Analysis of 2nd and 3rd Grade Students: Academic achievement was analyzed using scaled scores for the STAR Reading assessment for grades two and three combined. Data from the BOY, the EOY, and growth was analyzed. No statistically significant difference was found on any of these measures between the Focus students' performance and the Comparison students' performance. Difference in average rate of growth between these two groups was 23.96 scaled scores with the Focus group growing more. The range of scores was 63-673.

Table 5

Statistical Analysis for Grades 2-3 on STAR Reading 2014 -2015

	Mean	t-Test: Two Sample Assuming Equal Variances (Equal Sample Size, Two-tail)	F-Test Two-Sample for Variances (Two-tail)
BOY (Beginning of Year)	Focus – 156.89 Comparison - 188.22	t(52)= -1.245, p=0.219	F(26,26)=1.15, p=0.717
EOY (End of Year)	Focus – 227.37 Comparison - 234.74	t(52)= -0.252, p=0.802	F(26,26)=2.05, p=0.073
Difference in Growth	Focus – 70.48 Comparison - 46.51	t(52)= 1.203, p=0.234	F(26,26)=1.61, p=0.229

Reading Outcomes 2015 – 2016. The patterns carried forward to the 2015 – 2016 school year. Again, we measured student achievement using STAR reader in second and third grades and the STAR Early Literacy in kindergarten and first grade in three of the schools. The fourth school, Avancemos used NWEA-MAP. Standard scores were available for assessment at all grades, although they were not provided in all cases. Data collection and availability confounded the analysis. Percentiles used to determine “at” and “below” level functioning in reading for the NWEA as cutoffs were not available to use for interpretation.

Students whose percentile was 50 or higher were considered at level. Grade level equivalents for 2nd and 3rd grades are available to use in determining whether or not students are at level. Scaled scores for kindergarten and 1st grade can be compared to risk cut off based on the time of the year. Those that fell in the “low risk” range were considered to be at level while both “at risk” and “some risk” were considered below. Benchmark cutoff scores were found on page 23 of the Early Literacy Teacher guide. Cutoff scores for “at level” are provided below.

Table 6
Cutoff Scores for the Early Literacy STAR

	September	May
Kindergarten	>555	>674
1 st grade	>705	>816

In this section, achievement analysis began with grade level functioning, followed by scale scores analysis. Prekindergarten student analysis concludes the section and was based on the results of the Ages and Stages developmental screening questionnaire.

Students in the Analysis 2015 - 2016: Of the total number (n = 91) of students in pre-kindergarten to 3rd grade, there were 19 pre-kindergarteners who had no data. For the remaining 72 students, the only way to analyze them as a group was to evaluate whether they were performing at grade level according to the data provided to the evaluators. While results may have been reported differently for different schools, different classrooms, and/or different grades, within matched pairs of Focus and Comparison students, reporting was consistent.

Analysis of Grade Level Performance. Consistent with the previous years’ analysis, grade level functioning was defined as whether students were at or above grade level expectations using the benchmark cutoff scores for STAR Early Literacy and grade level for the STAR Reading Assessment. For students assessed by the NWEA, percentiles were used to determine whether students were reading at grade level. Students with a percentile of 50 or above were identified as reading at grade level. The results are provided in Table 25 below.

Table 7

Pre-Test: Students Reading At or Above Grade Level – Fall 2015

	Focus Students		Comparison Students	
	Number of Students	Percent of Students	Number of Students	Percent of Students
At or above grade level	7	9.7%	14	19.4%
Below grade level	50	69.4%	39	54.2%
No data provided	15	20.8%	19	25.3%

Considerable changes in students’ reading abilities were seen by the spring assessment data. As a group, Focus students made substantial gains, surpassing the Comparison group in the number proficient at the end of the year despite the Focus group having less students scoring at grade level, or “proficient” at the beginning of the year.

Table 8

Post-Test: Students Reading At or Above Grade Level – Spring 2016

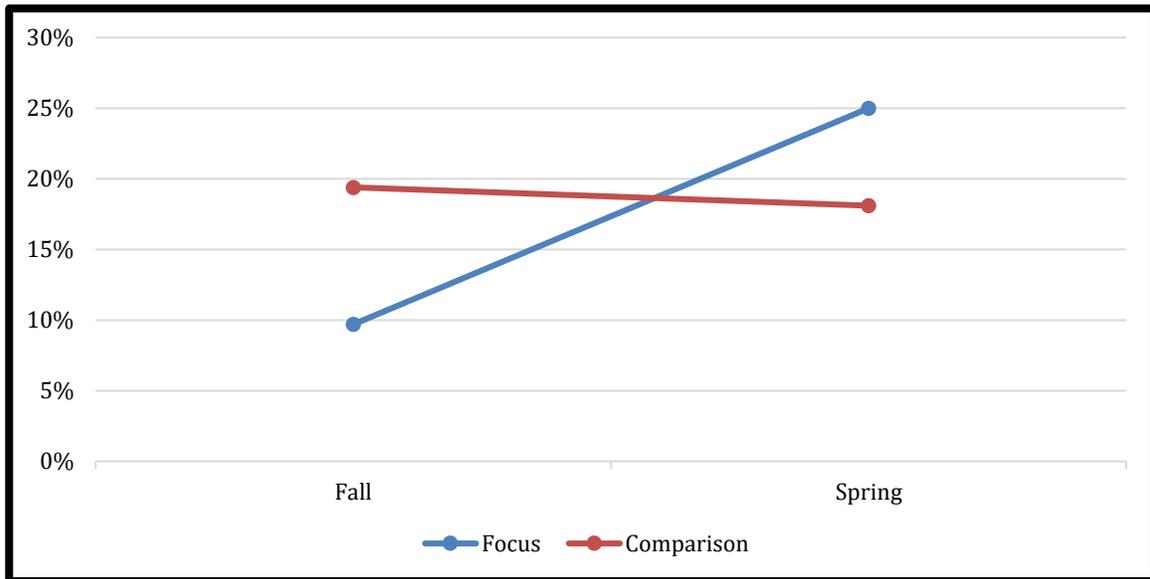
	Focus Students		Comparison Students	
	Number of Students	Percent of Students	Number of Students	Percent of Students
At or above grade level	18	25.0%	13	18.1%
Below grade level	39	54.2%	46	63.9%
No data provided	15	20.8%	13	18.1%

Tables 7 and 8 show that several students did not have data. When these students were eliminated, 49 pairs of Focus students and Comparison students were analyzed by reading ability.

As can be seen on the graph (Figure 1), the Focus group started with a much lower percentage of students reading at grade level. The Comparison group started the year with more students reading proficiently but did not grow over the course of the year and ended with fewer students reading on level and one student dropping into the below grade level category. By the end of the year, the Focus group had more proficient readers.

Figure 1

Percent of Students Reading At Grade Level or Above 2015 -2016



The results of this analysis mirrored the total group analysis, with a steeper decline in the proficiency percentage of the Comparison group (Table 9).

Table 9

Matched Pairs: Students Reading At or Above Grade Level

	Focus Students		Comparison Students	
	Pre-test	Post-test	Pre-test	Post-test
At or above grade level	12.2%	34.7%	26.5%	24.5%

The amount of growth between percent at or above grade level at the beginning of the year and the end of the year was analyzed. Using the matched pairs, the Focus group had a gain of 22.5% reading at or above grade level while the Comparison group had a loss of -2.0% when scaled score cut off were used.

Analysis of Scaled Scores: Using scaled scores for the STAR Early Literacy assessment and from STAR Reading assessment, academic achievement was analyzed for all grades combined using data from the BOY, the EOY, and growth. Avancemos was not included in the analysis of scaled scores because they used a different assessment with a different scaled scores index.

A few student pairs only had grade equivalents and percentiles reported. Therefore, they were not included in this analysis. Thirty-seven pairs were included in the analysis of scaled scores. As with the two previous years and the aggregated study, no statistically significant difference was found on pre- or post-measures between the Focus students' performance and the Comparison students' performance.

APPENDIX H
Demographics of the Participant Families

APPENDIX H

Demographics of the Participant Families

Demographics of the Focus Students' Families. Parents were interviewed (Family Interviews) upon enrollment and again in the late spring of the school year. Demographic data was collected on the Initial Family Interview during the first few weeks of the program year. Data for all Focus students' families show that 298 (N=302) of the parents enrolled in ELLP were female, and of these one was a grandmother, one was a foster parent, and three were aunts. Given that a total of four were not mothers and three were male, the term parent will be used throughout this analysis.

Approximately two-thirds of the Focus students' parents were married at the time of their enrollment. As stated, the ELLP parents were female, 88.6% were not employed during their enrollment. This in part explains how they were able to work other responsibilities and time with the 11 hours per week of engagement in the ELLP.

Figure 1

Marital Status of Focus Students' Parents

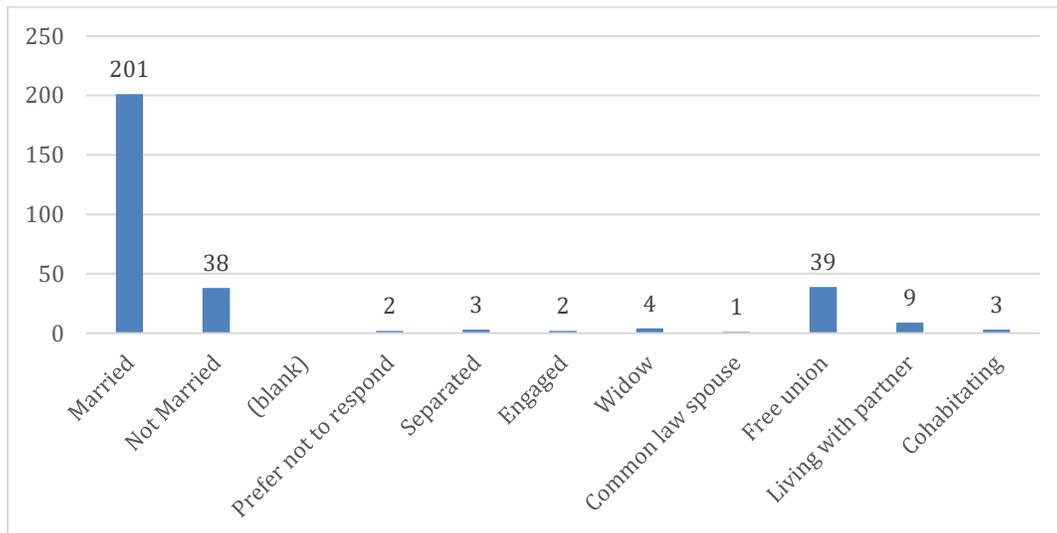
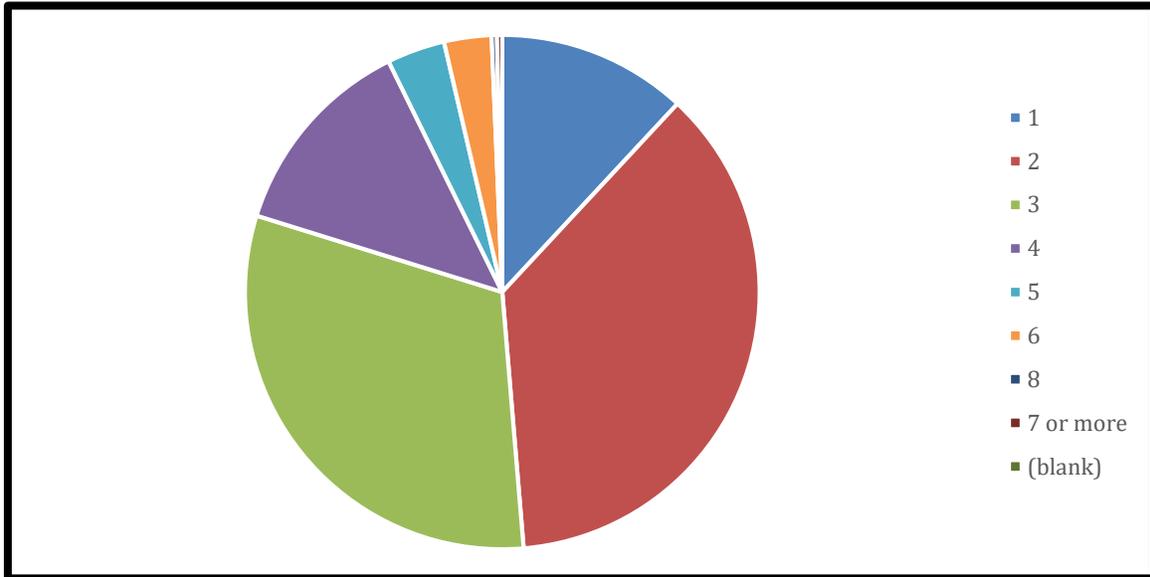
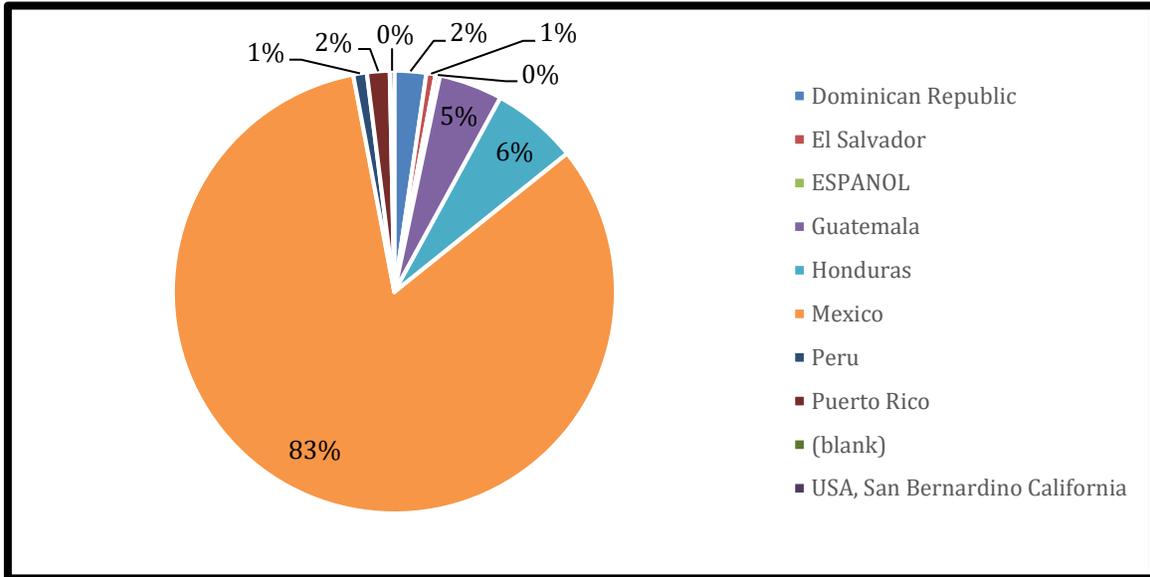


Figure 2
Number of Children in Focus Students' Homes



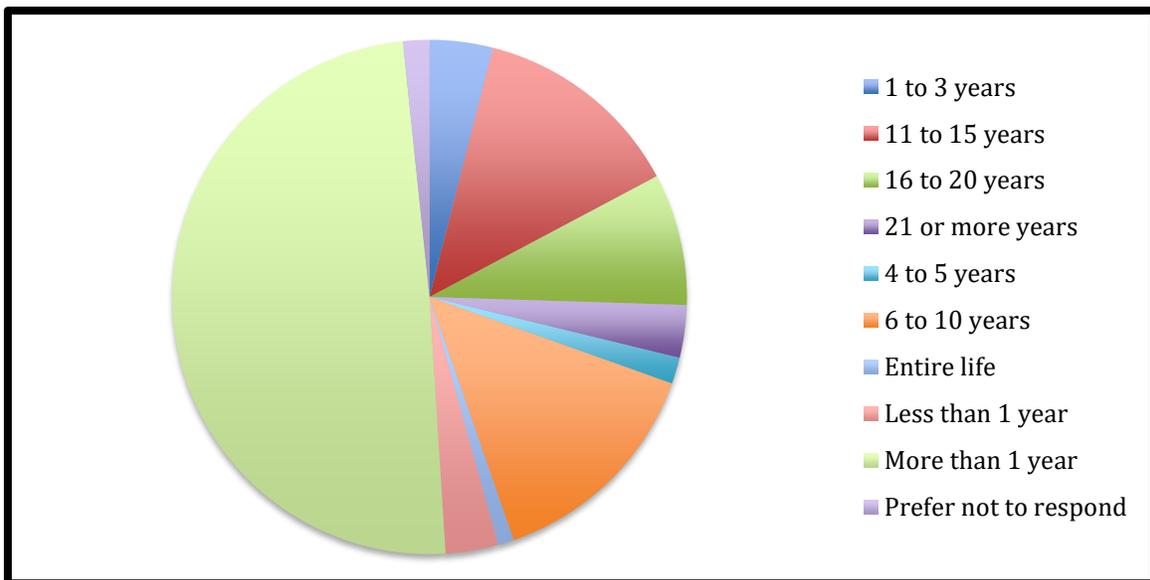
The Census Reporter (2017) states that 2.1 is the mean family size for Detroit. The study sample shows approximately half of the families were composed of five or more members (Figure 2 shows two-thirds of the students' parents were married – thus a family with 1 child would be reported as 3 members when reported by size). The family size in excess of the Census mean also indicates that income levels (Figure 8) would be more indicative of the poverty level. Data show the Focus students were members of Hispanic/Latino families. The majority of parents (n = 250/302) had Mexican heritage.

Figure 7
Countries of Origin for Parents of the Focus Students 2014 – 2017



Nationally, 16% of English learners who are Hispanic/Latino are first generation immigrants (OELA, 2015). Ten of the Focus students’ parents enrolled in ELLP had lived in the U.S. for less than a year. Seventy parents had lived in the U.S. 10 or fewer years. The highest response (n =149) was that they had lived in the U.S. for more than one year.

Figure 8
Number of Years the Focus Students’ Parent Enrolled in ELLP Lived in the U.S.



Most of the Focus students (N = 54) communicated with their families at home in Spanish to some extent. Data show that at least 70% of the Focus students will become bilingual as they are exposed to English and Spanish at home and in school. Bilingualism is a strength that strengthens brain development and prepares children for a global economy (Barac, Bialystok, Castro, and Sanchez, 2014, Levesque, 2017).

Increasing English language proficiency was a primary goal of the parents of Focus students for enrolling in the ELLP.

Figure 9

Parents' of Focus Students Value of Enrolling in ELLP to Improve English Language Skills

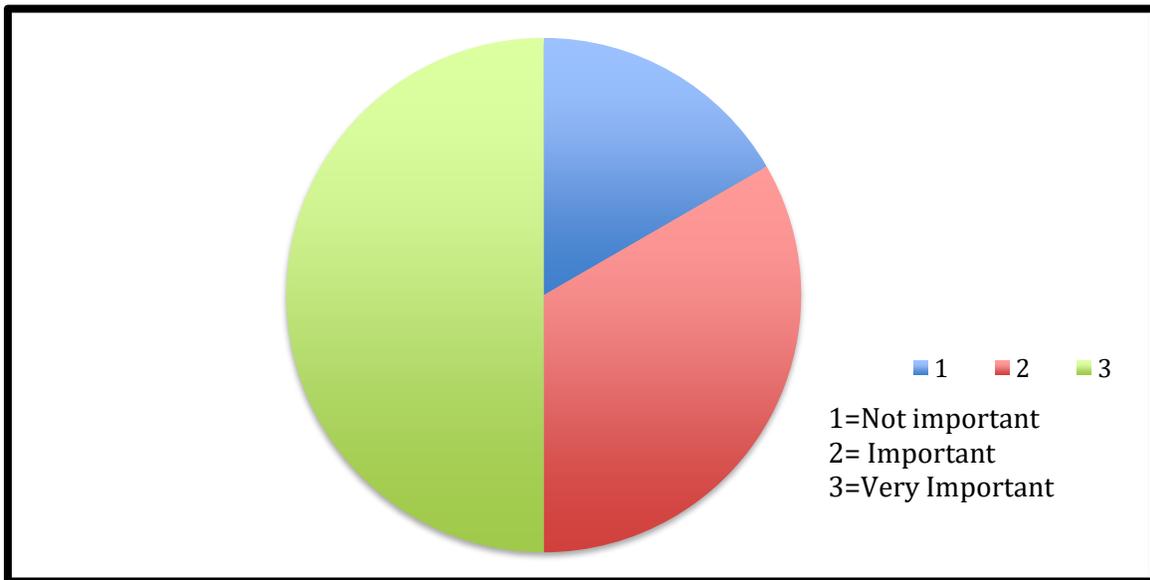
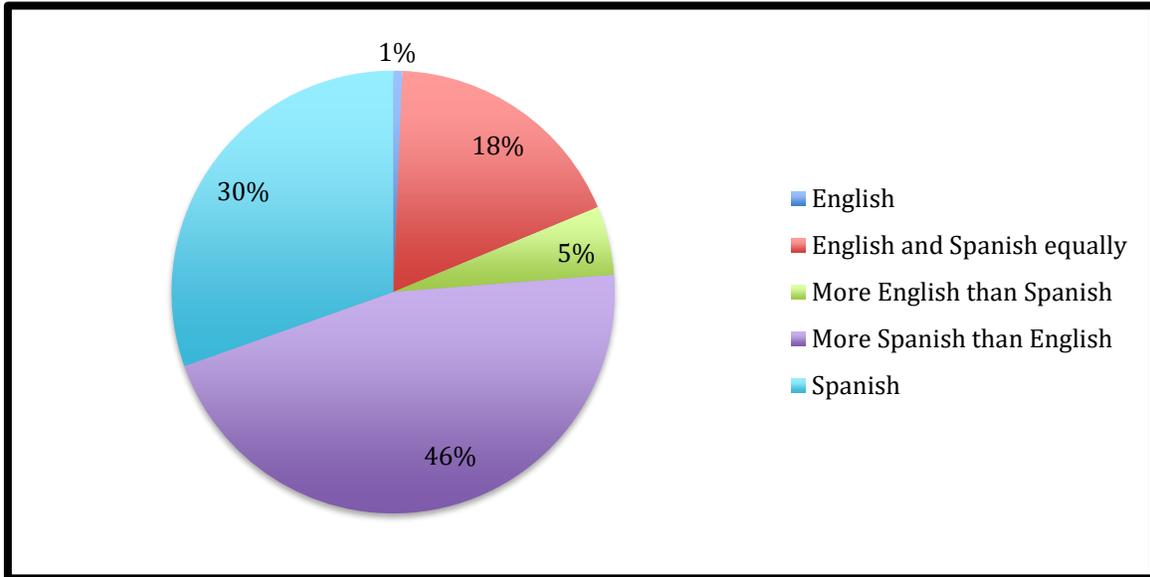


Figure 10

Language Spoken in the Homes of Focus Students

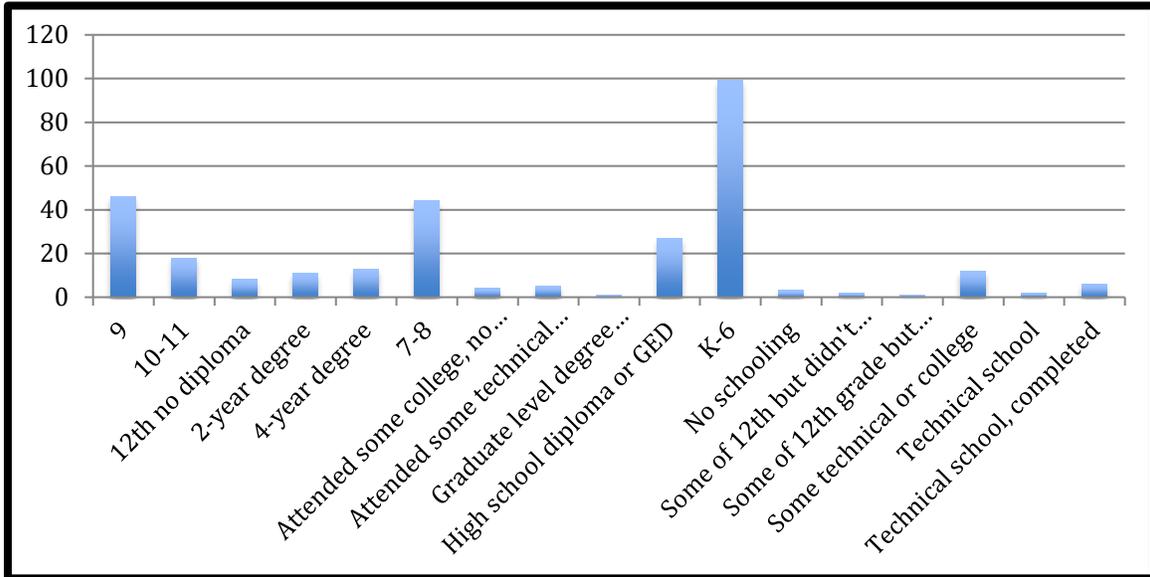


Nationally among Hispanic/Latino mothers, about 22% more mothers of English proficient students have a high school degree or higher, than mothers of English learner students (OELA, 2015). Clearly, there is a link between the educational attainment of mothers' and that of their Hispanic/Latino Focus students. For example, 47.1% of students of Hispanic/Latino mothers who hold a high school diploma are proficient English Learner students (Gambino, Acosta, & Grieco, 2014). Parents enrolled in ELLP reported the highest grade or level of schooling they had attained. Three hundred and two parents responded to the survey item, of these 30 (10.7%) had attended some form of postsecondary education, such as technical school, two year and four year colleges. One parent had a graduate degree.

Conversely, 62.5% of parents' highest level of education was ninth grade. Nearly a third (n=99) ended school in sixth grade. Only seven parents had been schooled in the U.S., and 11 had been educated within and outside of the U.S. The overwhelming reason given for leaving school was financial hardship for the family.

Figure 11

Highest Grade or Level of Education Attained by Focus Students' Parents

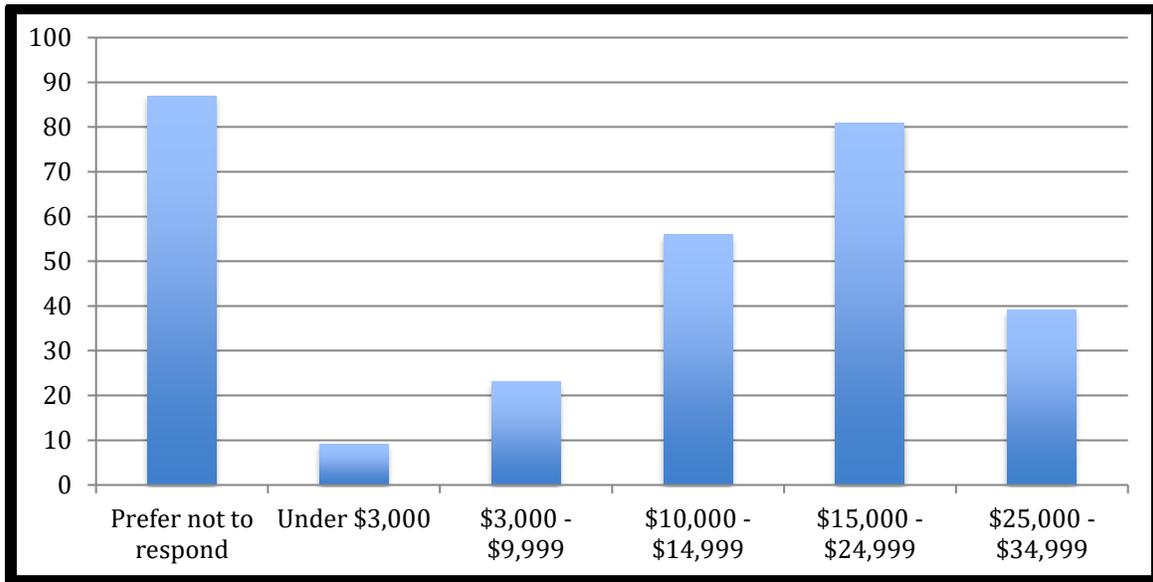


Poverty is a key independent variable that impacts the English proficiency of Hispanic/Latino students (U.S. Census Bureau, 2013). The poverty level set for a family of four is \$24,008 (U.S. Census Bureau, 2017). The family income levels of the Focus group, all of whom are Hispanic/Latino English learners, ranged from \$3,000 per year to more than \$35,000 (n = 7/302). One hundred sixty (160) of the 215 parents who reported stated their total household income was less than \$25,000. This means that poverty and deep poverty are common for 74% of Focus students. However, 51% of the parents reported that they had more than two children – meaning the poverty threshold was higher and economic hardships were more severe.

The reported data on family income for Focus students' families is reinforced by the high percentage (>95%) of students on Free and Reduced Lunch program at all schools. Census data also shows that 51% of all children under age 18 in Detroit live below the poverty line (Census Reporter, 2017).

Figure 12

Annual Household Incomes Reported by Parents of the Focus Group



Nationally, approximately 74% of English learner students who are Hispanic/Latino live at, or below, the poverty level. The same analysis found that approximately 57% of English proficient students who are Hispanic/Latino live at, or below, poverty level¹². Higher incomes are positively correlated with higher numbers for English proficient students who are Hispanic/Latino.

¹² Below poverty level is defined by the U.S. Census Bureau (2013) as having income 185% or below the poverty level.

Appendix I

Request to the Detroit Public Schools for Longitudinal Student Reading Achievement Data

See attached folder for PDF (2)

Appendix J

Revised Subgrantee Evaluation Plan 2016

See Attached File Folder for PDF

Appendix K

Southwest Solutions English Language Learners Program

2013 – 2014 Implementation Study

See attached file folder with PDF

Appendix L

Southwest Solutions English Language Learners Program

2014 – 2015 Implementation Study

See attached file folder with PDF

Appendix M

Southwest Solutions English Language Learners Program

2015 – 2016 Implementation Study

See attached Southwest Solutions file folder with PDF

APPENDIX B
Management/Personnel



MAEC | CAFE - CFDA 84.310A – PROPOSAL

APPENDIX B-1
Responsibilities, Timelines, and Milestones for Accomplishing
Project Tasks



MAEC | CAFE - CFDA 84.310A – PROPOSAL

CAFE: Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks

CAFE Main Tasks/Responsibilities	Milestones	Timeline				
		Year 1	Year 2	Year 3	Year 4	Year 5
CAFE will act as a coordinating hub for collaboration and establishing a network of SEAs by creating partnerships and leveraging expertise. Lead: Executive Director, CAFE staff, Partner (NAFSCE)	Develop a vision statement for the network	X				
	Assess and identify the needs of the network as well as the needs of individual organizations	X				
	Establish cross-organizational committees to promote sharing of information	X				
	Assist SEAs in recruiting and establishing Advisory Committees within their state or district	X				
	Create an online system to exchange information and promote collaboration	X				
	Assist SEAs to create a Comprehensive Framework for Birth-Grade 12 Family Engagement	X				
CAFE in collaboration with partners will provide technical assistance and training to educators regarding culturally responsive practices as well as family, school, and community engagement. Leads: Executive Director, MAEC staff, Partners (NAFSCE, APPT, NCFL, and PAT), LEAs	Develop a common language and framework for family, school, and community engagement	X				
	Design a resource or tool to assess the readiness of districts or schools to engage in programs	X				
	Develop tools and resources in collaboration with partners regarding messaging to community, recruitment of stakeholders, and conducting outreach	X				
	Assist in selecting LEAs and school staff to provide	X				

	training on implementing programs					
	Assist partner organizations in providing training to LEAs and school staff		X			
	Assist in selecting parents to participate in the programs		X			
	Design implementation strategies with partner organizations and SEAs/LEAs		X			
	Facilitate the implementation of the programs		X	X	X	X
	Provide coaching for educators in collaboration with partners		X	X	X	X
	Monitor and assess the progress of the programs		X	X	X	X
CAFE in collaboration with partners will provide direct services to support parents and build their capacity in areas of literacy, early childhood readiness, academic achievement, and parent leadership.	Develop informational materials regarding school choice, strategies to provide support at home, advocacy, etc.	X				
	Assist in selecting parents to participate in the programs	X				
Leads: Senior Advisors, MAEC staff, Partners (NAFSCE, APPT, NCFL, and PAT), LEAs, community-based organizations	Develop meeting and training materials tailored to the needs of parents	X				
	Assist partner organizations in implementing the Parents as Teachers model (home visits, group connections, screenings/assessments, and resource connections)		X	X	X	X
	Assist partner organizations in advising Academic Parent-Teacher Teams		X	X	X	X
	Assist partner organizations in implementing the National Center for Families Learning Family Literacy Model		X	X	X	X
	Review policies, practices, and procedures		X	X		

	Conduct meetings, convenings, and/or trainings on High Impact, Culturally Responsive Family Engagement		X	X	X	
	Provide recommendations for improvement				X	X
CAFE in collaboration with partners will assess the progress of programs and identify strategies for scale-up. Lead: Executive Director, External Evaluator	Design a formative assessment system to document progress in programs and ensure fidelity of the programs	X				
	Collect qualitative and quantitative data to assess the programs		X	X	X	X
	Collect qualitative and quantitative data to assess capacity-building activities		X	X	X	X
	Identify promising or effective strategies that can be scaled-up to other states or districts					X
	Create publications on promising or effective strategies for wide dissemination					X

APPENDIX B-2
Résumés of Key Personnel



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APPENDIX B-3
CAFE and Contributing MAEC Staff



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Collaborative Action for Family Engagement Center (CAFE)

Project Staff

CAFE Key Personnel

STAFF NAME	ROLE	AREAS OF SPECIALIZATION
Maria del Rosario Basterra	Executive Director	Early Childhood Education; Program Management; Program Evaluation; English Language Learners; Leadership Development; Technical Assistance; Family, School & Community Engagement; School & Family Partnerships; Underserved Populations; Language Minority Students; Students with Interrupted Formal Education; Data Use & Continuous Improvement; Cultural Validity in Assessment; Civil Rights Law Compliance
Pamela Higgins Harris	Senior Advisor, Educational Equity (PA)	Equity and Cultural Proficiency; Leadership Development; Family, School & Community Engagement; School & Family Partnerships; Race Equity; Gender Equity; College & Career Readiness; Civil Rights Law Compliance; Underserved Populations; School Transformation; School Climate & Culture; Culturally Responsive Positive Behavior; Interventions and Supports; Disproportionality; Special Education; Systems Change
Shontia Lowe	Senior Advisor, Capacity Building Programs (MD)	Youth and Family Services; Program Design and Development; Youth Development; Cross-Cultural Communications (Spanish); College and Career Coaching, Student Support

		Services; Program Management; Secondary Education; Personnel Management; Education Policy Analysis
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MAEC Key Contributing Staff

STAFF NAME	ROLE	AREAS OF SPECIALIZATION
Nyla Bell	Senior Education Equity Specialist	Culturally Responsive Pedagogy; Race, Gender & SES Equity; Critical Pedagogy; Professional Learning Design; Group Facilitation/Training; School Technical Assistance; Education Policy Analysis; Project Management; School Transformation; Secondary Education; Racial & Gender Identity Development; Qualitative Research
Kate Farby	Director of Communications	Website Management, Publication Design, Communication, Materials Development, Analytics, Technology Tools, Dissemination, Video Conferencing, Online and Blended Learning, Project Management
Karmen Rouland	Associate Director of Technical Assistance & Training	Technical Assistance & Training; IDEA Compliance and Special Education; Racial and Gender Identity Development; Certified Scrum Master (Project Management); Family, School, and Community Engagement; Data Literacy and Use; Culturally Responsive Pedagogy; Cultural Competence; Project Director; Early Childhood Education; After School Tutoring in Reading; Federal Reporting; Youth Development Program Management and Delivery; Quantitative and Qualitative Research Methods
Phoebe Schlanger	Senior Editor and Finance Manager	Writing, Editing, Publishing, Research, Operations Management, Grant Fiscal Compliance, Budget Development, Policy Analysis, Contract Management



Susan Shaffer	President	Organizational Development; Leadership Development; Training & Technical Assistance; School Transformation; Family, School & Community Engagement; School & Family Partnerships; Race Equity; Gender Equity; Professional Development; Civil Rights Law Compliance; Systems Change; Professional Learning Design; Positive & Culturally Responsive School Environments; Program Management
Hannah Sung	Associate Director of Research and Continuous Improvement	Quantitative Analysis, Qualitative Analysis, Research Methodology, STEM Education, Teaching and Learning, Teacher-Student Relationships, Adolescent Development, Student Motivation and Engagement

APPENDIX C
Adequacy of Resources

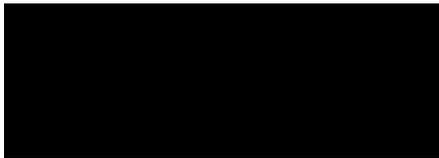


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APPENDIX C-1
MAEC Selected List of Grants and Contracts

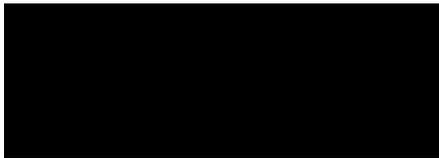


MAEC | CAFE - CFDA 84.310A – PROPOSAL



Selected List of Grants and Contracts

NAME	YEARS	FUNDING AGENT
EQUITY ASSISTANCE CENTER GRANTS		
Center for Education Equity, Mid-Atlantic Equity Consortium, Inc.	2016-Present	U.S. Department of Education
Mid-Atlantic Equity Center, Mid-Atlantic Equity Consortium, Inc.	2011-2016	U.S. Department of Education
Mid-Atlantic Equity Center, Mid-Atlantic Equity Consortium, Inc.	1991-2008	U.S. Department of Education
Mid-Atlantic Equity Center, The American University	1987-1991	U. S. Department of Education
Mid-Atlantic Center for Race Equity	1981-1987	U. S. Department of Education
Mid-Atlantic Center for Sex Equity	1978-1984	U. S. Department of Education
CURRENTLY FUNDED MAEC GRANTS AND CONTRACTS		
Intercultural Development Research Association (IDRA)	2016-Present	U. S. Department of Education
Danbury Public Schools: Understanding Root Causes of Inequities in Education	2018-Present	Nellie Mae Education Foundation
State Consortium on Family Engagement	2017-Present	Council of Chief State School Officers/ W. K Kellogg Foundation
PA School Climate Leadership Program	2016-2017	National School Climate Center
Professional Development for Priority Schools and Alumni Academy	2016-2017	National Education Association (NEA)
Professional Development Series for Title I and Title III Specialists	2016	Prince George’s County Public Schools, MD
NAFSCE Spin off technical support	2015-present	National Association for Family, School, and Community Engagement



ALIVE at Dunbar High School	2015-present	MD State Department of Education 21 st Century Community Learning Center Grant
Advancing Capacity for Equitable Leadership (e-learning module for special education administrators)	2015-present	Prince George's County Public Schools
Seminar and Education Policy: Community Leadership	2013-present	Howard University
ALIVE at Thurgood Marshall Middle School	2013-present	MD State Department of Education 21 st Century Community Learning Center Grant
COMPLETED MAEC GRANTS AND CONTRACTS		
ALIVE at Maritime Industries Academy High School	2014-2015	MD State Department of Education 21 st Century Community Learning Center Grant
National Partnership for Family, School, and Community Engagement Development Project	2013-2015	Heising-Simons Foundation / David & Lucile Packard Foundation
Calvert County School District Project	2013-2015	Calvert County Public Schools, MD
Aspiring Leadership Program	2012-2013	Bowie State University
Virginia University of Lynchburg Civil Rights Training	2012	Virginia University of Lynchburg
Prince George's County Public Schools (PGCPS) Turnaround Middle Schools	2011-2014	MD State Department of Education School Improvement Grant/PGCPS
National Network of Partnership Schools	2010-2011	Johns Hopkins University
PGCPS Title III Parent Engagement	2010-2011	PGCPS Title III Office
Community Support for Schools (CSS)	2010-2014	Baltimore City Public Schools
Family Engagement Learning Partnership Initiative	2010-2011	Flamboyant Foundation



Teacher Training in Family Engagement	2010-2011	Flamboyant Foundation
PGCPS Columbia Park Elementary Family, School, Community Engagement	2009-2010	MD State Department of Education School Improvement Grant/PGCPS
Baltimore City Public Schools (BCPS)	2008-2009	Baltimore City Public Schools
National Education Association	2008-2009	National Education Association
Informed Parents-Successful Children (IPSC)	2007-2010	MD State Department of Education
Parental Information and Resource Center (MD PIRC)	2006-2011	U.S. Department of Education
Evaluation of Project Greater Opportunities (Project GO)	2002-2003	Arlington County Public Schools Virginia
Creating the Future: Economic Empowerment for Women and Girls	2001	Maryland Commission for Women
The Development and Implementation of Portfolios as alternative Assessment for Limited English Proficient Students in the State of Delaware (PALS)	1999-2002	Delaware State Department of Education
Outcome Evaluation of the District of Columbia/Smithsonian Museum Magnet School Program	1999-2001	District of Columbia Public Schools
Evaluation Component of the District of Columbia/Smithsonian Museum Magnet Program	1996-1999	District of Columbia Public Schools
Maryland Women's History Kit	1997-1998	American Association of University Women
Women's journeys, women's Stories: In Search of Our Multicultural Future	1995-1997	U. S. Department of Education (WEEA)
Mathematics + Science = Opportunity	1991-1992	U. S. Department of Education (WEEA)



Gender and disability: A Manual for Educational Training	1989-1990	Vocational Equity Technical Assistance Project, University of Maryland College Park
PEP: Parent Empowerment Program	1988-1990	Prince George's County Public Schools
Starting Early: Expanding Role Options for Kindergarten-6 th Grade	1988-1989	U. S. Department of Education (WEEA)
Substance Abuse Among Adolescents with Handicapping Conditions	1985-1988	U. S. Department of Education Office of Special Programs
Black History at Your Doorstep	1981-1982	Maryland Commission on Afro-American History and Culture
Training for Sex Equity in Education	1981-1982	U. S. Department of Education
Educational Equity Institute	1979-1980	U.S. Department of Education, District of Columbia Public Schools
In Search of Our Past: Units in Women's History	1977-1978	U. S. Department of Education (WEEA)

APPENDIX D
Evaluation

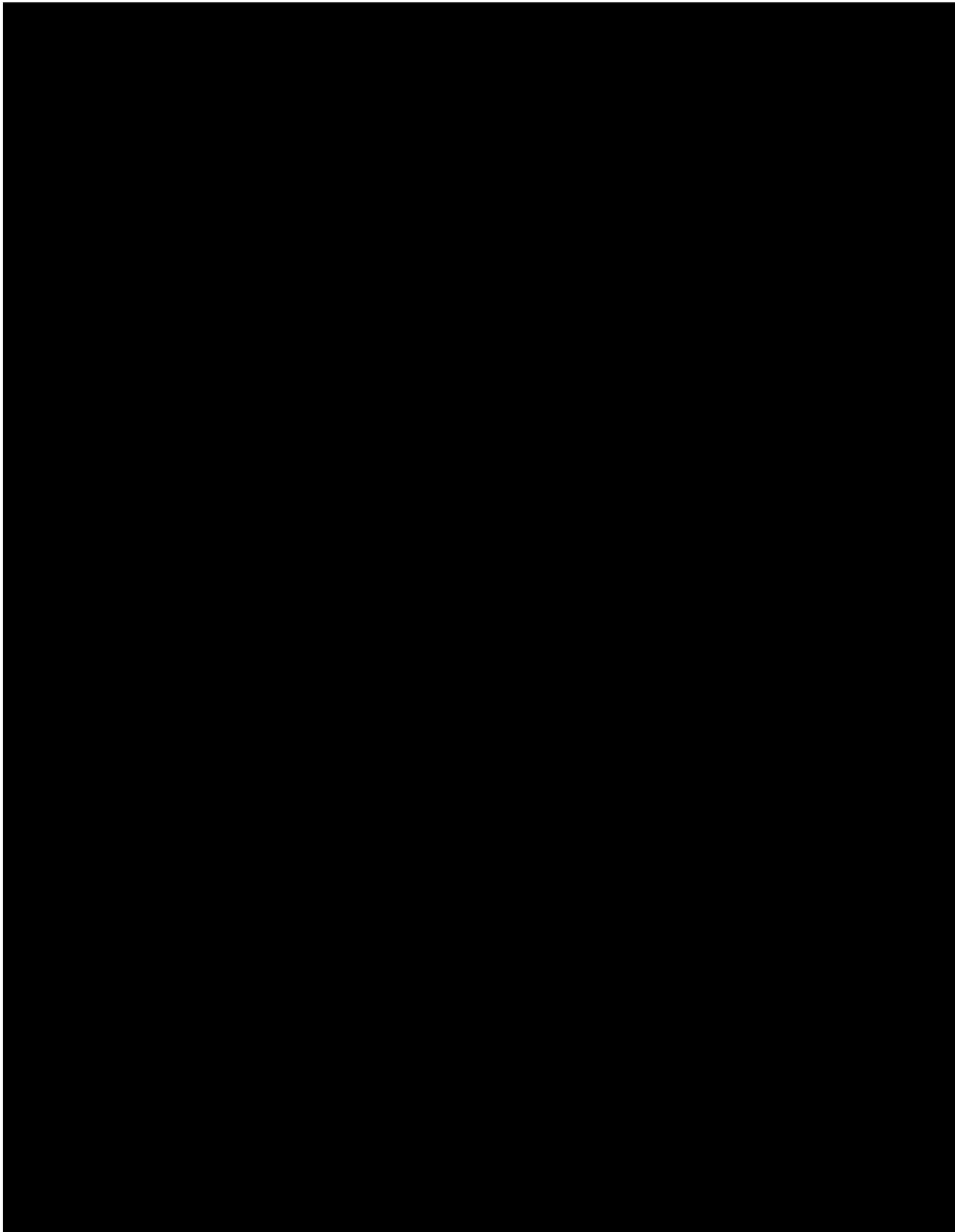


MAEC | CAFE - CFDA 84.310A – PROPOSAL

APPENDIX D-1
Résumé of External Evaluator



MAEC | CAFE - CFDA 84.310A – PROPOSAL





REFERENCES



MAEC | CAFE - CFDA 84.310A – PROPOSAL

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Budget Narrative File(s)

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Collaborative Action for Family Engagement Center (CAFE)

MULTI-YEAR BUDGET NARRATIVE

Budget Narrative Year I, 2018-2019

This organizational model is a community of practice. Technology will help create a “virtual integrated center” that transcends any one location or single organization. With its partners, MAEC will assist SEAs, LEAs, and schools in achieving the systemic and equitable reform and educator, student, parent, and community outcomes envisioned by the program. MAEC’s model for distributed expertise and leadership will increase the efficiency in the use of time, staff, lowemoney, and other resources. MAEC will use existing resources and emerging technologies to improve coordination of CAFE staff and continuous oversight of assistance activities. This budget narrative details the projected expenses. It has been designed to maximize technical assistance at the lowest possible cost **for two states**.

As specified in Application Requirement (d), project staff members all have considerable experience in providing training, information, and support, to SEAs, LEAs, schools, educators, parents, and organizations on family engagement in education policies and practices that are effective for parents (including low-income parents) and families, parents of English learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students, including evaluation results, reporting, or other data exhibiting such demonstrated experience. (See Project Narrative, B. Quality of the Management Plan and Project Personnel, p. 19; See also, Appendix B-3, CAFE and Contributing MAEC Staff).

As specified in Application Requirement (f)(2), the budget uses “not less than 65 percent of the funds received under this part in each fiscal year to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English language learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students.” In fact, virtually all of the targeted and systemic programs are located in Title I schools. CAFE will work with MD schools identified for Comprehensive Support and Improvement (CSI) and PA School Improvement

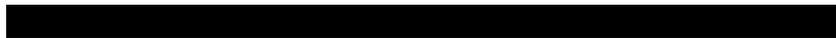
Duties: Will serve as the main liaison with Pennsylvania and provide TA and training on culturally responsive education. Ms. Harris’s experience in providing training, information, and support includes her content expertise in Equity and Cultural Proficiency; Leadership Development; Family, School and Community Engagement; School and Family Partnerships; Race Equity; Gender Equity; College and Career Readiness; Civil Rights Law Compliance; Underserved Populations; School Transformation; School Climate and Culture; Culturally Responsive Positive Behavior; Interventions and Supports; Disproportionality; Special Education; and Systems Change.

Senior Advisor, Capacity Building Programs (Shontia Lowe)



Duties: Will serve as the main liaison with Maryland and provide TA on building and sustaining the work in family engagement. Ms. Lowe’s experience in providing training, information, and support includes her content expertise in Youth and Family Services; Program Design and Development; Youth Development; Cross-Cultural Communications (Spanish); College and Career Coaching, Student Support Services; Program Management; Secondary Education; Personnel Management; Education Policy Analysis.

Data Coach and Administrative Assistant (TBD)



Duties: Will ensure proper data collection and entry into database, including collecting and analyzing program data; providing information to external evaluator for evaluation report summaries; providing support in designing evaluation tools and surveys to facilitate data extraction by Remark Office OMR Data Center software; researching best practices and regional needs assessments data; and working with partners to coordinate data accumulation. This staffer will also provide administrative support.



The staff benefits are based on actual costs being incurred for Employer's FICA, pension (TIAA), and health insurance. Fringe benefits are 21% of the \$ [REDACTED] 3 base (see below for detail).

A. Employer's FICA – MAEC is responsible for paying Social Security and Medicare taxes on each employee's salary. Based on a 7.65% rate and \$294,133 in salaries, MAEC is expected to pay [REDACTED] 1.

B. Pension – MAEC is eligible for inclusion in the Teacher Insurance and Annuity Association College Retirement Equity Fund (TIAA). MAEC is affiliated with TIAA and contributes a percentage of the salary for all permanent and full-time employees based on an amount set by the Board of Directors each year. MAEC is expected to pay a total of [REDACTED]

C. Health and Dental Benefits – MAEC contributes 75% of the Health Insurance costs for all full-time and permanent employees. Based on actual 2018 rates from Capital Care/Blue Cross Blue Shield, MAEC estimates a total of [REDACTED]

3. TRAVEL - \$27,500

Travel includes trips for professional meetings, networking, training, and technical assistance, including the required travel for key grant staff to attend an annual project directors convening in Washington, DC. Expenses consist of mileage, cab fare, car rental, parking, air and/or train fares, overnight accommodations, meals, and registration fees, where applicable. MAEC uses the federal travel budget guidelines for each state. This includes lodging, car rental, air travel, train travel, meals and incidentals, and mileage. MAEC uses the current federal reimbursement rate of \$0.545/mile. Every effort has been made to reduce travel costs and to operate virtually or to use local consultants.

4. EQUIPMENT - \$0

MAEC does not anticipate purchasing any additional equipment.

5. SUPPLIES - \$2,500

Every effort will be made to prepare and transmit information electronically to reduce printing and mailing costs.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – [REDACTED]

Description of deliverables: Conducting monthly technical assistance calls with internal SEA and Offices of Early Childhood and K-12 state family engagement teams, and reviewing/providing feedback on documents/materials and resources; Conducting 2 virtual (\$3,400) and 1 on-site (\$2,720) coaching and SEA/partner staff training in each state (not including travel); Offering NAFSCE Webinars - 6 culturally responsive family engagement webinars (development, logistical coordination, hosting and co-presenting); 20 NAFSCE Organizational Memberships x 2 states x \$250 each; Providing full access for SEA and consortium partners to NAFSCE's searchable Resource Library of over 700 plans, tool-kits, research, and parent resources; Conducting NAFSCE's exclusive Opportunity CanvasSM, a comprehensive scan of current state family engagement policies and practices through internal and external stakeholder interviews and review of documents; Supporting research-based strategic communications on family engagement (staffing development and coordination of trainings and capacity building materials with part of FrameWorks Phase III contract in-kind); Development, Coordination, and Recruitment (working with partners) to establish the SFEC Regional and State Coalitions (2 states); Field: Coordinate and convene virtual and on-site session with SFEC States:

- 9 regional (4 in MD and 5 in PA) virtual sessions in 1st year (1 per region); developing content and agenda, coordinating logistics, promoting attendance (\$ [REDACTED] hosting the convenings [REDACTED]) (RH/VB)
- 2 statewide convenings (1 in each state); coordinating convenings within already established Maryland English Language Learning Family Involvement Network (MELLFIN) and Pennsylvania Early Childhood Family Engagement Conference to include developing content and agenda, logistics, promotion [REDACTED] attendance [REDACTED]

- 1 two-state Mid-Atlantic Convening (thru partnership with PA Fam Inv Conf); development, logistics, promotion (not including attendance as conf is at beginning of year 2) (Yr 2-5 [REDACTED] per year)
- Travel Costs for 2 In-person Conferences in Yr 1

Field: Facilitation engagement in CAFÉ Online learning community through NAFSCE's existing platform infrastructure.

Assist with the identification and dissemination of local family engagement best-practices, as required by ESSA.

Partner – National Center for Families Learning – [REDACTED]

Description of deliverables: Training Preparation (Project coordination (2 days); Administrative support (2 days); Project Planning (2 days for 3 trainers); Materials design (1 day graphic designer); Initial 2-day Orientation Training at LEA; Trainers for 2 days; Training Materials (participant journals, 2 children's books, posters, printed materials); Vice President (2 days); Travel; Hotel room for 2-day orientation (3 staff x 2 nights each); Hotel rooms for ongoing site-based technical assistance visits (2 trips x 2 staff x 1 nights each); Meals for NCFL staff at orientation (\$50 per diem x 3 staff x 3 days); Meals for ongoing site-based technical assistance visits; Airfare for 2-day orientation (3 RT airfare tickets x 3 staff); Airfare for ongoing site-based technical assistance visits (2 RT airfare tickets x 2 staff); Technical Assistance/Follow-Up; Trainers (20 days of virtual coaching).

Partner - WestED – [REDACTED]

Description of deliverables: Based on the objectives of APTT training and technical assistance services under the Pennsylvania-Maryland SFEC, Partner's services will include:

- Building the capacity of teachers to engage families in student learning goals,
- Building the capacity of administrators to grow and sustain family engagement practices,
- Building the capacity of families to support their child's learning goals, and
- Establishing a systematic process for school and family partnerships to align with school improvement goals.

Facilitate in person and virtual orientation sessions to school and district leaders interested in learning more about the APTT model; Help interested schools and districts develop APTT awareness and readiness for adoption and implementation, including knowledge and understanding of roles and responsibilities of all involved in the initiative to start implementation in year 2; Through an application process, select four ready schools/districts for APTT implementation in year 2; Select 2-4 experienced instructional coaches/family engagement specialists at the State, district or school levels that will train and practice to become certified APTT trainers after two years of training and coaching from WestEd.

- In collaboration with SFEC staff: Develop a communication and collaboration plan between WestEd, the SFEC and the schools and districts; Schedule orientation sessions for school and district leaders; Plan and develop a process for school selection; Plan and develop a process for train-of-trainer participant selection; Formalize a process for data collection, analysis, and dissemination of findings between the center evaluators, WestEd, and participating schools/districts.
- In collaboration with SFEC staff: Facilitate in person and virtual orientation sessions to school and district leaders interested in learning more about the APTT model; Develop a list of interested schools and districts; Send application and communication details to interested schools.
- In collaboration with SFEC staff; Using a school selection committee and rubric, select 4 ready and committed schools for participation in the initiative; Select 2-4 experienced instructional coaches/family engagement specialists at the State, district or school levels, including CAFE staff who will be trained to become certified APTT trainers after two years of training and coaching from WestEd.
- In collaboration with SFEC staff: Conduct visits with selected schools and their leadership teams to develop connections, learn about their school improvement goals, and create year-long APTT implementation plans

External Evaluator – Johns Hopkins University - [REDACTED]

Description of deliverables: The National Network of Partnership Schools in the School of Education at Johns Hopkins University will conduct the project evaluation. Dr. Steven Sheldon, Director of Research, will conduct the external evaluation; responsible for coordinating collection of all pertinent data, including processing, analysis, and reporting; providing the formative and summative evaluation reports, including meeting with the Executive Director and other CAFE staff to review the information; provide timely and effective guidance; and additional details specified in Overall Evaluation Framework document. Travel to IES meetings, professional conferences, and annual site visits for data collection, as needed. (Section D. Evaluation, p. 33.)

8. OTHER EXPENSES [REDACTED]

Other Consultants - [REDACTED]

CAFE has set aside funds to tap expert consultants as projects require. These consultants have content and regional expertise. Examples include: A Parents' Place, a nonprofit, tax-exempt organization and parent center that helps families of children with disabilities and special health care needs throughout Maryland; Central Susquehanna Intermediate Unit, an educational nonprofit service agency, whose Center for Schools and Communities division (CSC) has a 28-year history of designing and delivering TA in a wide variety of formats and whose Center for Safe Schools division has a network to provide TA across the nation; Parent Education Advocacy Leadership (PEAL) Center (Pennsylvania), works with families, youth and young adults with disabilities and special health care needs to help them understand their rights and advocate for themselves; and Lawyers' Committee for Civil Rights Under Law, a nonpartisan, nonprofit organization, to secure equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities.

Website Development - \$20,000

Website development costs are estimated at \$20,000 to create and maintain the bi-lingual (English/Spanish) project website to reach low-income, racially, and linguistically diverse families.

9. TOTAL DIRECT COSTS - [REDACTED]

10. INDIRECT COSTS - [REDACTED]

Indirect costs are calculated at 19.8% of direct costs less sub-contracts and equipment over \$ [REDACTED]. They cover expenses associated with such services provided by MAEC as finance and accounts management, contracts and benefits management, audit and general office activities common to all projects and/or grants. Our approved negotiated overhead rate of [REDACTED] runs through June 30, 2018. MAEC submitted a new Indirect Cost Rate Proposal to the U.S. Department of Education in February 8, 2018, documenting indirect costs at [REDACTED]. The request was assigned to Emily Wen.

12. TOTAL PROJECT COSTS YEAR I - [REDACTED]

MATCHING FUNDS

Although not required until Year II, the proposed program has identified the following services and supports from non-federal funds for Year I.

1. PERSONNEL: SALARIES AND WAGES - [REDACTED] MAEC staff to support the program in areas such as overseeing the website development, publication editing and review, estimated at 0.1 FTE using an average salary.

2. FRINGE: [REDACTED] for MAEC staff above, based on average 21% of salary.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – [REDACTED]

Partner reduced its costs to be charged and will provide the services from private foundation funds. Partner estimated the value of its reduced rate.

Partner – National Center for Families Learning – [REDACTED]

Partner has committed to providing \$ [REDACTED] in matching funds per year..

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each

program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees.

12. TOTAL NON-FEDERAL FUNDS YEAR I - [REDACTED]

Budget Narrative Year II, 2019-2020

This budget narrative details the projected expenses. It has been designed to maximize technical assistance at the lowest possible cost **for two states**.

1. PERSONNEL: SALARIES AND WAGES - [REDACTED]

Salaries are established in accordance with the MAEC guidelines.

Executive Director (Maria del Rosario Bastera)

Salary computation: [REDACTED]

Duties: Assumes fiscal, managerial, and programmatic responsibilities. Ms. Bastera will serve as liaison to the Department of Education; manage and coordinate the contributions of the Advisory Committees and the partners; supervise CAFE program staff in the implementation of the work; manage budgetary functions, develop policy, and supervise subcontractors in project implementation; and will ensure that all timelines and milestones are accomplished. Ms. Bastera's experience in providing training, information, and support includes her content expertise in Early Childhood Education; Program Management; Program Evaluation; English Language Learners; Leadership Development; Technical Assistance; Family, School and Community Engagement; School and Family Partnerships; Underserved Populations; Language Minority Students; Students with Interrupted Formal Education; Data Use and Continuous Improvement; Cultural Validity in Assessment; and Civil Rights Law Compliance.

Senior Advisor, Educational Equity (Pamela Higgins Harris)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Pennsylvania and provide TA and training on culturally responsive education. Ms. Harris's experience in providing training, information, and support includes her content expertise in Equity and Cultural Proficiency; Leadership Development; Family, School and Community Engagement; School and Family Partnerships; Race Equity; Gender Equity; College and Career Readiness; Civil Rights Law Compliance; Underserved Populations; School Transformation; School Climate and Culture; Culturally

Responsive Positive Behavior; Interventions and Supports; Disproportionality; Special Education; and Systems Change.

Senior Advisor, Capacity Building Programs (Shontia Lowe)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Maryland and provide TA on building and sustaining the work in family engagement. Ms. Lowe’s experience in providing training, information, and support includes her content expertise in Youth and Family Services; Program Design and Development; Youth Development; Cross-Cultural Communications (Spanish); College and Career Coaching, Student Support Services; Program Management; Secondary Education; Personnel Management; Education Policy Analysis.

Data Coach and Administrative Assistant (TBD)

Salary computation: [REDACTED]

Duties: Will ensure proper data collection and entry into database, including collecting and analyzing program data; providing information to external evaluator for evaluation report summaries; providing support in designing evaluation tools and surveys to facilitate data extraction by Remark Office OMR Data Center software; researching best practices and regional needs assessments data; and working with partners to coordinate data accumulation. This staffer will also provide administrative support.

2. FRINGE BENEFITS - [REDACTED]

The staff benefits are based on actual costs being incurred for Employer’s FICA, pension (TIAA), and health insurance. Fringe benefits are [REDACTED] of the [REDACTED] (see below for detail).

A. Employer’s FICA – MAEC is responsible for paying Social Security and Medicare taxes on each employee’s salary. Based on a [REDACTED] rate and [REDACTED] in salaries, MAEC is expected to pay [REDACTED]

B. Pension – MAEC is eligible for inclusion in the Teacher Insurance and Annuity Association College Retirement Equity Fund (TIAA). MAEC is affiliated with TIAA and contributes a

percentage of the salary for all permanent and full-time employees based on an amount set by the Board of Directors each year. MAEC is expected to pay a total of [REDACTED]

C. Health and Dental Benefits – MAEC contributes [REDACTED] of the Health Insurance costs for all full-time and permanent employees. Based on actual 2018 rates from Capital Care/Blue Cross Blue Shield, MAEC estimates a total of [REDACTED].

3. TRAVEL - \$27,500

Travel includes trips for professional meetings, networking, training, and technical assistance, including the required travel for key grant staff to attend an annual project directors convening in Washington, DC. Expenses consist of mileage, cab fare, car rental, parking, air and/or train fares, overnight accommodations, meals, and registration fees, where applicable. MAEC uses the federal travel budget guidelines for each state. This includes lodging, car rental, air travel, train travel, meals and incidentals, and mileage. MAEC uses the current federal reimbursement rate of \$0.545/mile. Every effort has been made to reduce travel costs and to operate virtually or to use local consultants.

4. EQUIPMENT - \$0

MAEC does not anticipate purchasing any additional equipment.

5. SUPPLIES - \$2,000

Every effort will be made to prepare and transmit information electronically to reduce printing and mailing costs.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – [REDACTED]

Description of deliverables: Conducting monthly technical assistance calls with internal SEA and Offices of Early Childhood and K-12 state family engagement teams, and reviewing/providing feedback on documents/materials and resources; Conducting 2 virtual (\$ [REDACTED] and 1 on-site (\$ [REDACTED] coaching and SEA/partner staff training in each state (not including travel); Offering NAFSCE Webinars - 6 culturally responsive family engagement webinars (development, logistical coordination, hosting and co-presenting); 20 NAFSCE Organizational Memberships x

Description of deliverables: Training Preparation (Project coordination (2 days); Administrative support (2 days); Project Planning (2 days for 3 trainers); Materials design (1 day graphic designer); Initial 2-day Orientation Training at LEA; Trainers for 2 days; Training Materials (participant journals, 2 children's books, posters, printed materials); Vice President (2 days); Travel; Hotel room for 2-day orientation (3 staff x 2 nights each); Hotel rooms for ongoing site-based technical assistance visits (2 trips x 2 staff x 1 nights each); Meals for NCFL staff at orientation (\$50 per diem x 3 staff x 3 days); Meals for ongoing site-based technical assistance visits; Airfare for 2-day orientation (3 RT airfare tickets x 3 staff); Airfare for ongoing site-based technical assistance visits (2 RT airfare tickets x 2 staff); Technical Assistance/Follow-Up; Trainers (20 days of virtual coaching).

Partner - WestED – \$ [REDACTED]

Description of deliverables: Based on the objectives of APTT training and technical assistance services under the Pennsylvania-Maryland SFEC, Partner's services will include:

- Building the capacity of teachers to engage families in student learning goals,
- Building the capacity of administrators to grow and sustain family engagement practices,
- Building the capacity of families to support their child's learning goals, and
- Establishing a systematic process for school and family partnerships to align with school improvement goals.

A Train-of-Trainer Model for APTT Using the I Do-We Do-You Do Strategy. In years 2 and 3 WestEd builds the capacity of schools and district trainers to expand and sustain the model. Initial two-day training for teachers and administrators participating in the project, including front office staff, and interested district leaders.

- Participants will gain a deep understanding of the APTT model components and essential elements and feel competent to facilitate a meeting with families in the classroom
- Participants will understand and apply all areas of the implementation support cycle
- Participants will develop common language around purpose and definition of meaningful family engagement and how it connects to school improvement

Onsite Grade Level Teacher Planning Support - Before APTT Team Meeting 1, 2 and 3

- Support teacher readiness for meeting with families, align skill selection, assessment, and practice activities, and prepare an effective family outreach plan
- Planning with Principal and Instructional Coach
- Debrief/coaching sessions with State trainees
- Support the school leadership team with planning for the Family Focus Group which takes place within a week or two after the last APTT meeting of the year

APTT Team Meeting Observations and Debrief Sessions – APTT Team Meeting 1, 2 and 3

- Collect data on meeting facilitation effectiveness, provide feedback for improvement, and develop Improvement goals with action steps
- Debrief/coaching sessions with State trainees

External Evaluator – Johns Hopkins University - \$ [REDACTED]

Description of deliverables: The National Network of Partnership Schools in the School of Education at Johns Hopkins University will conduct the project evaluation. Dr. Steven Sheldon, Director of Research, will conduct the external evaluation; responsible for coordinating collection of all pertinent data, including processing, analysis, and reporting; providing the formative and summative evaluation reports, including meeting with the Executive Director and other CAFE staff to review the information; provide timely and effective guidance; and additional details specified in Overall Evaluation Framework document. Travel to IES meetings, professional conferences, and annual site visits for data collection, as needed. (Section D. Evaluation, p. 33.)

8. OTHER EXPENSES – \$ [REDACTED]

Other Consultants - \$ [REDACTED]

CAFE has set aside funds to tap expert consultants as projects require. These consultants have content and regional expertise. Examples include: A Parents' Place, a nonprofit, tax-exempt organization and parent center that helps families of children with disabilities and special health care needs throughout Maryland; Central Susquehanna Intermediate Unit, an educational

nonprofit service agency, whose Center for Schools and Communities division (CSC) has a 28-year history of designing and delivering TA in a wide variety of formats and whose Center for Safe Schools division has a network to provide TA across the nation; Parent Education Advocacy Leadership (PEAL) Center (Pennsylvania), works with families, youth and young adults with disabilities and special health care needs to help them understand their rights and advocate for themselves; and Lawyers' Committee for Civil Rights Under Law, a nonpartisan, nonprofit organization, to secure equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities.

Website Development - \$20,000

Website development costs are estimated at \$20,000 to create and maintain the bi-lingual (English/Spanish) project website to reach low-income, racially, and linguistically diverse families.

9. TOTAL DIRECT COSTS - \$ [REDACTED]

10. INDIRECT COSTS - \$ [REDACTED]

Indirect costs are calculated at [REDACTED] of direct costs less sub-contracts and equipment over \$ [REDACTED]. They cover expenses associated with such services provided by MAEC as finance and accounts management, contracts and benefits management, audit and general office activities common to all projects and/or grants. Our approved negotiated overhead rate of 19.8% runs through June 30, 2018. MAEC submitted a new Indirect Cost Rate Proposal to the U.S. Department of Education in February 8, 2018, documenting indirect costs at 28.2%. The request was assigned to Emily Wen.

12. TOTAL PROJECT COSTS YEAR II - \$ [REDACTED]

MATCHING FUNDS

In Year II, the proposed program has identified the following services and supports from non-federal funds.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED] for MAEC staff to support the program in areas such as overseeing the website development, publication editing and review, estimated at 0.1 FTE using an average salary.

2. FRINGE: \$ [REDACTED] for MAEC staff above, based on average 21% of salary.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Partner reduced its costs to be charged and will provide the services from private foundation funds. Partner estimated the value of its reduced rate.

Partner – National Center for Families Learning – \$ [REDACTED]

Partner has committed to providing \$50,000 in matching funds per year..

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees.

12. TOTAL NON-FEDERAL FUNDS YEAR II - \$ [REDACTED]

Budget Narrative Year III, 2020-2021

This budget narrative details the projected expenses. It has been designed to maximize technical assistance at the lowest possible cost **for two states**.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED]

Salaries are established in accordance with the MAEC guidelines.

Executive Director (Maria del Rosario Basterra)

Salary computation: [REDACTED]

Duties: Assumes fiscal, managerial, and programmatic responsibilities. Ms. Basterra will serve as liaison to the Department of Education; manage and coordinate the contributions of the Advisory Committees and the partners; supervise CAFE program staff in the implementation of the work; manage budgetary functions, develop policy, and supervise subcontractors in project implementation; and will ensure that all timelines and milestones are accomplished. Ms. Basterra's experience in providing training, information, and support includes her content expertise in Early Childhood Education; Program Management; Program Evaluation; English Language Learners; Leadership Development; Technical Assistance; Family, School and Community Engagement; School and Family Partnerships; Underserved Populations; Language Minority Students; Students with Interrupted Formal Education; Data Use and Continuous Improvement; Cultural Validity in Assessment; and Civil Rights Law Compliance.

Senior Advisor, Educational Equity (Pamela Higgins Harris)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Pennsylvania and provide TA and training on culturally responsive education. Ms. Harris's experience in providing training, information, and support includes her content expertise in Equity and Cultural Proficiency; Leadership Development; Family, School and Community Engagement; School and Family Partnerships; Race Equity; Gender Equity; College and Career Readiness; Civil Rights Law Compliance; Underserved Populations; School Transformation; School Climate and Culture; Culturally

Responsive Positive Behavior; Interventions and Supports; Disproportionality; Special Education; and Systems Change.

Senior Advisor, Capacity Building Programs (Shontia Lowe)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Maryland and provide TA on building and sustaining the work in family engagement. Ms. Lowe’s experience in providing training, information, and support includes her content expertise in Youth and Family Services; Program Design and Development; Youth Development; Cross-Cultural Communications (Spanish); College and Career Coaching, Student Support Services; Program Management; Secondary Education; Personnel Management; Education Policy Analysis.

Data Coach and Administrative Assistant (TBD)

Salary computation: [REDACTED]

Duties: Will ensure proper data collection and entry into database, including collecting and analyzing program data; providing information to external evaluator for evaluation report summaries; providing support in designing evaluation tools and surveys to facilitate data extraction by Remark Office OMR Data Center software; researching best practices and regional needs assessments data; and working with partners to coordinate data accumulation. This staffer will also provide administrative support.

2. FRINGE BENEFITS - \$ [REDACTED]

The staff benefits are based on actual costs being incurred for Employer’s FICA, pension (TIAA), and health insurance. Fringe benefits are [REDACTED] of the \$ [REDACTED] base (see below for detail).

A. Employer’s FICA – MAEC is responsible for paying Social Security and Medicare taxes on each employee’s salary. Based on a [REDACTED] rate and \$ [REDACTED] in salaries, MAEC is expected to pay \$ [REDACTED]

B. Pension – MAEC is eligible for inclusion in the Teacher Insurance and Annuity Association College Retirement Equity Fund (TIAA). MAEC is affiliated with TIAA and contributes a

percentage of the salary for all permanent and full-time employees based on an amount set by the Board of Directors each year. MAEC is expected to pay a total of \$ [REDACTED]

C. Health and Dental Benefits – MAEC contributes 75% of the Health Insurance costs for all full-time and permanent employees. Based on actual 2018 rates from Capital Care/Blue Cross Blue Shield, MAEC estimates a total of \$ [REDACTED]

3. TRAVEL - \$27,500

Travel includes trips for professional meetings, networking, training, and technical assistance, including the required travel for key grant staff to attend an annual project directors convening in Washington, DC. Expenses consist of mileage, cab fare, car rental, parking, air and/or train fares, overnight accommodations, meals, and registration fees, where applicable. MAEC uses the federal travel budget guidelines for each state. This includes lodging, car rental, air travel, train travel, meals and incidentals, and mileage. MAEC uses the current federal reimbursement rate of \$0.545/mile. Every effort has been made to reduce travel costs and to operate virtually or to use local consultants.

4. EQUIPMENT - \$0

MAEC does not anticipate purchasing any additional equipment.

5. SUPPLIES - \$2,500

Every effort will be made to prepare and transmit information electronically to reduce printing and mailing costs.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Description of deliverables: Conducting monthly technical assistance calls with internal SEA and Offices of Early Childhood and K-12 state family engagement teams, and reviewing/providing feedback on documents/materials and resources; Conducting 2 virtual (\$ [REDACTED] and 1 on-site (\$ [REDACTED] coaching and SEA/partner staff training in each state (not including travel); Offering NAFSCE Webinars - 6 culturally responsive family engagement webinars (development, logistical coordination, hosting and co-presenting); 20 NAFSCE Organizational Memberships x

2 states x \$250 each; Providing full access for SEA and consortium partners to NAFSCE's searchable Resource Library of over 700 plans, tool-kits, research, and parent resources; Conducting NAFSCE's exclusive Opportunity CanvasSM, a comprehensive scan of current state family engagement policies and practices through internal and external stakeholder interviews and review of documents; Supporting research-based strategic communications on family engagement (staffing development and coordination of trainings and capacity building materials with part of FrameWorks Phase III contract in-kind); Development, Coordination, and Recruitment (working with partners) to establish the SFEC Regional and State Coalitions (2 states); Field: Coordinate and convene virtual and on-site session with SFEC States:

- 9 regional (4 in MD and 5 in PA) virtual sessions in 1st year (1 per region); developing content and agenda, coordinating logistics, promoting attendance (\$██████ hosting the convenings (\$██████ (RH/VB)
- 2 statewide convenings (1 in each state); coordinating convenings within already established Maryland English Language Learning Family Involvement Network (MELLFIN) and Pennsylvania Early Childhood Family Engagement Conference to include developing content and agenda, logistics, promotion (\$██████ and attendance (\$8,160)
- 1 two-state Mid-Atlantic Convening (thru partnership with PA Fam Inv Conf); development, logistics, promotion (not including attendance as conf is at beginning of year 2) (Yr 2-5 \$15,300 per year)
- Travel Costs for 2 In-person Conferences in Yr 1

Field: Facilitation engagement in CAFÉ Online learning community through NAFSCE's existing platform infrastructure.

Assist with the identification and dissemination of local family engagement best-practices, as required by ESSA.

Partner – National Center for Families Learning – \$██████

Description of deliverables: Training Preparation (Project coordination (2 days); Administrative support (2 days); Project Planning (2 days for 3 trainers); Materials design (1 day graphic designer); Initial 2-day Orientation Training at LEA; Trainers for 2 days; Training Materials (participant journals, 2 children's books, posters, printed materials); Vice President (2 days); Travel; Hotel room for 2-day orientation (3 staff x 2 nights each); Hotel rooms for ongoing site-based technical assistance visits (2 trips x 2 staff x 1 nights each); Meals for NCFL staff at orientation (\$50 per diem x 3 staff x 3 days); Meals for ongoing site-based technical assistance visits; Airfare for 2-day orientation (3 RT airfare tickets x 3 staff); Airfare for ongoing site-based technical assistance visits (2 RT airfare tickets x 2 staff); Technical Assistance/Follow-Up; Trainers (20 days of virtual coaching).

Partner - WestED – \$ [REDACTED]

Description of deliverables: Based on the objectives of APTT training and technical assistance services under the Pennsylvania-Maryland SFEC, Partner's services will include:

- Building the capacity of teachers to engage families in student learning goals,
- Building the capacity of administrators to grow and sustain family engagement practices,
- Building the capacity of families to support their child's learning goals, and
- Establishing a systematic process for school and family partnerships to align with school improvement goals.

A Train-of-Trainer Model for APTT Using the I Do-We Do-You Do Strategy. In years 2 and 3 WestEd builds the capacity of schools and district trainers to expand and sustain the model.

Initial two-day training for teachers and administrators participating in the project, including front office staff, and interested district leaders. In Year 3: Facilitate all areas of APTT training, coaching and implementation in the 4 schools, side by side with the 2-4 trainees (We Do).

- Participants will gain a deep understanding of the APTT model components and essential elements and feel competent to facilitate a meeting with families in the classroom
- Participants will understand and apply all areas of the implementation support cycle

- Participants will develop common language around purpose and definition of meaningful family engagement and how it connects to school improvement

Onsite Grade Level Teacher Planning Support - Before APTT Team Meeting 1, 2 and 3

- Support teacher readiness for meeting with families, align skill selection, assessment, and practice activities, and prepare an effective family outreach plan
- Planning with Principal and Instructional Coach
- Debrief/coaching sessions with State trainees
- Support the school leadership team with planning for the Family Focus Group which takes place within a week or two after the last APTT meeting of the year

APTT Team Meeting Observations and Debrief Sessions – APTT Team Meeting 1, 2 and 3

- Collect data on meeting facilitation effectiveness, provide feedback for improvement, and develop Improvement goals with action steps
- Debrief/coaching sessions with State trainees

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees. Starting in Year III, CAFE will provide \$ [REDACTED] in support.

External Evaluator – Johns Hopkins University - \$ [REDACTED]

Description of deliverables: The National Network of Partnership Schools in the School of Education at Johns Hopkins University will conduct the project evaluation. Dr. Steven Sheldon, Director of Research, will conduct the external evaluation; responsible for coordinating collection of all pertinent data, including processing, analysis, and reporting; providing the formative and summative evaluation reports, including meeting with the Executive Director and other CAFE staff to review the information; provide timely and effective guidance; and additional details specified in Overall Evaluation Framework document. Travel to IES meetings, professional conferences, and annual site visits for data collection, as needed. (Section D. Evaluation, p. 33.)

8. OTHER EXPENSES – \$ [REDACTED]

Other Consultants - \$ [REDACTED]

CAFE has set aside funds to tap expert consultants as projects require. These consultants have content and regional expertise. Examples include: A Parents' Place, a nonprofit, tax-exempt organization and parent center that helps families of children with disabilities and special health care needs throughout Maryland; Central Susquehanna Intermediate Unit, an educational nonprofit service agency, whose Center for Schools and Communities division (CSC) has a 28-year history of designing and delivering TA in a wide variety of formats and whose Center for Safe Schools division has a network to provide TA across the nation; Parent Education Advocacy Leadership (PEAL) Center (Pennsylvania), works with families, youth and young adults with disabilities and special health care needs to help them understand their rights and advocate for themselves; and Lawyers' Committee for Civil Rights Under Law, a nonpartisan, nonprofit organization, to secure equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities.

Website Development - \$20,000

Website development costs are estimated at \$20,000 to create and maintain the bi-lingual (English/Spanish) project website to reach low-income, racially, and linguistically diverse families.

9. TOTAL DIRECT COSTS - \$ [REDACTED]

10. INDIRECT COSTS - \$ [REDACTED]

Indirect costs are calculated at [REDACTED] of direct costs less sub-contracts and equipment over \$ [REDACTED]. They cover expenses associated with such services provided by MAEC as finance and accounts management, contracts and benefits management, audit and general office activities common to all projects and/or grants. Our approved negotiated overhead rate of [REDACTED] runs through June 30, 2018. MAEC submitted a new Indirect Cost Rate Proposal to the U.S. Department of Education in February 8, 2018, documenting indirect costs at [REDACTED]. The request was assigned to Emily Wen.

12. TOTAL PROJECT COSTS YEAR III - \$ [REDACTED]

MATCHING FUNDS

In Year III, the proposed program has identified the following services and supports from non-federal funds.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED] for MAEC staff to support the program in areas such as overseeing the website development, publication editing and review, estimated at 0.1 FTE using an average salary.

2. FRINGE: \$ [REDACTED] for MAEC staff above, based on average 21% of salary.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Partner reduced its costs to be charged and will provide the services from private foundation funds. Partner estimated the value of its reduced rate.

Partner – National Center for Families Learning – \$ [REDACTED]

Partner has committed to providing \$ [REDACTED] in matching funds per year..

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each

program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees.

12. TOTAL NON-FEDERAL FUNDS YEAR III - \$ [REDACTED]

Budget Narrative Year IV, 2020-2021

This budget narrative details the projected expenses. It has been designed to maximize technical assistance at the lowest possible cost **for two states**.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED]

Salaries are established in accordance with the MAEC guidelines.

Executive Director (Maria del Rosario Basterra)

Salary computation [REDACTED]

Duties: Assumes fiscal, managerial, and programmatic responsibilities. Ms. Basterra will serve as liaison to the Department of Education; manage and coordinate the contributions of the Advisory Committees and the partners; supervise CAFE program staff in the implementation of the work; manage budgetary functions, develop policy, and supervise subcontractors in project implementation; and will ensure that all timelines and milestones are accomplished. Ms. Basterra's experience in providing training, information, and support includes her content expertise in Early Childhood Education; Program Management; Program Evaluation; English Language Learners; Leadership Development; Technical Assistance; Family, School and Community Engagement; School and Family Partnerships; Underserved Populations; Language Minority Students; Students with Interrupted Formal Education; Data Use and Continuous Improvement; Cultural Validity in Assessment; and Civil Rights Law Compliance.

Senior Advisor, Educational Equity (Pamela Higgins Harris)

Salary computation [REDACTED]

Duties: Will serve as the main liaison with Pennsylvania and provide TA and training on culturally responsive education. Ms. Harris's experience in providing training, information, and support includes her content expertise in Equity and Cultural Proficiency; Leadership Development; Family, School and Community Engagement; School and Family Partnerships; Race Equity; Gender Equity; College and Career Readiness; Civil Rights Law Compliance; Underserved Populations; School Transformation; School Climate and Culture; Culturally

Responsive Positive Behavior; Interventions and Supports; Disproportionality; Special Education; and Systems Change.

Senior Advisor, Capacity Building Programs (Shontia Lowe)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Maryland and provide TA on building and sustaining the work in family engagement. Ms. Lowe’s experience in providing training, information, and support includes her content expertise in Youth and Family Services; Program Design and Development; Youth Development; Cross-Cultural Communications (Spanish); College and Career Coaching, Student Support Services; Program Management; Secondary Education; Personnel Management; Education Policy Analysis.

Data Coach and Administrative Assistant (TBD)

Salary computation: [REDACTED]

Duties: Will ensure proper data collection and entry into database, including collecting and analyzing program data; providing information to external evaluator for evaluation report summaries; providing support in designing evaluation tools and surveys to facilitate data extraction by Remark Office OMR Data Center software; researching best practices and regional needs assessments data; and working with partners to coordinate data accumulation. This staffer will also provide administrative support.

Senior Advisor, CAFE-APPT Program (TBD)

Salary computation: [REDACTED]

Duties: Will take over the APPT program from partner WestEd; A Train-of-Trainer Model for APPT Using the I Do-We Do-You Do Strategy; will independently provide training and coaching to schools and districts. WestEd will provide virtual guidance and coaching as requested (You Do).

2. FRINGE BENEFITS - \$ [REDACTED]

The staff benefits are based on actual costs being incurred for Employer's FICA, pension (TIAA), and health insurance. Fringe benefits are [REDACTED] of the \$ [REDACTED] base (see below for detail).

A. Employer's FICA – MAEC is responsible for paying Social Security and Medicare taxes on each employee's salary. Based on a [REDACTED] rate and \$ [REDACTED] in salaries, MAEC is expected to pay \$ [REDACTED]

B. Pension – MAEC is eligible for inclusion in the Teacher Insurance and Annuity Association College Retirement Equity Fund (TIAA). MAEC is affiliated with TIAA and contributes a percentage of the salary for all permanent and full-time employees based on an amount set by the Board of Directors each year. MAEC is expected to pay a total of \$ [REDACTED]

C. Health and Dental Benefits – MAEC contributes [REDACTED] of the Health Insurance costs for all full-time and permanent employees. Based on actual 2018 rates from Capital Care/Blue Cross Blue Shield, MAEC estimates a total of \$ [REDACTED]

3. TRAVEL - \$40,000

Travel includes trips for professional meetings, networking, training, and technical assistance, including the required travel for key grant staff to attend an annual project directors convening in Washington, DC. Expenses consist of mileage, cab fare, car rental, parking, air and/or train fares, overnight accommodations, meals, and registration fees, where applicable. MAEC uses the federal travel budget guidelines for each state. This includes lodging, car rental, air travel, train travel, meals and incidentals, and mileage. MAEC uses the current federal reimbursement rate of \$0.545/mile. Every effort has been made to reduce travel costs and to operate virtually or to use local consultants.

4. EQUIPMENT - \$0

MAEC does not anticipate purchasing any additional equipment.

5. SUPPLIES - \$2,500

Every effort will be made to prepare and transmit information electronically to reduce printing and mailing costs.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Description of deliverables: Conducting monthly technical assistance calls with internal SEA and Offices of Early Childhood and K-12 state family engagement teams, and reviewing/providing feedback on documents/materials and resources; Conducting 2 virtual (\$3,400) and 1 on-site (\$2,720) coaching and SEA/partner staff training in each state (not including travel); Offering NAFSCE Webinars - 6 culturally responsive family engagement webinars (development, logistical coordination, hosting and co-presenting); 20 NAFSCE Organizational Memberships x 2 states x \$250 each; Providing full access for SEA and consortium partners to NAFSCE's searchable Resource Library of over 700 plans, tool-kits, research, and parent resources; Conducting NAFSCE's exclusive Opportunity CanvasSM, a comprehensive scan of current state family engagement policies and practices through internal and external stakeholder interviews and review of documents; Supporting research-based strategic communications on family engagement (staffing development and coordination of trainings and capacity building materials with part of FrameWorks Phase III contract in-kind); Development, Coordination, and Recruitment (working with partners) to establish the SFEC Regional and State Coalitions (2 states); Field: Coordinate and convene virtual and on-site session with SFEC States:

- 9 regional (4 in MD and 5 in PA) virtual sessions in 1st year (1 per region); developing content and agenda, coordinating logistics, promoting attendance (\$ [REDACTED] hosting the convenings (\$ [REDACTED] (RH/VB)
- 2 statewide convenings (1 in each state); coordinating convenings within already established Maryland English Language Learning Family Involvement Network (MELLFIN) and Pennsylvania Early Childhood Family Engagement Conference to include developing content and agenda, logistics, promotion (\$ [REDACTED] and attendance \$ [REDACTED]

- 1 two-state Mid-Atlantic Convening (thru partnership with PA Fam Inv Conf); development, logistics, promotion (not including attendance as conf is at beginning of year 2) (Yr 2-5 \$ [REDACTED] per year)
- Travel Costs for 2 In-person Conferences in Yr 1

Field: Facilitation engagement in CAFÉ Online learning community through NAFSCE's existing platform infrastructure.

Assist with the identification and dissemination of local family engagement best-practices, as required by ESSA.

Partner – National Center for Families Learning – \$ [REDACTED]

Description of deliverables: Training Preparation (Project coordination (2 days); Administrative support (2 days); Project Planning (2 days for 3 trainers); Materials design (1 day graphic designer); Initial 2-day Orientation Training at LEA; Trainers for 2 days; Training Materials (participant journals, 2 children's books, posters, printed materials); Vice President (2 days); Travel; Hotel room for 2-day orientation (3 staff x 2 nights each); Hotel rooms for ongoing site-based technical assistance visits (2 trips x 2 staff x 1 nights each); Meals for NCFL staff at orientation (\$50 per diem x 3 staff x 3 days); Meals for ongoing site-based technical assistance visits; Airfare for 2-day orientation (3 RT airfare tickets x 3 staff); Airfare for ongoing site-based technical assistance visits (2 RT airfare tickets x 2 staff); Technical Assistance/Follow-Up; Trainers (20 days of virtual coaching).

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees. Starting in Year IV, CAFE will provide \$ [REDACTED] in support.

External Evaluator – Johns Hopkins University - \$ [REDACTED]

Description of deliverables: The National Network of Partnership Schools in the School of Education at Johns Hopkins University will conduct the project evaluation. Dr. Steven Sheldon, Director of Research, will conduct the external evaluation; responsible for coordinating collection of all pertinent data, including processing, analysis, and reporting; providing the formative and summative evaluation reports, including meeting with the Executive Director and other CAFE staff to review the information; provide timely and effective guidance; and additional details specified in Overall Evaluation Framework document. Travel to IES meetings, professional conferences, and annual site visits for data collection, as needed. (Section D. Evaluation, p. 33.)

8. OTHER EXPENSES – \$ [REDACTED]

Other Consultants - \$ [REDACTED]

CAFE has set aside funds to tap expert consultants as projects require. These consultants have content and regional expertise. Examples include: A Parents’ Place, a nonprofit, tax-exempt organization and parent center that helps families of children with disabilities and special health care needs throughout Maryland; Central Susquehanna Intermediate Unit, an educational nonprofit service agency, whose Center for Schools and Communities division (CSC) has a 28-year history of designing and delivering TA in a wide variety of formats and whose Center for Safe Schools division has a network to provide TA across the nation; Parent Education Advocacy Leadership (PEAL) Center (Pennsylvania), works with families, youth and young adults with disabilities and special health care needs to help them understand their rights and advocate for themselves; and Lawyers’ Committee for Civil Rights Under Law, a nonpartisan,

nonprofit organization, to secure equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities.

Website Development - \$20,000

Website development costs are estimated at \$20,000 to create and maintain the bi-lingual (English/Spanish) project website to reach low-income, racially, and linguistically diverse families.

9. TOTAL DIRECT COSTS - \$ [REDACTED]

10. INDIRECT COSTS - \$ [REDACTED]

Indirect costs are calculated at 19.8% of direct costs less sub-contracts and equipment over \$ [REDACTED]. They cover expenses associated with such services provided by MAEC as finance and accounts management, contracts and benefits management, audit and general office activities common to all projects and/or grants. Our approved negotiated overhead rate of [REDACTED] runs through June 30, 2018. MAEC submitted a new Indirect Cost Rate Proposal to the U.S. Department of Education in February 8, 2018, documenting indirect costs at [REDACTED]. The request was assigned to Emily Wen.

12. TOTAL PROJECT COSTS YEAR IV - \$ [REDACTED]

MATCHING FUNDS

In Year IV, the proposed program has identified the following services and supports from non-federal funds.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED] for MAEC staff to support the program in areas such as overseeing the website development, publication editing and review, estimated at 0.1 FTE using an average salary.

2. FRINGE: \$ [REDACTED] for MAEC staff above, based on average 21% of salary.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Partner reduced its costs to be charged and will provide the services from private foundation funds. Partner estimated the value of its reduced rate.

Partner – National Center for Families Learning – \$ [REDACTED]

Partner has committed to providing \$ [REDACTED] in matching funds per year..

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees.

12. TOTAL NON-FEDERAL FUNDS YEAR IV - \$ [REDACTED]

Budget Narrative Year V, 2022-2023

This budget narrative details the projected expenses. It has been designed to maximize technical assistance at the lowest possible cost **for two states**.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED]

Salaries are established in accordance with the MAEC guidelines.

Executive Director (Maria del Rosario Basterra)

Salary computation: [REDACTED]

Duties: Assumes fiscal, managerial, and programmatic responsibilities. Ms. Basterra will serve as liaison to the Department of Education; manage and coordinate the contributions of the Advisory Committees and the partners; supervise CAFE program staff in the implementation of the work; manage budgetary functions, develop policy, and supervise subcontractors in project implementation; and will ensure that all timelines and milestones are accomplished. Ms. Basterra's experience in providing training, information, and support includes her content expertise in Early Childhood Education; Program Management; Program Evaluation; English Language Learners; Leadership Development; Technical Assistance; Family, School and Community Engagement; School and Family Partnerships; Underserved Populations; Language Minority Students; Students with Interrupted Formal Education; Data Use and Continuous Improvement; Cultural Validity in Assessment; and Civil Rights Law Compliance.

Senior Advisor, Educational Equity (Pamela Higgins Harris)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Pennsylvania and provide TA and training on culturally responsive education. Ms. Harris's experience in providing training, information, and support includes her content expertise in Equity and Cultural Proficiency; Leadership Development; Family, School and Community Engagement; School and Family Partnerships; Race Equity; Gender Equity; College and Career Readiness; Civil Rights Law Compliance; Underserved Populations; School Transformation; School Climate and Culture; Culturally

Responsive Positive Behavior; Interventions and Supports; Disproportionality; Special Education; and Systems Change.

Senior Advisor, Capacity Building Programs (Shontia Lowe)

Salary computation: [REDACTED]

Duties: Will serve as the main liaison with Maryland and provide TA on building and sustaining the work in family engagement. Ms. Lowe’s experience in providing training, information, and support includes her content expertise in Youth and Family Services; Program Design and Development; Youth Development; Cross-Cultural Communications (Spanish); College and Career Coaching, Student Support Services; Program Management; Secondary Education; Personnel Management; Education Policy Analysis.

Data Coach and Administrative Assistant (TBD)

Salary computation: [REDACTED]

Duties: Will ensure proper data collection and entry into database, including collecting and analyzing program data; providing information to external evaluator for evaluation report summaries; providing support in designing evaluation tools and surveys to facilitate data extraction by Remark Office OMR Data Center software; researching best practices and regional needs assessments data; and working with partners to coordinate data accumulation. This staffer will also provide administrative support.

Senior Advisor, CAFE-APPT Program (TBD)

Salary computation: [REDACTED]

Duties: Will take over the APPT program from partner WestEd; A Train-of-Trainer Model for APPT Using the I Do-We Do-You Do Strategy; will independently provide training and coaching to schools and districts. WestEd will provide virtual guidance and coaching as requested (You Do).

2. FRINGE BENEFITS - \$ [REDACTED]

The staff benefits are based on actual costs being incurred for Employer's FICA, pension (TIAA), and health insurance. Fringe benefits are [REDACTED] of the \$ [REDACTED] base (see below for detail).

A. Employer's FICA – MAEC is responsible for paying Social Security and Medicare taxes on each employee's salary. Based on a [REDACTED] rate and \$ [REDACTED] in salaries, MAEC is expected to pay \$ [REDACTED]

B. Pension – MAEC is eligible for inclusion in the Teacher Insurance and Annuity Association College Retirement Equity Fund (TIAA). MAEC is affiliated with TIAA and contributes a percentage of the salary for all permanent and full-time employees based on an amount set by the Board of Directors each year. MAEC is expected to pay a total of \$ [REDACTED]

C. Health and Dental Benefits – MAEC contributes [REDACTED] of the Health Insurance costs for all full-time and permanent employees. Based on actual 2018 rates from Capital Care/Blue Cross Blue Shield, MAEC estimates a total of \$ [REDACTED]

3. TRAVEL - \$40,000

Travel includes trips for professional meetings, networking, training, and technical assistance, including the required travel for key grant staff to attend an annual project directors convening in Washington, DC. Expenses consist of mileage, cab fare, car rental, parking, air and/or train fares, overnight accommodations, meals, and registration fees, where applicable. MAEC uses the federal travel budget guidelines for each state. This includes lodging, car rental, air travel, train travel, meals and incidentals, and mileage. MAEC uses the current federal reimbursement rate of \$0.545/mile. Every effort has been made to reduce travel costs and to operate virtually or to use local consultants.

4. EQUIPMENT - \$0

MAEC does not anticipate purchasing any additional equipment.

5. SUPPLIES - \$2,500

Every effort will be made to prepare and transmit information electronically to reduce printing and mailing costs.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Description of deliverables: Conducting monthly technical assistance calls with internal SEA and Offices of Early Childhood and K-12 state family engagement teams, and reviewing/providing feedback on documents/materials and resources; Conducting 2 virtual (\$3,400) and 1 on-site (\$2,720) coaching and SEA/partner staff training in each state (not including travel); Offering NAFSCE Webinars - 6 culturally responsive family engagement webinars (development, logistical coordination, hosting and co-presenting); 20 NAFSCE Organizational Memberships x 2 states x \$250 each; Providing full access for SEA and consortium partners to NAFSCE's searchable Resource Library of over 700 plans, tool-kits, research, and parent resources; Conducting NAFSCE's exclusive Opportunity CanvasSM, a comprehensive scan of current state family engagement policies and practices through internal and external stakeholder interviews and review of documents; Supporting research-based strategic communications on family engagement (staffing development and coordination of trainings and capacity building materials with part of FrameWorks Phase III contract in-kind); Development, Coordination, and Recruitment (working with partners) to establish the SFEC Regional and State Coalitions (2 states); Field: Coordinate and convene virtual and on-site session with SFEC States:

- 9 regional (4 in MD and 5 in PA) virtual sessions in 1st year (1 per region); developing content and agenda, coordinating logistics, promoting attendance (\$ [REDACTED] hosting the convenings (\$ [REDACTED] (RH/VB)
- 2 statewide convenings (1 in each state); coordinating convenings within already established Maryland English Language Learning Family Involvement Network (MELLFIN) and Pennsylvania Early Childhood Family Engagement Conference to include developing content and agenda, logistics, promotion (\$ [REDACTED] and attendance (\$ [REDACTED]

- 1 two-state Mid-Atlantic Convening (thru partnership with PA Fam Inv Conf); development, logistics, promotion (not including attendance as conf is at beginning of year 2) (Yr 2-5 \$██████ per year)
- Travel Costs for 2 In-person Conferences in Yr 1

Field: Facilitation engagement in CAFÉ Online learning community through NAFSCE's existing platform infrastructure.

Assist with the identification and dissemination of local family engagement best-practices, as required by ESSA.

Partner – National Center for Families Learning – \$██████

Description of deliverables: Training Preparation (Project coordination (2 days); Administrative support (2 days); Project Planning (2 days for 3 trainers); Materials design (1 day graphic designer); Initial 2-day Orientation Training at LEA; Trainers for 2 days; Training Materials (participant journals, 2 children's books, posters, printed materials); Vice President (2 days); Travel; Hotel room for 2-day orientation (3 staff x 2 nights each); Hotel rooms for ongoing site-based technical assistance visits (2 trips x 2 staff x 1 nights each); Meals for NCFL staff at orientation (\$50 per diem x 3 staff x 3 days); Meals for ongoing site-based technical assistance visits; Airfare for 2-day orientation (3 RT airfare tickets x 3 staff); Airfare for ongoing site-based technical assistance visits (2 RT airfare tickets x 2 staff); Technical Assistance/Follow-Up; Trainers (20 days of virtual coaching).

Partner – Parents as Teachers – \$██████

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$200,000.00. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees. Starting in Year V, CAFE will provide \$ [REDACTED] in support.

External Evaluator – Johns Hopkins University - \$ [REDACTED]

Description of deliverables: The National Network of Partnership Schools in the School of Education at Johns Hopkins University will conduct the project evaluation. Dr. Steven Sheldon, Director of Research, will conduct the external evaluation; responsible for coordinating collection of all pertinent data, including processing, analysis, and reporting; providing the formative and summative evaluation reports, including meeting with the Executive Director and other CAFE staff to review the information; provide timely and effective guidance; and additional details specified in Overall Evaluation Framework document. Travel to IES meetings, professional conferences, and annual site visits for data collection, as needed. (Section D. Evaluation, p. 33.)

8. OTHER EXPENSES – \$ [REDACTED]

Other Consultants - \$ [REDACTED]

CAFE has set aside funds to tap expert consultants as projects require. These consultants have content and regional expertise. Examples include: A Parents’ Place, a nonprofit, tax-exempt organization and parent center that helps families of children with disabilities and special health care needs throughout Maryland; Central Susquehanna Intermediate Unit, an educational nonprofit service agency, whose Center for Schools and Communities division (CSC) has a 28-year history of designing and delivering TA in a wide variety of formats and whose Center for Safe Schools division has a network to provide TA across the nation; Parent Education Advocacy Leadership (PEAL) Center (Pennsylvania), works with families, youth and young adults with disabilities and special health care needs to help them understand their rights and advocate for themselves; and Lawyers’ Committee for Civil Rights Under Law, a nonpartisan,

nonprofit organization, to secure equal justice for all through the rule of law, targeting in particular the inequities confronting African Americans and other racial and ethnic minorities.

Website Development - \$20,000

Website development costs are estimated at \$20,000 to create and maintain the bi-lingual (English/Spanish) project website to reach low-income, racially, and linguistically diverse families.

9. TOTAL DIRECT COSTS - \$ [REDACTED]

10. INDIRECT COSTS - \$ [REDACTED]

Indirect costs are calculated at [REDACTED] of direct costs less sub-contracts and equipment over \$ [REDACTED]. They cover expenses associated with such services provided by MAEC as finance and accounts management, contracts and benefits management, audit and general office activities common to all projects and/or grants. Our approved negotiated overhead rate of [REDACTED] runs through June 30, 2018. MAEC submitted a new Indirect Cost Rate Proposal to the U.S. Department of Education in February 8, 2018, documenting indirect costs at [REDACTED]. The request was assigned to Emily Wen.

12. TOTAL PROJECT COSTS YEAR V - \$ [REDACTED]

MATCHING FUNDS

In Year V, the proposed program has identified the following services and supports from non-federal funds.

1. PERSONNEL: SALARIES AND WAGES - \$ [REDACTED] for MAEC staff to support the program in areas such as overseeing the website development, publication editing and review, estimated at 0.1 FTE using an average salary.

2. FRINGE: \$ [REDACTED] for MAEC staff above, based on average 21% of salary.

6. CONTRACTUAL - \$ [REDACTED]

Partner – National Association for Family School and Community Engagement – \$ [REDACTED]

Partner reduced its costs to be charged and will provide the services from private foundation funds. Partner estimated the value of its reduced rate.

Partner – National Center for Families Learning – \$ [REDACTED]

Partner has committed to providing \$ [REDACTED] in matching funds per year..

Partner – Parents as Teachers – \$ [REDACTED]

The Parents as Teachers program is projected to serve 50 families per year, for an estimated cost of \$ [REDACTED]. The PAT programs in PA are funded through multiple sources including MIECHV (federal), state family center (nearly all state) state expansion (all state) funds. Each program works to obtain local sources of funding from private foundations, grants, United Ways, local clubs and fund development work conducted by boards and staff. Of the programs we are most likely to work with in the named communities, six have family center funds, two have MIECHV funds, and up to three have expansion funds as well as local funds.

The costs to work with the communities would at minimum involve items such as: Parent leadership activities and possible stipends and/or child care costs; Meals and snacks; Professional development materials, supplies and activities and possible participation fees to staff; Transportation; CSC Consultant fees.

12. TOTAL NON-FEDERAL FUNDS YEAR V - \$ [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
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2006, December). Phonological awareness training plus letter knowledge training intervention report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pat_lk_100716.pdf .	Phonological Awareness Training plus Letter Knowledge Training interventions were found to have positive effects on students' print knowledge with an average improvement index of +27 percentile points. The intervention was found to have potentially positive effects for phonological processing with an average improvement index of +28 percentile points and early reading and writing with an average improvement index of +19 percentile points (Table 1, p. 2).	The studies that contributed to the effectiveness rating included four- and five-year old children who were enrolled in preschool or Head Start in the Midwest and upstate New York. Two of the three studies focused on children from low-income families. Additionally, sample populations included both English-speaking families and non-English speaking families. The study samples overlap with both population and setting for children in NCFL's place-based preschool programs, one element of the proposed Family Literacy model.
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2007, February). Dialogic reading intervention report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Dialogic_Reading_020807.pdf	Dialogic Reading was found to have positive effects on students' oral language skills with an average improvement index of +19 percentile points (Table 1, p. 1).	The studies that contributed to the effectiveness rating were conducted with two- to five-year old children who were enrolled in day care centers, child care centers, or preschool programs. The majority of children in the sample were from economically disadvantaged families. The studies represent urban areas in Florida, Tennessee, and Maryland as a suburban area in New York. The study samples overlap with both population and setting for children in NCFL's place-based preschool programs, one element of the proposed Family Literacy model.
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/21	Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words is supported by "strong evidence" (Table I.1, p. 3). The practices described in Recommendation 3 were found to have positive impacts on both word reading and encoding outcomes (p. 23). Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension is supported by "moderate evidence" (Table I.1, p. 3). The practices described in Recommendation 4 were	The 13 studies supporting the practice of direct instruction in decoding, word analysis, and word recognition were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The 15 studies supporting the practice of reading connected text daily were conducted with diverse samples of students enrolled in kindergarten through third grade classrooms. The majority of these studies were conducted in the United States. These study samples overlap with both population and setting in NCFL's place-based elementary

	<p>found to have "positive effects on word reading, oral reading accuracy, oral reading fluency, and/or reading comprehension outcomes" (p. 33).</p>	<p>school programs, one element of the proposed Family Literacy model. Additionally, this practice guide is accompanied by a companion piece with tips for taking these recommendations into the home which supports the use of these practices as part of the Parent Time and Parent and Child Together time that are components in the proposed Family Literacy model.</p>
<p>Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide. (NCEE 2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide</p>	<p>Recommendation 4: Provide engaging learning experiences is characterized by low evidence at this time (p. 29). Practices rated as having low evidence are recommended when "expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong level" (p. 4). The panel recommends "student choice, cooperative learning experiences, and hands-on and real-world activities" with explicit links to academic components (p. 29).</p>	<p>This practice guide focuses on out of school programming that serves children in elementary and middle school (p. 7). The panel notes that many of the studies used in support of this recommendation occurred in school and laboratory settings due to the limited research on this recommendation in out of school time settings. This proposal includes Family Service Learning, an out of school time activity that meets the recommendations of the panel, and provides an opportunity for school-age children to work with their families to plan and implement hands-on, real-world service learning projects during out of school time</p>

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