

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Statewide Family Engagement Centers Grant

CFDA # 84.310A

PR/Award # S310A220029

Grants.gov Tracking#: GRANT13572020

OMB No. , Expiration Date:

Closing Date: Mar 11, 2022

PR/Award # S310A220029

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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="03/09/2022"/>	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" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="Office of Research Services"/>
Street2:	<input type="text" value="2440 Campus Road, Box 368"/>
* City:	<input type="text" value="Honolulu"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="HI: Hawaii"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96822-2234"/>

e. Organizational Unit:

Department Name: <input type="text" value="College of Education"/>	Division Name: <input type="text" value="Center on Disability Studies"/>
---	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Chuan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Chinn"/>	
Suffix: <input type="text" value="Ph.D."/>	
Title: <input type="text" value="Associate Specialist"/>	

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.310

CFDA Title:

Statewide Family Engagement Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-122021-001

* Title:

Office of Elementary and Secondary Education (OESE): Statewide Family Engagement Centers (SFEC) Program, Assistance Listing Number 84.310A

13. Competition Identification Number:

84-310A2022-1

Title:

Statewide Family Engagement Centers (SFEC) Program 84.310A

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

Add Attachment

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View Attachment

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

Hawaii Family Engagement Center II (HFEC II)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

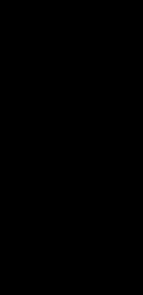
View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

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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:

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 ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1244-HFEC II_GEPA.pdf

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**Hawaii Family Engagement Center II
Compliance with Section 427 of General Education Provisions ACT (GEPA; PL 103-382)**

The University of Hawai‘i at Mānoa (UHM) Center on Disability Studies (CDS) has a long history of training, advancing and hiring persons from under-represented populations, including persons with disabilities and their family members. CDS maintains a longstanding “family and consumer” focus initiative in which university faculty and staff work closely with consumers and family members as partnering researchers and instructors. These initiatives have resulted in broad involvement of consumers and family members. All facilities at UHM are physically accessible and all training and conferencing activities sponsored through CDS are fully accessible, 508 Compliant, and accommodated for all persons with or without disabilities.

The UHM has a long-standing policy and does not discriminate in hiring or admission practices against individuals because of their race, color, religion, age, sex, gender, national origin, disability, or status as a veteran with disabilities. Any discriminatory action can be a cause for disciplinary action. This policy applies to all university programs and facilities including, but not limited to, admissions, educational programs, and employment. A number of strategies will be used to employ and advance persons with disability and/or minority status for the Hawaii Family Engagement Center II (HFEC II) Project. The following specific points will be followed: (a) proactive recruitment will be undertaken locally and nationally to encourage participation from persons from underrepresented groups; (b) any open project positions will be advertised in media and publications that are specifically distributed to underrepresented groups (e.g., women's business and education groups, ethnic clubs); (c) steps will be taken to ensure that all activity sites are physically and programmatically accessible to underrepresented groups; and (d) key information and resources developed for families will be translated in the top 5 languages spoken in Hawaii and available both online and in print copies; (e) professional development sessions will be offered virtually to service those living in rural and remote areas; online training modules and recordings will be available for families who could not attend live trainings due to work, child care, and other circumstances.

Our HFEC II project staff represent a wide range of cultural backgrounds, including Chinese, Chamorro, African American, Pilipino, Latinx, and Japanese. Most speak the languages of their cultural backgrounds. The PD programs will be implemented in partnership with public and private educational institutions that require the type of access described under GEPA. When the participants’ first language is other than English, every effort will be made to provide support for all linguistic backgrounds. For example, forms and informational materials will be provided in major local languages (e.g., Ilocano, Tagalog, Samoan, Hawaiian). Project staff, teachers, and other school personnel, and family members will be drawn from local communities in which people meet and overcome these barriers in everyday life. Interpretation services will be used for less common languages (e.g., Pohnpeian, Chuukese, Marshallese) as needed. The participation of community members will be promoted to reflect the local needs and strengths. We will provide training and technical assistance for participants in low-income communities where the majority of our underserved students and their families live. All PD activities, curriculum materials, resources, and support will be provided free of cost, eliminating financial barriers.

The project, with support from CDS and HI DOE, will emphasize equity of access and improved educational outcomes for underserved cultural and linguistic groups that make up the rich and diverse tapestry that is Hawaii. CDS has sufficient strategies for ensuring equal access and treatment for all HFEC II participants and will provide all necessary accommodations

required by law according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Chuan Chinn, PhD. Principal Investigator

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 University of Hawaii	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Naomi Middle Name:
* Last Name: Chow	Suffix:
* Title: Pre-Award Assistant Manager	
* SIGNATURE: Naomi Chow	* DATE: 03/09/2022

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix: Dr.	* First Name: Chuan	Middle Name:	* Last Name: Chinn	Suffix: Ph. D.
----------------	------------------------	--------------	-----------------------	-------------------

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:
Street2:
* City:
County:
* State:
* Zip Code:
Country:

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

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. 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) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), 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.

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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:

1242-HFEC II_Abstract.pdf

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Abstract

1) Project Objectives and Activities: Obj. 1. Strengthen Hawaii’s comprehensive and collaborative statewide infrastructure for family engagement (FE): (1) Collaborate with HIDOE to integrate FE within the 3-tiered Multi-tiered System of Support; (2) Build capacity of SEA/LEA staff; (3) Develop 3-credit 15-week in-service PD courses, one for early childhood and one for middle-high school; (4) Integrate FE framework into pre-service teacher preparation; (5) Expand website with resources, videos, and training modules. **Obj. 2. Provide FE training and TA that builds effective family-school partnerships in a culturally responsive manner:** (1) Conduct 3 in-service PD courses; (2) Implement FE Cohort School training and TA model (6 schools annually for 4 years); (3) With WestEd/HIDOE develop 3-6 certified APTT trainers; (4) Develop and conduct evidence-based FE strategy training statewide for specialized academic personnel; (5) Build capacity of family service providers by providing National Family Support Network Standards of Quality and Parent Advisory Council Training in collaboration with Hawaii Ohana Support Network; (6) With NAFSCE provide Reframe the Conversation training on effective FE communications. **Obj. 3. Partner with community agencies to ensure equity of access to educational resources and opportunities for diverse cultural and linguistic groups and underserved populations:** (1) Collaborate with PACT to continue successful parent education programs for Micronesian and other Pacific Islander families; (2) Collaborate with PREL to strengthen family outreach and enhance the cultural proficiency of educators supporting Micronesian and Pacific Islander students and families; (3) Collaborate with INPEACE to provide financial literacy training; (4) Collaborate with HFAA to address challenges of youth in the judicial system; (5) Collaborate with LDAH (PTI Center) on parent advocacy training; (6) Enhance “voice” of underserved families. **Obj. 4. Advance systemic change through cross-agency coordination and community engagement:** Promote and support the expansion of school-based and community-based family resource centers to meet family well-being needs by addressing historical and COVID-19 related social and economic barriers and challenges.

2) Proposed Outcomes: (1) Enhanced capacity for educators, families, and community-based organizations to engage in effective partnerships that support equity, student opportunities and achievement, and students’ and families’ social and emotional needs; (2) improved student attendance, social emotional learning (SEL), and academic achievements; (3) improved equity through reduction of opportunity and achievement gap; and (4) improved school climate.

3) Number of Participants Served: Over the grant period, the proposed project will reach 2,378 educators, 10,000 families, and 600 family service professionals.

4) Number and Locations of Sites: The project will serve at least 39 schools statewide in multiple complex areas across all major islands. See link for [postal codes](#).

5) Priorities: The **Absolute Priority** is addressed by Objectives 1 to 4. **Competitive PP 1:** Evidence-based high impact activities using the Dual Capacity-Building Framework to improve FE, academic achievement, SEL, and equity. **Competitive PP 2:** Addressing the impact of COVID-19 on the most underserved students by: **a)** Conducting community asset-mapping and needs assessments; **b)** Providing resources and supports to meet basic needs by utilizing and expanding Family Resource Centers; and **c)** Prioritizing underserved communities and conducting all activities in a culturally responsive manner. **Competitive PP 3:** Improve equity of access to educational resources and opportunities through partnerships with community agencies successful in this area. **Competitive PP 4:** Advance systemic change by partnering with the Hawaii Ohana Support Network to enhance capacity of school and community family resource centers to address historical and COVID-19 related social and economic barriers and challenges.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

PROJECT DESCRIPTION

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Hawaii Family Engagement Center II (HFEC II)

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The Center on Disability Studies (CDS), College of Education, University of Hawaii (UH) at Manoa offers this proposal for continued funding of the Hawaii Statewide Family Engagement Center (HFEC) established in 2018, referred to as HFEC II for the next round of funding 2022-27. The overarching HFEC mission is: *Build the capacity in every community in Hawaii to promote equity through strong, productive relationships among schools, parents, and community organizations so that all children thrive developmentally and academically.*

A. QUALITY OF THE PROJECT DESIGN

HFEC II recognizes that a systemic approach is needed to introduce and expand use of new ideas and evidence-based practices such as family engagement (FE), and is therefore designed to impact the state, complex area, and individual school levels of the Hawaii State Department of Education (HIDOE). HIDOE manages the statewide public education system, which serves over 175,000 students attending 294 schools including 37 Charters, administratively divided into 15 complex areas – regional groupings of 2 to 4 school complexes, each of which consists of a public high school and its feeder elementary and middle schools. Over 50% of SY2020-21 enrollees fall into one or more of the target populations identified in the funding announcement, with 9% English Learners (EL), 10% Special Education, 50% economically disadvantaged, and 2% homeless (HIDOE, 2021a). In addition, students of Native Hawaiian and Pacific Islander ancestry are overrepresented in special education and economically disadvantaged categories. HFEC II is designed to support these student subgroups in particular because they and their families have been especially hard hit by the ongoing COVID-19 pandemic, exacerbating the longstanding achievement gap that existed pre-pandemic. Table 1 shows key educational indicators for Hawaii public school students for SY2020-21 (HIDOE, 2021a/b/c/d). There were decreases in academic proficiency from pre-pandemic SY2018-19 across all student subgroups, as well as an increase in

absences that reach the “high risk” level (defined as absent 8.3% or more of school days), from about 15% to 22%, with disadvantaged subgroups showing the highest absentee increases.

Table 1. Educational indicators for subcategories of Hawaii public schools students

	High Risk Attendance ¹	ELA Proficient ²	Math Proficient ²	Science Proficient ²	Graduation ³	College-Going ³
Disadvantaged	32%	36%	20%	22%	81%	44%
Special Education	32%	12%	8%	9%	63%	32%
English Learner	33%	14%	11%	5%	70%	34%
Homeless	n/a	23%	11%	16%	63%	n/a
Pacific Islander/ Micronesian ⁴	n/a	27%	13%	12%	70%	35%
Native Hawaiian	n/a	18%	17%	7%	n/a	n/a
ALL STUDENTS	n/a	32%	16%	18%	82%	45%
	22%	50%	32%	35%	85%	55%

¹ Absent 8.3% or more days enrolled as of May 28, 2021 (HIDOE Return to Learn Board of Education Metrics Reporting); ² % students meeting/exceeding standards in school year 2020-21 (HIDOE ESSER Educational and Fiscal Plan); ³ Class of 2019 (HIDOE Strategic Plan dynamic report). ⁴ Most data integrate Micronesians to the Other Pacific Islander ethnic group.

Such troubling student data reflects increases in hardship at home due to COVID-19, as families struggle financially and socially because of illness and job loss in Hawaii with its exceptionally high cost of living. Many students from low-income families lack access to the internet, devices, and a dedicated and quiet place to study. In a call-to-action paper, FE is elevated

as a core strategy for any intentional effort to provide equitable educational opportunities to all children (Mapp & Bergman, 2021). The pandemic created a sense of urgency for FE as schools halted in-person instruction and parents and caregivers were challenged to be more involved in their children’s education, while the reopening of schools in SY2021-22 is requiring educators to re-establish trust and build partnerships with families.

All HFEC II activities are designed to promote equity-focused FE practice that is culturally and linguistically responsive, particularly critical in Hawaii where 28% of residents speak any of about 130 languages other than English at home (US Census, 2019). HFEC II will focus on cultural responsiveness for Micronesians, Hawaii’s fastest growing migrant population. They enter the US without visas under Compacts of Free Association (COFA) between the US and Federated States of Micronesia and Republics of Palau and the Marshall Islands. These compensate for damages caused by nuclear weapons tests in the region from 1946 to 1958 and provide Micronesians access to education, employment, or health care (Hawaii Appleseed Center, 2021). COFA migrants are often challenged by cultural differences, language barriers, discrimination, and unfamiliarity with the education, health, and other systems. They are disproportionately homeless, unemployed, lacking healthcare, and affected by COVID-19 (Hawaii Advisory Committee, 2019, 2022).

(1) Extent to which there is an underlying conceptual framework and its quality

HFEC is rooted in the Dual Capacity-Building Framework (DCBF) for Family-School Partnerships, based on research (Bryk & Schneider, 2002; Higgins, 2005; Hoover-Dempsey, 2005) and developed at the Harvard Graduate School of Education under the direction of Dr. Karen Mapp for the US DOE. The DCBF was presented by Mapp and Kuttner (2013) and updated based on family and practitioner feedback by Mapp and Bergman (2019). Instead of a roadmap, the framework provides a **compass**: a direction for developing effective and high impact FE strategies

and initiatives that 1) recognize and addresses barriers to effective FE; 2) identifies and promotes essential process and organizational conditions effective FE; 3) recommends policies and program goals for school and family capacity building for the 4 C's): capabilities (skills and knowledge), connections (relationships and networks), cognition (assumptions, beliefs, values) and confidence (self-efficacy); and 4) highlights the ultimate outcome, the student and school improvements that come from strong school-family partnerships.

To ensure essential conditions are present for building the capacity of all parties in the 4 C's, our training and technical assistance (TA) promotes use by schools of the DCBF Process Conditions as a checklist to promote: 1) developing relationships based on mutual trust; 2) FE activities linked to learning; 3) asset-based approach to partnership that leverages family funds of knowledge; 4) culturally responsive and respectful; 5) family-school partnerships are collaborative; and 6) interactive. Our professional development (PD) activities at school complex and statewide levels focuses on essential organizational conditions for partnerships: 1) systemic: system-wide administrative and fiscal support by leadership; 2) integrated: embedded in all policy goals and initiatives; and 3) sustained: with resources and infrastructure.

Logic underlying the design of HFEC II

HFEC II's design is based on our in-depth 4-page logic model preceded by a condensed 1-page version, in the Appendix. It details resources available for proposed activities under each of the 4 project objectives, and how those activities are expected to yield products (designed to address specific GPRA measures) that support achieving the listed short- and mid-term outcomes and long-term impacts. The HFEC II design puts into practice the following *theory of action*:

Organization level. If we build the capacity of school/organization staff to effectively engage our diverse populations of families as partners in the teaching and learning process, then we will

have more staff that feel confident in their ability to support strong home-school partnerships, which will lead to increased FE and ultimately, increased student achievement.

Family level. If we build the capacity of families by giving families the tools and resources needed to support learning at home, and provide meaningful opportunities to practice using those tools, then families will develop increased capacity to support their child's academic success and social-emotional wellbeing, leading to increased student achievement.

Elementary & Secondary School Emergency Relief Fund (ESSER) Educational Plan

HFEC II is designed to collaboratively advance HIDOE's ESSER Educational Plan (HIDOE, 2021b) addressing COVID-19's impact. This plan identifies the most impacted student subgroups and includes strategies to address HIDOE's focus areas of health and safety; social-emotional learning (SEL); and accelerated learning. HFEC II will support achieving these goals by 1) strengthening schools' engagement with families of students classified as EL, minorities, with disabilities, homeless, foster youth, and migrant; 2) integrating tiered FE strategies into HIDOE's multi-tiered system of support; and 3) enhancing community-based partnerships.

(2) Extent services reflect up-to-date knowledge from research and effective practice

The achievement gap between lower- and higher-income students is largely tied to an opportunity gap - the differences in families' abilities to access learning and enrichment experiences both in and out of school. "Children are awake for about 6,000 hours a year, and only about 1,000 of those hours are spent in school. If we are to tackle the achievement gap and the inequities that contribute to it, we must pay attention not only to schools, but also to the places where children spend the rest of those 5,000 hours." (Weiss et al., 2018, p. 1). By 6th grade, children born into poverty are likely to suffer [a 6,000-hour learning gap](#) compared with their middle-class peers according to ExpandedED (2022).

Research on the opportunity gap underscores the important roles communities and public policy play when it comes to creating equitable learning opportunities and access to resources. FE must be viewed as a shared responsibility among schools, families, and communities, with continuous engagement from birth to young adulthood wherever children learn - in school, at home and in the community, at after school and summer programs, in faith-based institutions, and in lessons, sports, and other enrichment activities (NAFSCE, 2010). HFEC II continues to promote FE as an equity and learning strategy and our goal is to support and strengthen the three spheres of influence that contribute to student success: Family, School, and Community. Decreasing educational inequality requires a systemic approach through cross-agency coordination and community engagement. Such understanding is behind HFEC II's approach to community partnership in general and work with the Hawaii 'Ohana (Hawaiian for family) Support Network (OSN) in particular to support and further develop the Family Resource Center (FRC) model. Hawaii OSN joined the National Family Support Network in 2021 and consists of Hawaii State Departments of Human Services, Health, and Education, and several CBOs. It currently focuses on formalizing the FRC model that will lead to adoption of definitions, standards, best practices, professional development, and development of a referral and data sharing process. FRCs play a critical role in: 1) strengthening children and families; 2) connecting family-impacting agencies and programs; 3) creating opportunities for community-level coordination; 4) creating social connections to resources and support systems; 5) increasing FE, which leads to greater student success; and 6) preventing child abuse and neglect. Across the state, we have 4 school- and 7 community-based FRCs that quickly become trusted, effective, and convenient centers for families to access.

Some of the primary research findings that guide our activities are summarized below.

- Research findings from the University of Chicago Consortium on Chicago School Research demonstrate that family and community engagement is one of the five essential supports that is crucial for every level of school improvement (Bryk et al., 2010; Klugman et al., 2015).
- High impact FE often focuses on: 1) building personal relationships and trust with families through home visits (in-person, virtual, first phone call home etc.) and community walks (Sheldon & Jung, 2015; 2018); 2) sharing data with families about student skill levels and modeling effective teaching practices for families to use at home, such as Academic Parent Teacher Teams; 3) utilizing families’ funds of knowledge about their children’s interests and challenges to differentiate instruction (González, et al., 2005); 4) embedding FE strategies in school improvement plans (Epstein et al., 2019); and 5) incorporating content from families’ socio-cultural practices into classroom lessons (Llopart & Esteban-Guitart, 2018).
- High-leverage areas for promoting FE include: combating absenteeism, sharing understandable information about children’s progress with families, academic and social development, digital media, and guidance and supports at transition points (Weiss et al., 2018).
- Build bridges between families and educators through cultural brokers and community-based organizations (CBOs) with local roots (Warren et al., 2009; Garcia et al., 2016; Geller, 2016).
- Two-generation (2Gen) approaches build family wellbeing by intentionally and simultaneously working with children and the adults in their lives together (Mosle & Sims, 2021). A 2Gen approach involves working with families in five key areas: Physical/mental health, early childhood education, postsecondary and employment pathways, economic assets, social capital.
- SEL programs are more effective when extended into the home so parents can reinforce the skills taught to students (Albright & Weissberg, 2010).
- FE is most effective when families, educators, and communities co-create programs that achieve

mutually agreed upon outcomes (Bolivar & Chrispeels, 2011; Warren & Mapp, 2011).

HFEC II objectives and activities for promoting family engagement and equity

HFEC II is designed to achieve the following 4 objectives:

- 1) Strengthen a comprehensive and collaborative statewide infrastructure for FE based on DCBF.
- 2) Provide FE training and TA that builds the capacity of educators and family-facing professionals to promote equity and form effective family-school partnerships that lead to improved cognitive development, social-emotional learning, and academic achievement in a culturally responsive manner.
- 3) Facilitate equity of access to educational resources and opportunities for diverse cultural and linguistic groups and underserved populations through continued partnerships with community agencies successful in this area.
- 4) Advance systemic change designed to meet family wellbeing needs through cross-agency coordination and community engagement.

Activities to achieve each objective are summarized below along with their justifications based on up-to-date knowledge and effective practice. Activities are also listed in Table 2 Project Management Plan along with persons responsible, timelines, and outcomes.

OBJ 1 Strengthen Hawaii family engagement infrastructure based on DCBF

HIDOE Multi-Tiered System of Support (HMTSS). The HMTSS enables schools to identify students' academic, social, emotional, and behavioral needs and determine the appropriate strategies and interventions that will facilitate student success. HFEC II will collaborate with the state-level HMTSS team to integrate FE within the tiered system of support by identifying 2-4 evidence-based strategies at each of the 3 tiers. FE strategies for Tier 1, which encompasses all students and families, aim to strengthen communication and relationship building through, e.g.,

periodic mailing, texting messages, (virtual) home visits, or first phone call home. Such strategies have been shown to improve student attendance (Heppen et al., 2020; Rogers et al., 2017), leading the US DOE Institute of Education Sciences to produce a guide with information and tools for districts to carry out their own evidence-based attendance text messaging (Kurki et al., 2021). Other tiered strategies will be targeted at data sharing with families or supporting families to reinforce academics and SEL at home. HFEC II will develop a list of evidence-based FE strategies for all 3 HMTSS tiers within the five high-leverage areas.

Tri-level capacity building. HIDOE uses a model of tri-level empowerment across state, complex area, and school levels. A complex area consists of 2 or more school complexes (each complex has one high school and its feeder elementary and intermediate schools). HFEC II will provide training and TA tailored for personnel at each of the 3 levels. At the school level, we will engage an annual FE school cohort by providing the ElevatED training series that includes 4 training sessions and 2 TA sessions developed by HFEC and implemented for the past 3 years (see ElevatED training flyer in Appendix). At the complex area level, HFEC II will provide a variety of PD on FE based on comprehensive needs assessments to specialized personnel who directly support schools, including EL coordinators, specialized resource teachers, academic officers, bilingual/bicultural school home assistants (BSHA), homeless concerns liaisons, literacy coaches, and Title I linkers. Training will cover FE fundamentals, cultural proficiency in supporting Pacific Islander students, and evidence-based literacy strategies/activities for families to support learning at home, which can be adopted by schools to construct literacy nights and shared with parents during parent-teacher conferences. At the state level, an annual symposium with leading experts in the FE field will be provided to showcase the latest FE research and practices.

In-service teacher PD programs. Building on the success of designing and delivering a 15-

week in-service PD course for K-3 teachers for which completers earn 3 internal HIDOE credits towards salary advancement (see Syllabus in Appendix), HFEC II will develop (and sponsor in partnership with HIDOE) 2 similar courses for 1) early childhood teachers, and 2) middle and high school teachers. HFEC will conduct all 3 courses annually over Years 2-5. Each teacher gains knowledge of evidence-based FE strategies through case studies in which they: 1) create a profile of the student and family; 2) create 3 lesson plans with literacy activities for families to use with their child at home; 3) implement a high impact FE activity (e.g., home visit, student-led conference, facilitate developing a college plan); 4) a data collection plan; 5) a case study data summary with pre- and post-work samples to assess growth; and 6) a reflection on the impact of training on FE on their professional practice.

A major training focus is supporting teachers to gain skills for evidence-based FE strategies. Examples include: (1) home visits, which are associated with higher attendance rates and improved reading skills (Sheldon & Jung, 2015); (2) modeling by teachers for parents of simple evidence-based literacy strategies recommended by *What Works Clearinghouse* (WWC) (Foorman & Torgeson, 2001; Kosanovich et al., 2020a/b; 2021a/b); and (3) “academic conversations” during middle and high school, where families promote the connection between academic success to students achieving their hopes and dreams, leading to higher rates of high school graduation and transition to postsecondary education (Hill & Tyson, 2009).

National Association for Family, School, Community Engagement (NAFSCE) pre-service teacher preparation program framework. HFEC II will promote integration of FE training into the University of Hawaii College of Education (UH COE) pre-service teacher preparation programs based on the NAFSCE Consortium framework. HFEC, HIDOE, and UH COE represented Hawaii in a consortium of 13 states facilitated by NAFSCE to develop this national

framework of best practices for pre-service teacher preparation programs, including FE coursework and practicum experience. The Consortium spent 2 years developing the framework to be released in March 2022. HFEC I partnered with HIDOE (Dr. Polly Quigley) and the UH COE (Dr. Katherine Ratliffe, see letter of support) to develop 4 case studies which have been added to the UH COE’s AFFECT (Activating educators’ Focus on Family Engagement as Central to Teaching) Training Modules for pre-service teachers.

Expand HFEC website with resources, videos, and training modules. As the statewide FE resource hub and an essential component of online outreach, HFEC’s website provides useful information, evidence-based translational research, and resources for educators, families, and community members. Products will be created specifically to address community needs in response to the impact of COVID-19 on SEL, learning loss, and educational equity. Digital content includes resources for families, educators, and community members by topics and age of children . HFEC quarterly e-newsletter highlights training events, best practices, and community partnership highlights. The website also promotes webinars and training offered by community partners, and a series of training videos and webinars is being added on FE strategies and the DCBF.

OBJ 2 Training and TA to build capacity to promote equity and family-school partnerships

Family Engagement Cohort Schools. HFEC II will implement 4 FE school cohorts in years 2-5, with each cohort including a mix of 6 elementary, middle, and high schools. Two comparison school cohorts will be added in years 3-4 and received condensed training/TA at the end of cohort school implementation in a quasi-experimental design (QED). Schools are expected to commit to 2 years of activities (except the Year 5 cohort), with the first year devoted to FE trainings and TA and development for each school of FE action and budget plans. Cohort schools will participate in the ElevatED training series on FE fundamentals including a deep dive on DCBF and TA sessions

around implementing FE strategies to address identified learning issues. In the second year, schools will be supported with funding and TA to implement their FE action plans. We will also assess FE practices at each school and provide commendations and recommendations. The cohort school approach has the potential to greatly enhance a school's FE capacity because its team of 8-10 members includes a wide range of individuals across different levels, including administrators, parents, teachers, department chairs, family liaisons, school counselors, resource teachers, Title I coordinators, school support staff, and/or community partners. These teams will use their learning to re-tool next year's school events to systematically engage families in support of student learning, with the involvement of key community stakeholders helping to promote sustainability.

Academic Parent Teacher Teams (APTT) training. In partnership with WestEd and HIDEOE, HFEC II will implement a train-the-trainer model for APTT leading to a cadre of 3-6 certified APTT trainers. APTT is an FE model developed by Dr. Maria Paredes of WestEd to strengthen teacher-family relationships by focusing on student academic growth and achievement. In contrast to traditional parent-teacher conferences, the APTT Model involves inviting all families of the same classroom teacher to meet together for 75 minutes during which: 1) a team-building activity enhances rapport; 2) parents learn about the foundational grade-level skills that students must master; 3) an anonymous graph is provided of every child's status on an example skill; 4) the teacher models activities designed to improve the skill; 5) parents practice the activities together; 6) parents establish an individualized 60-day goal for their child on the skill; 7) parents receive materials for the activities to take home. After 60 days, parents are invited to a second meeting to receive an updated graph of every child's progress and learn about another skill, and the cycle is repeated at a third meeting. APTT will be implemented with three schools in Years 1 and 2, with Year 2 also focusing on train the trainers.

FE strategy training at complex area level. Based on comprehensive needs assessments at the complex area and school levels, HFEC II will provide a variety of PD and TA annually to specialized personnel who directly support schools, including: 1) condensed ElevatED training paired with one TA on retooling FE school events with a linkage to learning; 2) embedding FE strategies in School Academic Plans; 3) cultural proficiency PD in supporting Micronesian and other Pacific Islander students and families in collaboration with Pacific Resources for Education and Learning (PREL); and 4) supporting families to use 4 WWC-recommended strategies to enhance children’s foundational reading skills, based on K-3 teacher’s guides to supporting parent involvement (Kosanovich et al., 2020a/b; 2021a/b). The cultural proficiency PD will help educators to gain appreciation for the lifeways of Micronesian migrants through awareness of the history of the COFA treaties; the obstacles they have to overcome in Hawaii; the place in and reliance on the extended family; and strategies that schools and communities can use to build effective and trusting relationships.

Standards of Quality for Family Strengthening & Support (Standards) training and parent advisory committee (PAC) training. We’ll collaborate with Hawaii OSN to offer annual NFSN’s Standards training and PAC training. Through these training, we aim to build the capacity of community- and school-based FRC staff, state agency family service program staff, and community service providers. The training may benefit school staff including the Parent Community Networking Center personnel (PCNCs) who act as family liaisons at the school level and BSHAs who are bi-lingual and bicultural paraprofessionals at the complex area or school level to assist with outreach and communications with non-English speaking families from the same cultural-linguistic background. The nationally-adopted Standards have created a common language across different kinds of family strengthening and family Support programs such as

FRCs, home visiting programs, and child development programs. The Standards Training will provide high quality indicators and implementation examples in 5 areas of practices: family centeredness; family strengthening; diversity, equity, and inclusion; community strengthening, and evaluation. The PAC training is designed to support programs that are exploring setting up a new PAC, or seeking to strengthen an existing one, and will provide staff with the strategies and tools to maximize the great potential of PACs.

Reframing the Conversation Academy. The academy, led by NAFSCE, is a training based on research by the FrameWorks Institute on ways the public thinks and talks about FE. The research yielded 7 key recommendations for how advocates, practitioners, and policymakers can communicate differently to help the public shift the way they understand FE and foster their support for more productive, expansive, and equitable engagement practices.

OBJ 3 Facilitate equity for diverse cultural-linguistic groups and underserved populations

HFEC II will continue to collaborate with community partners to promote FE for the priority disadvantaged population of Native Hawaiian, Micronesian other Pacific Islander families, families with youth in the juvenile justice system and children with special needs, and other underserved population groups. These training will focus on building families' 4'Cs to better support parents' primary roles as supporters, encouragers, monitors, models, advocates, and ultimately co-creators and equal partners in student success and school improvement.

Promoting FE for Micronesian and other Pacific Islander families. With Parents and Children Together (PACT), we have expanded the Sundays Project, a 15-week Micronesian family education workshop series to improve attendance rates of migrant elementary students, to also support parents of middle/high school students and fathers who face unique challenges in engagement with their children and schools. PACT will facilitate at least one Sundays Project

annually, virtually or in person, in complexes with high concentration of Micronesian students. Through Sundays Projects, Micronesian families will strengthen their knowledge of the Hawaii public school system, children’s health, intellectual, social and emotional development, and awareness and access to community resources. PACT uses the 2Gen supporting both families and children, as they are a long standing Head Start program provider and their Family and Economic Opportunity Center provides all Sundays Project participants case management services linking them to workforce development, ELL, and computer classes based on individual family goals.

Partnering with faith-based organizations. Practicing faith is central to Micronesian community life. We will work with PREL to establish school and faith-based partnerships to bridge communication challenges impacting Micronesian and Pacific Islander families.

Addressing challenges of youth impacted by juvenile justice (JJ) system. When youth enter the Hawaii correctional facility, they become a ward of the State and families typically have little or no involvement in decision-making. For nearly 10 years, the parent run and staffed CBO Hawaii Families as Allies (HFAA) has been helping these families gain skills and navigational capital for supporting their youth. HFAA’s certified Peer Family Specialists will provide peer-to-peer supports, skill building, coaching and role modeling, school and system of care navigation, linking families to community and state resources, building natural supports and social capital, and training to become leaders elevating the family voice.

Family financial literacy training. With Institute for Native Pacific Education and Culture (INPEACE), we will offer financial literacy training which is much needed by many families and provides a venue to promote other available resources and supports that strengthen FE.

Parent advocacy training. Collaborate with the Parent Training and Information Center of Hawaii and the Pacific on training to provide parents with skills and knowledge to advocating with

the education and other public systems for their children.

Enhance “voice” of underserved families. We will support parents from historically marginalized populations to increase their representation and impact in decision making, policy planning and program improvement, through 1) strengthening the diversity, capacity, and effectiveness of school advisory councils through broader recruitment and advocacy training, e.g., school community councils (SCCs), community children's councils (CCCs), and PTAs/PTOs, and 2) increasing representation on councils and boards that advise government agencies and CBOs.

5) OBJ 4 Advance systemic change designed to meet family wellbeing needs via cross-agency coordination and community engagement

Expand school- and community-based family resource centers (FRCs). Expanding FRCs is expected to promote systemic change by 1) bringing a range of government agencies and CBOs together at one site where they collaborate and coordinate their activities; 2) providing families with easy access to culturally responsive services, supports, educational opportunities and learning pathways in one place, reducing barriers faced by historically marginalized youth and families who can now feel welcomed and no longer confused by complex bureaucratic requirements; 3) attending to signs of escalating community issues and predominating family concerns and promoting cross-agency collaboration to address them; and 4) promoting flexibility and timeliness in service and resource provision.

Promote policies for cross-agency collaboration. Besides FRCs, we will promote other evidence-based family support approaches such as 2Generation (Sommer, et al., 2018).

Promote family wellbeing resources and family wellbeing resources from partner agencies & CBOs that incorporate 2Gen approach in serving families.

(3) Extent project designed to build capacity and yield results beyond funding period

A Sustainability Plan will be developed to coordinate the following essential elements: 1) involving a broad range of stakeholders to establish their vested interest in sustaining successes; 2) strengthening HIDOE’s infrastructure for FE across state, complex area, and school levels, and expansion of FRCs; 3) creating cadre of APTT trainers; 4) infusing FE into UH COE pre-service program for teachers and principals; 5) sustaining 3 PDE3 credit courses for early childhood education, K-5, and 6-12 in-service teachers; 6) strengthening family, school, and community engagement through community-based relational approach to boost FE especially for disadvantaged groups; 7) strengthening HIDOE, state agencies and CBOs family services provision through NFSN’s Standards Training and PAC training; 8) involving parent leaders in spreading the FE message; 9) maintaining a resource hub with online training modules, videos, resources and materials for use over the long-term; and 10) promoting the value of FE to policy makers, political leaders, and the public.

How the competitive preference priorities will be addressed

HFEC II will address all 4 competitive preference priorities (CPP) as described below.

CPP 1 - Projects supported by evidence and with a robust evaluation. The strong evidence base for the HFEC II design and its underlying logic was detailed above in *A(2)*. *Extent services reflect up-to-date knowledge from research and effective practice* which also provided supporting citations for the various strategies and activities described for each of the 4 objectives. As described in *C(2)*. *Qualifications of key personnel*, the external evaluator is highly experienced in FE program evaluation, and as described in *E(3)*. *Quality of the Project Evaluation* will use an approach meeting WWC promising evidence requirements for consideration.

CPP 2 - Addressing the impact of COVID-19. As described in *Introduction and A. HIDOE ESSE) Educational Plan*, our activities are designed to address the impact of COVID-19 on K-12

student learning by focusing on the student groups most impacted by the pandemic in the areas of attendance, social-emotional learning (SEL), and accelerated learning. We will collaborate with HIDOE to implement a variety of PD, training, and TA aimed to build school staff’s capacity to form effective partnerships with families in addressing student’s social, emotional, and academic needs, including aligning FE strategies with HMTSS. We’ll address the 3 CPP 2 components as follows: a) *comprehensive needs assessments* done by complex areas and schools will be used to inform all 4 FE School Cohorts and complex area training. (b) *Providing resources and supports to meet basic needs* will be addressed by utilizing and expanding FRCs. (c) *Addressing students’ needs through inclusive approaches* will occur through prioritizing underserved communities and promotion of cultural responsiveness and equitable access that is infused in all HFEC II activities.

CPP 3 - Promoting equity in student access. Promoting equity is a priority of all our CBO partners as well as HIDOE. Collaborative examples: 1) PACT parent education programs for Micronesian families; 2) PREL training to address identified needs for Pacific Islanders; 3) LDAH’s and HFAA’s training of parents for advocacy for their children and system leadership. We’ll promote the engagement of underserved families in informing and making decisions that influence policy and practice at the school, district, and state level. In addition, NFSN’s PAC training will enhance the diversity, capacity, and effectiveness of ACs to ensure underserved population representatives can effectively participate and advocate.

CPP 4 - Advance systemic change. We articulated our systemic approach in A2 to improving outcomes of underserved families. Family wellbeing includes aspects of health, early childhood education, postsecondary and employment pathways, economic assets, and social capital (Mosle & Sims, 2021), and meeting family wellbeing needs requires systemic change in service provision. We will establish cross-agency partnership to expand school and community-based FRCs to meet

family wellbeing needs by addressing historical and COVID-19 related social and economic barriers and challenges. We will also provide training to FRCs so they are better able to involve vulnerable populations in planning and decision-making to address their own identified needs.

B. QUALITY OF THE MANAGEMENT PLAN

(1) Adequacy of management plan to achieve objectives on time and within budget

Table 2 shows the activities under each objective and defines persons responsible, timelines, and milestones and outcomes. This plan will serve as the basis for regularly evaluating progress and addressing identified barriers. Each year the plan will be updated with adjustments designed to assure on-time achievement of objectives within budget. Internal procedures facilitate team efforts on problem-solving, budget management, and monitoring and evaluating progress. Basic operating procedures include: 1) weekly staff meetings to ensure coordination of efforts; 2) documenting all activities summarized in quarterly reports; and 3) monthly meetings with fiscal personnel to identify and resolve budget-related problems.

(2) Adequacy of procedures for ensuring feedback and continuous quality improvement

Quarterly progress reports will summarize process and outcome data collected by project staff as well as by project partners according to the evaluation requirements of their agreements, which typically include obtaining feedback on quality from people served. All provisions of training and TA also typically collect quality ratings from participants. The HFEC II Team and external evaluator will examine quarterly reports to identify priority barriers and time slippages to address, by developing strategic corrective action plans for continuous quality improvement. Results of corrective actions will be assessed in each succeeding quarter and adjustments made as needed.

Table 2. Project Management Plan

Activities	Persons	Months	Milestones and Outcomes
OBJ 1. Enhance Hawaii family engagement infrastructure based on US DOE FE Framework			
1.1 Infuse FE mindset evidence-based FE strategies into each HMTSS tier	pi pc em ev ep	3-36 37-51	2-4 strategies/tier identified & included in HMSS; training and TA guidelines developed
1.2 Develop and implement tri-level FE training based on needs assessments	ev em ep pc pi pt	1-12	Tri-level training plan w/ target audience developed; 4 evidence-based literacy strategy modules developed/grade for k-3.
1.3 Develop 2 3-credit 15-week in-service PD programs for early child & grades 6-12	ev co pi pt	1-12	Early child and 6-12 PD programs approved by HIDEOE;
1.4 Integrate NAFSCE pre-service teacher framework into UH COE pre-service teacher preparation program	ev pi pc pt	13-52	NAFSCE Framework reflected in UH COE pre-service teacher program
1.5 Expand HFEC website with new resources, online training modules	pm ev pc pi ga	monthly	New videos, publications, other resources
1.6 HFEC II management infrastructure			
a. Confirm and convene parent-majority Advisory Council (AC)		1-3 quarterly	AC composition confirmed; AC meets quarterly; HFEC gains stakeholder insights
b. Hold partnership team meetings	pi pc	monthly	Partner activities coordinated
c. Increase HFEC social media presence	pc ga	weekly	Timely info dissemination
d. Publish HFEC newsletter	pm pi ga	quarterly	Widely distributed on-time

Activities	Persons	Months	Milestones and Outcomes
OBJ 2 Training and TA to build capacity to promote equity and family-school partnerships			
2.1 Conduct 3-credit 15-week in-service PD for early child, K-5, 6-12 educators	pc co ev ga	16, 23, 28, 35, 40, 47,52	240 teachers trained; 240 families engaged
2.2 Two years of training/TA for each of 4 FE school cohorts, and 2 matched comparison cohorts (6 schools/cohort)	pc ep ck ev pi	13, 25, 37, 49	24 cohort schools with 192~240 personnel trained, >50% families served; 12 comparison schools with ~ 96 personnel trained.
2.3a Recruit, train and implement APTT at 3 schools all grade levels	we co pi pc em	2-24	45 educators and 432 parent trained at 3 schools
2.3b With WestEd/HIDOE create APTT trainer cadre	we co pi pc em	22-35	3-6 certified APTT trainers
2.4 FE training for complex area specialized personnel*			
a. FE fundamental training	ep pc pm	4-60	103 trained
b. Evidence-based literacy strategies for parents	ev pc	11, 23, 35, 47	81 trained, using at family night and parent-teacher meetings
c. Cultural proficiency PD to support COFA migrants & Pacific Islander students	pr pm	3 quarterly thereafter	Quarterly webinars reach about 80 educators, totaling 1,600
2.5 NFSN Standards of Quality for Family	co of ep	1-60	Annual Standards training

Activities	Persons	Months	Milestones and Outcomes
Strengthening & Support training & Parent Advisory Committee training			cohorts of 45 professionals & annual PAC training cohorts of 25, totaling 350
2.6 Reframe the Conversation training	na pi	4-12	Year 1 cohort of 250 trained
OBJ 3. Facilitate equity for diverse cultural and linguistic groups and underserved populations			
3.1 Continue successful PACT parent education program for Pacific Islanders	pa pi em	4, 16, 28, 40, 52	Annual cohort of 25 families, totaling 125
3.2 With PREL, address communication challenges with Pacific Islander families	pr pi ep	1-60	School partnerships w cultural & faith-based organizations
3.3 Collaborate with INPEACE to engage parents through financial literacy training	ip ep pi	1-60	300 parents participate in financial literacy training
3.4 With HFAA, support families of youth in the judicial system	hf ep pi	1-60	200 families supported annually, totaling 1000
3.5 Collaborate with LDAH/PTI Center to support parent advocacy	ld ep	1-60	200 parents trained annually, totaling 1000. 5 CBOs trained annually, totaling 25 CBOs
3.6 Promote the diversity, capacity, and effectiveness of parent ACs through broader recruitment and advocacy training.	pc ep	1-60	Increased # of underserved families in the membership of SCCs, CCCs, PTAs/PTOs, and other ACs impacting student development and success
3.7 Increase underserved family	co ep pc	1-60	Voice of underserved families

Activities	Persons	Months	Milestones and Outcomes
representation on councils/boards that advise organizations involved in education & social services	pi		informs policies and guidelines supporting infusion of FE
OBJ 4. Advance systemic change via cross-agency coordination and community engagement			
4.1 Collaborate with OSN to expand FRCs	co os pi ep	1-60	Increased # FRCs, referrals, & school-community partnerships
4.2 Promote family wellbeing resources from partners that incorporate 2Gen approaches in serving families	pc ep	1-60	Resources shared on HFEC website, newsletter, and social media, FRCs, cohort schools
4.3 Promote policies for FE/integrated cross-agency approaches like Two-Generation	pi ep pp	1-60	FE/cross-agency policies on AC agenda, given to policy makers, testimony for relevant legislation
Disseminate evaluation results and promote their use to improve policies and practices	pi ex em pp pt	49-60	Evaluation results widely distributed, given consideration
<p>cm=consultant Mapp, ck=consultant Kalama-Macomber, co=consultant O'Dell, em=evaluation manager, ep=engagement & equity trainer/partnership coord., ev=evidence-based literacy practices/FE specialist, ex=external evaluator, ga=graduate assistants, hf= HFAA, ip=INPEACE, ld=LDAH/Parent Training and Info Center, na=NAFSCE, os='Ohana Support Network, pa=PACT, pc=project coordinator, pi=principal investigator, pm=program manager, pp=co-PI Park, pt=co-PI Takahashi, pr=PREL, we=WestEd. <i>*Specialized personnel</i> include academic officers, special education resource teachers, school improvement resource teachers, Title I</p>			

Activities	Persons	Months	Milestones and Outcomes
linkers, EL coordinators, bilingual/bicultural school-home assistants (BSHAs), homeless concerns liaisons, family resource center staff, and other family-facing professionals.			

(3) Adequacy of mechanisms for ensuring high-quality products and services

As part of our continuous quality improvement process, users of each product and recipients of each service are asked to evaluate quality through evaluation forms with Likert scale and open-ended items, with results summarized in quarterly evaluation reports. Any product or service with relatively low ratings is prioritized for corrective action, which typically involves consultation with stakeholders for in-depth understandings of the shortcomings. Changes made are then evaluated for their efficacy in an iterative cycle until a high level of quality is achieved.

(4) Extent time commitments of key project personnel are appropriate and adequate

The roles of key personnel are described in *C. Project Personnel*. Their time commitments are specified in the Budget Justification, which also provides a Personnel Loading Chart. showing how their FTE is apportioned to ensure that administrative tasks and activities for the 4 objectives can be completed at high quality according to timelines shown in the Project Management Plan. It should also be noted that collaborating organizations will contribute a considerable amount of personnel time to our joint efforts including the Advisory Council.

(5) How a diversity of perspectives will be brought to bear in the operation of the project

HFEC II will purposefully seek a wide range of perspectives in its planning and conduct of all activities, with guidance from its Advisory Council which will include representatives of key public school and community partners, as well as advice from a range of local and national experts. Stakeholder input will be gained through surveys and focus groups of parents, administrators, educators, and other service providers. All activities across HIDEOE’s state, complex area, and

school levels will be designed and implemented in coordination with key personnel at those levels. Activities involving CBOs will also be based on input from their leaders, staff members, and service recipients. In addition, participants in activities and users of products will be asked to provide evaluation feedback for continuous quality improvement.

C. PROJECT PERSONNEL

(1) Qualifications of principal investigator and project director

Principal Investigator, Chuan Chinn, PhD. Dr. Chinn is the founding PI of HFEC. She earned a Masters in Developmental Psychology and a PhD in Social and Personality Psychology from UH at Manoa. Dr. Chinn has a wealth of experience in program implementation, evaluation, and quality assurance through 18 years as evaluator or co-PI for over 10 CDS projects, through which she developed strong working relationships with a range of state agencies and CBOs, including facilitating the Hawaii Employment First Taskforce. Dr. Chinn will coordinate the efforts of HFEC staff and partners and ensure the successful completion of all stated project tasks within stated timelines and budget. Her strong background in evaluation helps guide the in-depth planning and oversight required for successful implementation.

Co-PI, Kiriko Takahashi, PhD. Dr. Takahashi is Interim Director of CDS as well as a graduate faculty in Disability Studies and in Special Education. She holds a PhD in Education with a focus on exceptionalities and a master’s degree in learning disability, and has an extensive experience as a teacher of students with disabilities. Since 2007, Dr. Takahashi has successfully directed as PI or co-PI over 10 projects funded by the U.S. DOE to improve the outcomes of underrepresented students who are multilingual learners. Dr. Takahashi will devote her time to promote interactions between the UH COE, CDS, SEA/LEA, agencies, and CBOs; provide oversight with fiscal and personnel matter; and assist PI with sustainability plan.

Co-Principal Investigator, Hye-Jin Park, EdD. Dr. Park earned an MEd (on measurement, evaluation, and statistics) and an EdD from Teachers College, Columbia University. She is the CDS Research and Evaluation Director overseeing 45 projects and contracts. She is also the current PI/Co-PI of five US DOE funded projects (Project Hōkūlani, Project Hōkūlani Hui, Project TEAMS, Project BEAM, Ka Pilina No‘eau II) and PI of a state contract with DOH. In addition, she has evaluated 24 federally funded projects from various funding agencies and has served on the University of Hawaii Institutional Review Board (IRB). Dr. Park will assist the PI in overseeing the research and evaluation of this proposed project, including UH IRB, HI DOE data sharing agreement, and collaboration with other CDS projects.

(2) Qualifications of key personnel

Project Coordinator, TBH. This position is in the process of being filled, with minimum requirements: 1) Master's Degree in Education, Social Work, Psychology or related field, with emphasis on working with families who are disadvantaged, who have children with disabilities, and who have English as a second language; 2) 2 years of experience working with populations described above; 3) 1 year of experience working on a large-scale statewide multi-faceted grant-funded project and coordinating multiple stakeholder groups; and 4) 1 year of experience planning and coordinating large scale events in an academic setting;

Engagement and Equity Trainer/Partnership Coordinator, Andrea Alexander. Ms. Alexander brings over 15 years of experience in parent leadership, family-school partnerships, and special education advocacy. She holds certifications as trainer for the National Family Support Network; Kirkpatrick Model of Training Evaluation Professional – Bronze Level; and completer of Harvard’s Family Engagement in Education program. She holds additional certifications in unconscious bias, community engagement, and intercultural proficiency in education. Ms.

Alexander is also a graduate of the Parent Leadership Training Institute and the NAFSCE Reframing Family Engagement Academy, and is currently a senior Sociology major.

Evaluation Manager, Nicole Schlaack, PhD. Ms. Schlaack has a Ph.D. in Educational Psychology with an emphasis on school development and organizational change. She has deep knowledge of the education system through experience as a teacher and teacher educator, and also has a strong background in collecting, managing, analyzing, and reporting data in order to evaluate instructional strategies and educational programs for performance improvement.

Evidence-Based Literacy Practices/Family Engagement Specialist, Caryl Hitchcock, PhD. Dr. Hitchcock is a UH Manoa Associate Professor with 25 years of experience in education, including school psychologist with HIDOE, and has 2 FE training certificates from the Harvard School of Graduate Education. As lead curriculum developer for HFEC, she co-authored the PD course *Family Engagement: The link to Learning* for K-3 in-service teachers, and will take the lead for a similar course for middle-high school teachers. Dr. Hitchcock has expertise in culturally responsive teaching and with another CDS project is developing a curriculum to train Native Hawaiian families to support their high school children taking Early College classes.

(3) Qualifications of project consultants and subcontractors

Consultant: Kathleen O'Dell, PhD, HIDOE Kailua-Kalaheo Complex Area Academic Officer. Dr. O'Dell is this complex area's lead on diversity, equity and inclusion, early learning, and FE. She has a PhD in Multicultural and International Early Childhood Education from Kent State where she previously taught courses in preschool education, culturally responsive practices, and family and community engagement. Dr. O'Dell has partnered with HFEC in her district, including a Parenting During the Pandemic webinar series. She led formation of the 'Ohana Support Network and started Hawaii's first 4 school-based FRCs. Dr. O'Dell will lead FRC

expansion, coordination of Standards training and PAC training (described under Obj. 2 & 4). She will also facilitate implementation of APTT, FE cohort schools, and family training programs in her complex area, and develop and facilitate a PD course on FE for early childhood educators.

Consultant: Ka‘anohiokalā Kalama-Macomber. Ms. Kalama-Macomber is a mother of 3 and a *kumu* (master of) *hula*, a community educator, and an education specialist with HIDOE’s Office of Hawaiian Education who is committed to transforming the public school system to support achievement by all students of the Nā Hopena A‘o outcomes. She will help ensure the cultural responsiveness of project activities.

Consultant: Karen L. Mapp, EdD, Harvard Graduate School of Education. Dr. Mapp is senior lecturer at Harvard Graduate School of Education and faculty director of its Education Policy and Management Master's Program. She has gained a reputation as a leader on FE through development of the DCBF; being a founding member of District Leaders Network on Family and Community Engagement and National Family and Community Engagement Working Group; serving on boards of NAFSCE and Institute for Educational Leadership; and being an FE consultant for US DOE’s Office of Innovation and Improvement.

External Evaluator: Steven Sheldon, PhD, Associate Professor, Johns Hopkins University School of Education, and Assistant Director, Center on School, Family, and Community Partnerships. Dr. Sheldon has been involved as an evaluator, researcher, and scholar in the field of family and community engagement for over 20 years working to expand the base of empirical evidence on this topic. He serves as the external evaluator for the currently funded HFEC, the Statewide Family Engagement Center serving Maryland and Pennsylvania, and numerous other FE programs including the National Network of Partnership Schools, parent teacher home visits, and community schools initiatives. He is the author of numerous research articles and books about

school, family, and community partnerships including the *Wiley Handbook on Family, School, and Community Relationships in Education* (with Tammy Turner-Vorbeck).

National Association for Family, School, Community Engagement (NAFSCE). NAFSCE is the first membership association focused solely on advancing family, school, and community engagement to promote child development and improve student achievement. NAFSCE will conduct Reframing the Conversation Academies it developed and provide TA on integrating its Consortium FE framework into UH COE pre-service programs.

WestEd. This nonprofit agency has over 50 years of experience with Federal funding for regional educational laboratories (RELs), conducting educational research, development, and service programs with 600 employees and 17 offices nationwide. Dr. Maria Paredes will provide training and TA on the FE model she developed, Academic Parent Teacher Teams (APTT).

D. ADEQUACY OF RESOURCES

(1) Relevance and demonstrated commitment of each partner in the proposed project

As described below, both CDS and HIDEOE will support HFEC II with a substantial range of resources. Additional resources will be provided by consultants, partnering CBOs, and organizations, which are also described. The commitment of each partner is demonstrated by their letters of commitment. Together these partnering organizations represent all key stakeholder groups and target populations, and all are expected to be represented on the partnership team.

University of Hawaii Center on Disability Studies (CDS)

CDS was founded over 30 years ago as part of a national network of 67 University Centers of Excellence in Developmental Disabilities, which have the mission of conducting research, professional development, and demonstration activities that bring the latest evidence-based practices and policies from the “ivory tower” to the community. CDS target populations include

people of all ages with, or at-risk for, all kinds of disabilities, as well as students who are gifted. CDS employs about 80 personnel and implements and manages grant awards and contracts totaling about [REDACTED] annually. CDS hosts the annual Pacific Rim International Conference on Disability and Diversity, typically attended by close to 1,000 people from around the world, and also publishes the quarterly *Review of Disability Studies* for an international audience.

UH College of Education (COE). As a unit of UH COE, CDS has access to the full range of faculty support, library, communication, and grant management resources at UH Manoa, a Research 1 university with world class facilities. For 2022, UH Manoa was ranked among the top 1% of all universities worldwide, and UH COE was ranked 80th in the education field. As Hawaii's lead educator of teachers, UH COE will provide HFEC with access to expertise in all aspects of pre-service and in-service programs and collaboration on enhancing the capacity of these programs to promote FE. CDS's own infrastructure, considerable experience, library of products, and extensive collaborative networks will support HFEC's success, as described below.

Family Engagement and Equity. CDS has long been known as a leader in equity and cultural-linguistic responsiveness. In addition to HFEC, which has served close to 2,700 parents, many other CDS initiatives have promoted FE with accompanying resources that HFEC can readily access, including products, curricula, websites, evaluation materials, and personnel with expertise. The *Hawaii Jobs Now Partnership* (90DNEM0003), a systems change grant aimed to increase competitive integrated employment for youth with serious disabilities, conducted an FE pilot featuring parent training workshops and family support and created a Family Engagement Transition Toolkit to help students and their families with transition from school to postsecondary education and or employment. CDS has addressed FE in numerous projects under US DOE's *Native Hawaiian Education Act Program*, with 5 new grants awarded in 2021. To ensure cultural

responsivity, these projects use place-based and project-based approaches with curricula and activities reflecting the lives of students themselves. Examples include *Ka Pilina No'eau* (S362A120030 and S362A200006) which promotes K-8 student success in math and science. Its parent workshops use hands-on culture-based STEM activities and training to apply math in daily living, and to mentor other parents to use these strategies. *Project Ho'oku'i IV: 'Ohana Lokahi* (S362A200035) uses culturally responsive mentoring and tutoring for parents to support their high school students taking community college courses. *Project Hōkūlani Hui* (Award No. S362A210073) offers monthly FE sessions about hands-on STEM activities, evidence-based strategies to teach STEM at home, and planning for and applying to college. The recently concluded US DOE Office of English Language Acquisition grant *New Beginnings for English Language Learners* (T365Z110027-15) provided PD statewide to over 350 classroom teachers.

Hawaii State Department of Education (HIDOE)

Hawaii is unique among the states in having a single board of education managing a statewide public education system, implemented by HIDOE with 294 schools (including 37 Charters), administratively divided into 15 complex areas each headed by a superintendent. A new policy initiative, Nā Hopena A'ō (HĀ), supplements the general learning objectives common in school systems with lifelong outcomes that reflect “the unique values and qualities of the indigenous language and culture” and promote SEL in addition to academics. These outcomes are reflected in the acronym BREATH (*hā* in Hawaiian language) which refers to strong senses of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing, and Hawai'i (HIDOE, 2015).

Community Engagement Branch. Relevant programs that HFEC accesses to communicate with families and promote FE activities include *School Community Councils* (part of leadership structure at each school with shared decision-making among principals, school personnel, parents,

students, and community members); *Community Children's Councils* (17 were established throughout Hawaii over 20 years ago and are co-chaired by a parent and a professional service provider to promote collaboration between families and local social service agency branches); *21st Century Community Learning Centers* (about 20 operated by school complex areas or CBOs to provide students with academic enrichment and their families with literacy and educational development); and *School Liaison Officers* (assigned by each of 5 military branches to smooth the experiences of about 14,000 military dependents attending public schools and their families).

Participating Complex Areas. The superintendents of 3 complex areas have committed in writing to serve as sites for HFEC II (see letters in Appendix). These are: 1) Kailua-Kalaheo Complex Area, one of 8 complex areas on Oahu, the state's most populous island where Honolulu, state capital and only major urban center, is located. Academic Officer Dr. O'Dell will facilitate coordination between HFEC and this complex area on implementation of APTT, FRCs, and cohort school training and family training. 2) Kauai Complex Area, covering the relatively small Island of Kauai; and 3) Hilo-Waiakea Complex Area on the east side of the sparsely populated and largely rural Big Island. District Educational Specialist Dr. Polly Quigley will facilitate coordination between HFEC and this complex area, for which she is designated lead for family-community engagement, homeless concerns, and equitable access to online learning.

Community-based Organizations (CBOs). Due to the short time frame to prepare this proposal, letters of participation could not be obtained from all of the many CBOs with whom HFEC has working relationships. However, letters were obtained from some of the most significant partners, which are described below (all but OSN will receive HFEC II funding).

Hawaii Families As Allies (HFAA). This Hawaii state chapter of the National Federation of Families for Children's Mental Health is run and staffed by parents of children with primarily

behavioral disorders. All are nationally certified Family Peer Specialists. HFAA will partner in supporting families with youth in the Juvenile Justice system through peer support and training, conducting needs assessments and recruiting parent Advisory Council members.

Institute for Native Pacific Education and Culture (INPEACE). Since 1994, INPEACE has educated and empowered Native Hawaiian families, particularly in early childhood education and workforce preparation, with about 2,500 people served annually. INPEACE will partner in training, outreach, resource development, and communications that are culturally responsive.

Leadership in Disabilities and Achievement of Hawaii (LDAH). Founded in 1968 by parents of children with disabilities, LDAH is Hawaii’s only Parent Training and Information Center, with services extending to other Pacific Islands. With HFEC funding, LDAH will expand its training to build parent capacity for effective participation in IEP and other service planning meetings and to collaborate with educators to support students across school and home settings.

‘Ohana Support Network (OSN). OSN is a steering committee formed in 2021 to bring together government agencies and non-profit organizations with the mission of increasing child and family well-being through Family Resource Centers. OSN has 8 certified trainers on Family Support Standards based on the National Family Support Network curriculum.

Pacific Resources for Education and Learning (PREL). PREL is a nonprofit with culturally responsive staff working to enhance educational systems in Hawaii and 5 Outer Pacific entities. PREL will partner to conduct student and family needs assessments; employ and expand family outreach strategies; broaden school and faith-based partnerships; conduct quarterly PD webinars education professional development sessions on ways to support Micronesian migrant and other Pacific Islander students and families, collaborate with stakeholders to create Community Resource Maps, and share and disseminate FE resources developed by HFEC.

Parents And Children Together (PACT). Founded in 1968, PACT conducts 17 family focused programs across the state, including 21st Century Learning and Head Start sites. PACT will partner in training, outreach, resource development, and communication with Micronesian families.

(2) Extent costs are reasonable in relation to objectives, design, and potential significance

As described in the Budget Justification, Federal funding plus the contribution of staff time by HIDEOE and CDS will provide for sufficient highly qualified personnel. The Evaluation Team will have sufficient resources for continuous quality improvement that maintains progress towards measurable outcomes according to timelines. In addition, existing CDS, HIDEOE, and various CBO programs will be leveraged and coordinated to maximize use of existing resources.

(3) Extent costs are reasonable relative to numbers served and expected results and benefits

HFEC activities and the leveraging of existing resources are expected to touch nearly every family in participating schools, whether directly through information and/or training or indirectly through PD of personnel and improvements in and/or expansion of various programs. Resulting enhancements of FE have the potential to significantly strengthen school-home connections that promote the healthy development and academic progress of all students.

E. QUALITY OF THE PROJECT EVALUATION

(1) Extent evaluation methods use objective performance measures related to outcomes

The formative and summative evaluation uses a mixed-method design, collecting quantitative and qualitative data from a range of stakeholders to measure the extent to which HFEC II: 1) implements proposed activities; 2) meets its pre-determined objectives; and 3) meets GPRA performance measures. For each activity, the evaluation will collect objective performance measures related to the intended outcomes; provide performance feedback that HFEC II staff can use to continuously improve quality; and assess evidence to determine if it meets criteria of the

WWC as a “promising” practice (2020).

Evaluation questions. The following questions will be used to holistically determine the extent to which HFEC II is implemented well and meeting desired outcomes: 1) To what extent does HFEC II achieve the milestones referenced in the management plan? 2) To what extent does HFEC II provide high-quality, relevant, and useful information and PD? 3) To what extent is HFEC II building long-term capacity to support FE in culturally responsive and equitable ways? 4) To what extent have HFEC II services affected statewide FE infrastructure, complex area and school practices, educator outcomes, parent outcomes, and/or student outcomes?

The following sections outline, for each HFEC II objective, the collection and analysis of data about implementation along with stakeholders’ perceived value and satisfaction. The evaluator will share formative feedback on monthly check-in calls with HFEC staff and ensure data collection protocols are being executed. Outcome data will be collected assessing clients’ sense of efficacy to engage families, in the case of complex areas 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 HFEC to build the capacity of numerous constituencies to enact high-impact FE practices.

OBJ 1 Enhance Hawaii family engagement infrastructure based on US DOE Framework

HMSS framework. Evaluators will collect the developed policy and guidelines for educators’ implementation of the framework. Additionally, evaluators will interview HFEC and HIDEOE about the nature and extent of collaboration in the development and implementation of the framework and resources to support it.

Tri-level Capacity Building. Evaluators will collect data about implementation of and attendance at various FE training. Complex area staff will report their satisfaction with the training,

extent they learned new information about supporting student academics and SEL with family literacy practice, and likelihood they will use at least some of the strategies.

In-service teacher PD. Evaluators will collect the agendas and syllabi of the PD courses, along with data on the number of in-service teachers enrolled. At the end of the course, they will be surveyed about satisfaction with the course and their confidence to work with families in culturally responsive ways to improve educational outcomes and equity.

Expand family engagement website. Evaluators will collect data on number of visits to the website, resources provided on the website, and number of times resources were downloaded.

OBJ 2 Training and TA to build capacity to promote equity and family-school partnerships

Evaluators will examine the extent to which historically marginalized families are engaged in collaborating to meet the educational and basic needs that emerged due to COVID pandemic. Evaluation of two programs under this objective will use quasi-experimental designs (QED) to produce promising evidence about their effectiveness in improving student outcomes.

FE School Cohort Program. Evaluators will examine the impact of ElevatED training/TA and cohort school model using qualitative and quantitative data in a QED during Years 3-5, when the program will be implemented with 6 schools each year. For each school, measures of school climate, FE, and community needs will be collected first at baseline and then at the end of schools' 2-year participation. Similar measures will be collected from a matched sample of schools not working with HFEC II that will serve as a comparison group (non-Cohort Schools). Thus each year data will be collected from 12 schools, and final analyses will combine the data from both years to allow for more rigorous analyses into the effects of FE cohorts.

Evaluators will use hierarchical models to test whether school level changes and conditions (Cohort vs. Non-Cohort Schools) predict individual level outcomes. The HIDEOE collects measures

of school climate, classroom climate, belonging, and valuing of school from students in grades 3-12 each year using the Panorama Survey suite. It also collects SEL data from students using Panorama’s CASEL 5 framework, with measures of efficacy, belonging, growth mindset, and grit. These measures can also be used in hierarchical analyses to test for school level intervention effects, as well as aggregated to the school level for descriptive comparisons between the Cohort and Non-Cohort schools. In addition, complex area data from teachers and students about school attendance and perceptions of school climate and social-emotional well-being (e.g. Panorama data, daily attendance) will be analyzed using individual level observations that can be aggregated to the school level. Evaluators will disaggregate the data to test for differences in trends according to race, ethnicity, gender, special education status, and other background factors. Finally, focus groups will be conducted with each Cohort School team for feedback about their perceived success, struggles, and support over the 2 years.

APTT. A QED will also be used to examine whether APTT and this train-the-trainer model conducted by WestEd translates to effective school practices. Evaluators will interview trainees about their feelings of confidence and knowledge gained, as well as plans for training and leading implementation of APTT at their school. In Year 2, evaluators will collect data from teachers about the implementation of and parent attendance at each APTT meeting. Evaluators will identify a similar group of schools who did not use APTT and compare changes in student literacy and math assessments to schools that implemented APTT. Families and teachers will also be asked to complete surveys about how their involvement impacted their confidence to engage with one another, confidence to support student learning, and the amount of teacher-family communication. Parents will also be asked about their connections to other families at the school. State collected Panorama survey data will be examined to test whether student reports of school climate and

belonging differ between APTT and comparison schools. Student performance of those with families that attended at least two APTT meetings will be compared to the performance of students whose parents attend one or zero meetings, or with students from another school serving similar communities.

Evidence-based FE strategy trainings. Several proposed activities train educators and family service providers on topics central to home-school relationships and collaboration. For these activities, evaluators will collect data about the development, implementation, and quality of various FE training, as well as numbers of completers. These FE trainings will be targeted to complex area staff that are most likely to support historically marginalized families and students (see “specialized personnel” list below Table 2). The evaluation will also examine ‘Ohana Support Network’s provision of NFSN’s 1) *Standards Training* to strengthen quality of family services and support, and 2) *PAC Training* to enhance capacity of underserved population representatives to effectively participate and advocate, as well as NAFSCE’s *Reframe the Conversation* training.

OBJ 3 Facilitate equity for diverse cultural and linguistic groups and underserved populations

Evaluation for the following programs will focus on how well they connect families to CBOs, as well as family outcomes associated with their participation in the programing.

PACT Sundays Projects. These adult education classes aim to enhance capacity of Micronesian and other Pacific Islander families to support their children’s learning and healthy development at home. Evaluators will survey families at the first and last class of the program about their parenting behaviors, confidence to support their children’s learning at home and in collaboration with the school, and their knowledge about the school system. With the permission of families, student attendance data will also be collected and compared to daily attendance and chronic absenteeism rates of their peers from similar backgrounds, and to the school overall.

Closing the gap between Pacific Islander students and students from the dominant racial or ethnic group will be evidence of improved equity in educational opportunities. In Year 3 evaluators will conduct focus groups with participants to better understand what outcomes they would like to get from the Sundays Projects, and how they believe successful program outcomes should be defined and measured. This culturally responsive approach to evaluation shares power with communities to inform the methods and impact of evaluations. The insights gained will provide PACT and HFEC II with valuable information about the program or others like it.

HFEC collaborations with CBOs. Evaluators will collect data on participants’ satisfaction and perceptions of the programs, and the extent they feel more confident and knowledgeable about the focused topic. For INPEACE, evaluators will examine families’ knowledge of financial literacy and their confidence in using their learnings in the future. For HFAA, in addition to families’ satisfaction with peer support and mentoring, evaluators will examine their feelings of confidence in navigating and advocating for their youth in the judicial system. For school and faith-based community partnerships to foster home-school communication of Micronesian families, evaluators will interview schools and community leaders about the partnerships. Finally, evaluators will survey individuals working with LDAH about their satisfaction with the advocacy training and their degree of confidence for advocating with the education and other public systems on behalf of their own and other historically marginalized youth and families.

OBJ 4. Advance systemic change via cross-agency coordination and community engagement

Expanding school- and community-based FRCs is a central part of HFEC II efforts to advance systemic change and will be a focus of evaluation for this objective.

Collaborations with social service agencies and CBOs. Evaluators will interview personnel about the implementation of their work and collaborations to expand the number of FRCs, the

number of families served in the FRCs, and the number of activities promoting family advocacy in Hawaii’s public education system. Personnel will also be interviewed about the extent they feel able to support families and communities facing COVID-19 challenges. Evaluators will also collect information about number of family members trained and recruited to advocate for historically marginalized communities on school community councils and community children’s councils, and at state board meetings. Interviews with advocates will focus on the adequacy of their training and their experiences as members of these councils and boards.

(2) Extent evaluation will provide feedback and permit periodic assessment of progress

The external evaluator will provide HFEC with annual and interim reports documenting recent programmatic work for each objective. Also, regular monthly check-in meetings between the evaluator, director of HFEC II, and invited staff will allow for regular updates on program implementation and data collection. This will support a continuous quality improvement process through identification of areas of underperformance and strategic planning for corrective actions.

(3) Extent evaluation methods will, if well-implemented, produce promising evidence

Evaluators will examine most of HFEC’s activities in relation to the 4 C’s: Capabilities (knowledge/skills for outreach or advocacy), Confidence (teacher or family efficacy), Connections (school and parent network formations), and shifts in Cognitions (in- and pre-service teacher beliefs). Evaluators will also examine the extent these activities explain outcomes such as FE and parenting practices, student attendance, SEL outcomes, and student achievement. To produce evidence that meets WWC guidance for promising evidence of impact, a QED will be used, comparing outcomes for students in a program (FE School Cohort or APTT) to those not in such a program. To help account for any remaining differences in the samples, statistical controls include prior measures of the outcomes.

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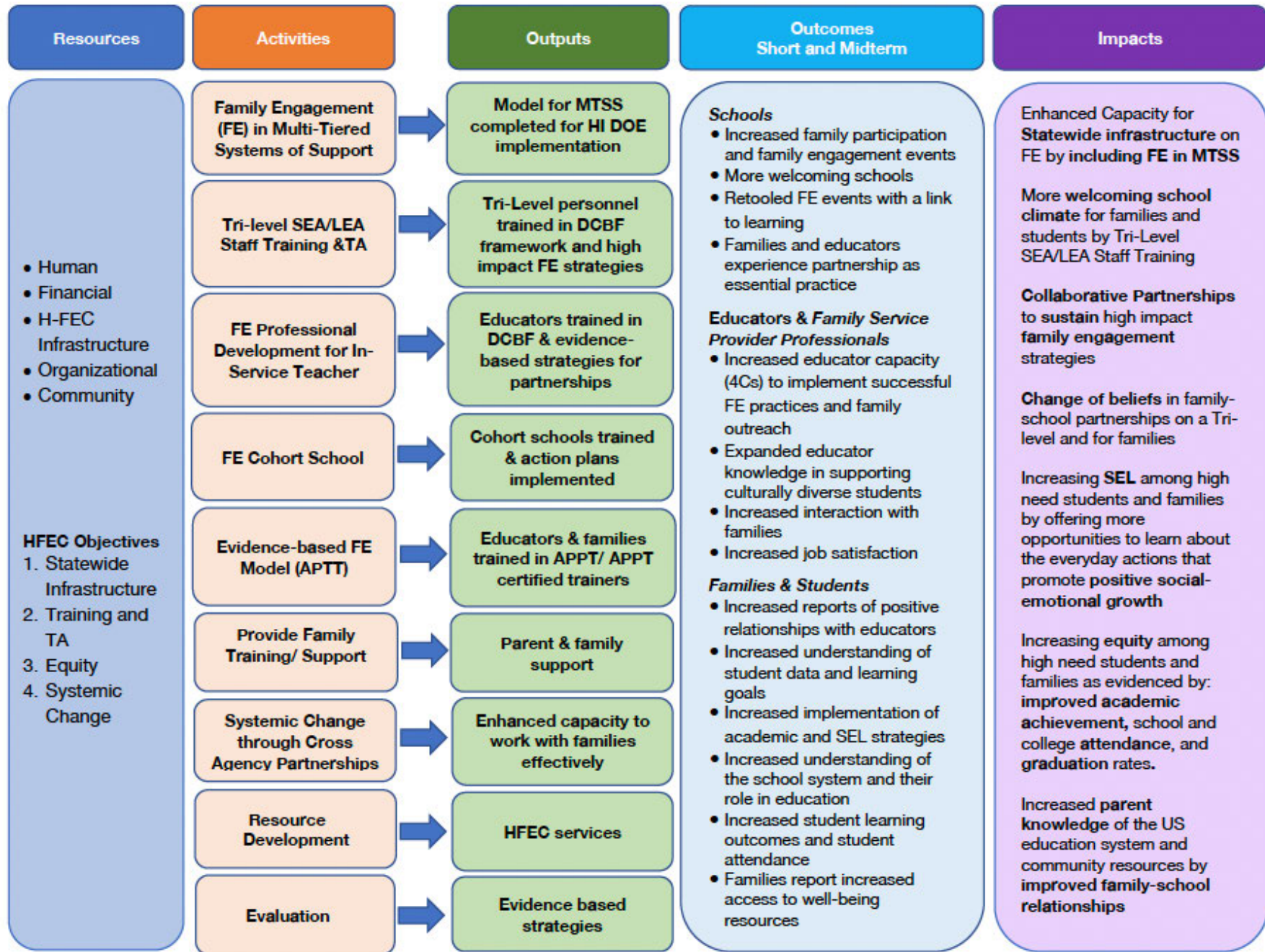
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HFEC Logic Model – One page overview followed by full version of the HFEC Logic Model

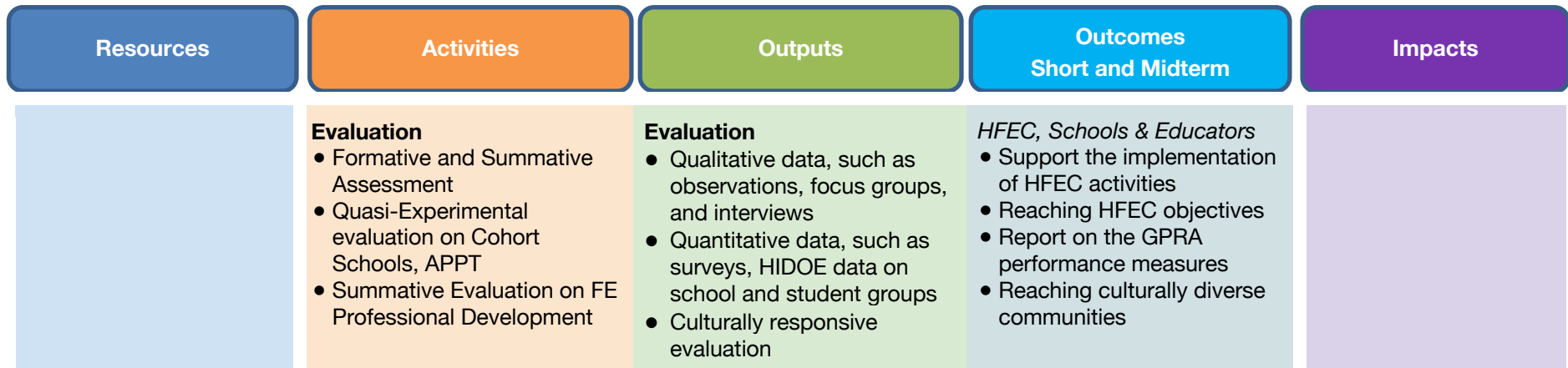


Resources	Activities	Outputs	Outcomes Short and Midterm	Impacts
<p>Human</p> <ul style="list-style-type: none"> • HFEC Staff • Consulting, Dr. Mapp • External Evaluator Dr. Sheldon <p>Financial</p> <ul style="list-style-type: none"> • USDOE SFEC funding • In-kind partner contributions <p>HFEC infrastructure</p> <ul style="list-style-type: none"> • Advisory Council • HFEC Partners • Website • Social Media <p>Organizational</p> <ul style="list-style-type: none"> • Access to SFEC resources • Membership to NAFSCE • Access to University of 	<p>Collaborate with HIDEOE to Develop Tiered Approach to Family Engagement in Multi-Tiered Systems of Support HMTSS) <i>Objective 1</i></p> <p>Tri-Level (State, Complex Area, School) SEA/LEA Staff Training & TA <i>Objective 1 & 2</i></p> <ul style="list-style-type: none"> • Develop & conduct evidence-based statewide FE strategy training for specialized personnel (Title 1 linkers, EL coordinators, SPED & school improvement RTs) • Provide cultural proficiency PD to support Micronesian and other Pacific Islander students for educators and State level administrators and personnel 	<p>Model for HMTSS completed for HI DOE implementation with 2 strategies per tier (GPRA #2)</p> <p>Tri-Level academic personnel trained in FE framework and high impact FE strategies (GPRA #1,2,4,5,6)</p> <ul style="list-style-type: none"> • State/Complex Areas staff trained 	<p><i>State</i></p> <ul style="list-style-type: none"> • Dissemination plan with the DOE • Create guidance documents • Develop a training outline <p><i>Schools</i></p> <ul style="list-style-type: none"> • Increased family participation and family engagement events • More welcoming schools <p><i>Educators</i></p> <ul style="list-style-type: none"> • Increase educator capacity (4Cs) to implement FE practices and family outreach • Expanded educator knowledge in supporting culturally diverse students • Increased interaction with families 	<p>Enhanced Capacity for Statewide infrastructure on FE by including FE in HMTSS</p> <p>More welcoming school climate for families and students by Tri-Level SEA/LEA Staff Training</p>

Resources	Activities	Outputs	Outcomes Short and Midterm	Impacts
<p>Hawaii and College of Education</p> <p>Community</p> <ul style="list-style-type: none"> • Child/family-serving Community based organizations • HI DOE Complex areas/ Schools • Individual Educators • Families • Students <p>HFEC Objectives</p> <ol style="list-style-type: none"> 1. Statewide Infrastructure 2. Training and Technical Assistance 3. Equity 4. Systemic Change 	<p>FE Professional Development for In-Service and Teacher Preparation Programs</p> <p><i>Objective 1</i></p> <ul style="list-style-type: none"> • Develop and conduct credit-bearing PD courses (for early childhood, elementary, middle /high school educators) • Integrate NAFSCE Consortium Framework in pre-service teacher preparation programs 	<p>Educators trained in DCBF & evidence-based strategies for family school partnerships (GPRA #2,3,6)</p> <ul style="list-style-type: none"> • In-service teacher PD for classification and salary advancement • Case studies with families 	<p><i>Educators</i></p> <ul style="list-style-type: none"> • Increased educator capacity (4Cs) to implement successful examples of FE and family outreach • Increased job satisfaction <p><i>Families</i></p> <ul style="list-style-type: none"> • Families and educators experience partnership as essential practice • Families are invited to partner in students' learning 	<p>Change of beliefs in family-school partnerships on tri-level and for families</p> <p>Teacher preparation programs (UH COE) reflect the NAFSCE Consortium Framework</p> <p>Increasing equity among high need students and families as evidenced by: improved academic achievement, school attendance, graduation rates and college admission rates</p> <p>Collaborative Partnerships to sustain high impact family engagement strategies</p>
	<p>FE Cohort Schools</p> <p><i>Objective 2</i></p> <ul style="list-style-type: none"> • Implement FE cohort school training & TA including funding for FE activities 	<p>School administrators and school academic personnel trained in FE framework and high impact FE strategies (GPRA #1,2,4,5,6)</p> <ul style="list-style-type: none"> • Cohort schools trained and implement FE action plan 	<p><i>Schools & Educators</i></p> <ul style="list-style-type: none"> • Leadership training in FE • More welcoming schools • Retooled FE events with a link to learning • Increase educator capacity (4Cs) to implement FE practices and family outreach • School staff experience successful FE <p><i>Families & Students</i></p> <ul style="list-style-type: none"> • Increased % of families who report the school is welcoming • Increased reports of positive relationships with educators 	

Resources	Activities	Outputs	Outcomes Short and Midterm	Impacts
	<p>Evidence-based Family Engagement APTT Model <i>Objective 2</i></p> <ul style="list-style-type: none"> • Train and implement APTT in three schools in one Complex Area • Collaborate with WestEd/HIDOE to certify APTT trainers • Collaborate with WestEd to incorporate SEL 	<p>Educators & Families trained in APTT <i>(GPRA #1,2,3,6)</i></p> <ul style="list-style-type: none"> • 3 schools trained • APTT trained teachers • 3-6 APTT certified trainers • Families use strategies to support learning at home • Teachers provide parents with strategies how to support learning at home 	<p><i>Schools & Educators</i></p> <ul style="list-style-type: none"> • Increased educator capacity (4Cs) to implement successful examples of FE • Increase capacity for family outreach <p><i>Families & Students</i></p> <ul style="list-style-type: none"> • Increased family participation in Parent Teacher Conferences • Increased family capacity to support learning at home • Increased understanding of student data and learning goals • Increased implementation of academic and SEL strategies • Increased student learning outcomes 	<p>Increased SEL among high need students and families by offering more opportunities to learn about the everyday actions that promote positive social-emotional growth</p> <p>Increased parent knowledge of the US education system and community resources by improved family-school relationships</p> <p>Families have enhanced capacity to support their child's learning at home and in the community</p>
	<p>Collaborate with Community Organizations to Provide Family Training/ Support <i>Objective 3</i></p> <ul style="list-style-type: none"> • Provide programs to support Micronesia migrant families to understand and navigate the school system • Provide financial literacy training • Targeted outreach to address communication challenges impacting Micronesia and other 	<p>Parent and Family Support <i>(GPRA #1,2,3,4,5)</i></p> <ul style="list-style-type: none"> • Parents & families supported by high impact activities to enhance capacity in school-family partnerships 	<p><i>Families & Students</i></p> <ul style="list-style-type: none"> • Increased family capacity to partner with schools • Increased family capacity to support learning at home • Increased understanding of the school system and their role in education • Improved student attendance 	

Resources	Activities	Outputs	Outcomes Short and Midterm	Impacts
	Pacific Islander families <ul style="list-style-type: none"> • Parent advocacy training • Support families with youth in the juvenile justice system 			<p>Building relationships among families and educators by deepening the belief in true partnership</p> <p>Family engagement interventions improve student development and academic outcomes</p>
	<p>Systemic Change through Cross Agency Partnerships <i>Objective 4</i></p> <ul style="list-style-type: none"> • Collaborate with Hawaii O'hana Support Network (OSN) to expand family resource centers (FRCs) • Collaborate to offer National Family Support Network (NFSN) Standards Training • Collaborate with schools to promote representation of underserved families in SCCs, CCCs, & state and county boards • Promote family wellbeing resources • Collaborate with SFEC and NAFSCE to learn, share, and develop best practices and resources 	<p>Enhanced capacity to work with families effectively <i>(GPRA #2,5,6)</i></p> <ul style="list-style-type: none"> • Increased number of Family Resource Centers • Trainings offered on standards to family service providers • Family service professionals trained 	<p><i>Family Service Provider Professionals & Families</i></p> <ul style="list-style-type: none"> • Increased capacity for family service provider professionals • Increased family participation and access to schools through FRCs • Families report increased access to well-being resources 	
	<p>Resource Development <i>Objective 1</i></p> <ul style="list-style-type: none"> • Develop FE resources for family, educator and community • Expand website • Resource mapping on evidence-based resources • Newsletter & social media 	<p>HFEC services <i>(GPRA #1,4)</i></p> <ul style="list-style-type: none"> • Toolkits, family guides and Infographics • Translated resources • Compiled resource maps • Quarterly newsletter • Website frequently accessed (analytics) 	<p><i>Stakeholders</i></p> <ul style="list-style-type: none"> • Data analytics demonstrate increased use of website and download of resource materials 	



***GPRA refers to the six performance measures as outlines in title IV, part E, section 4501 of the ESEA**

Overall Goal for HFEC: Increasing the capacity among schools, parents & families, and community organizations so that all children thrive developmentally and academically

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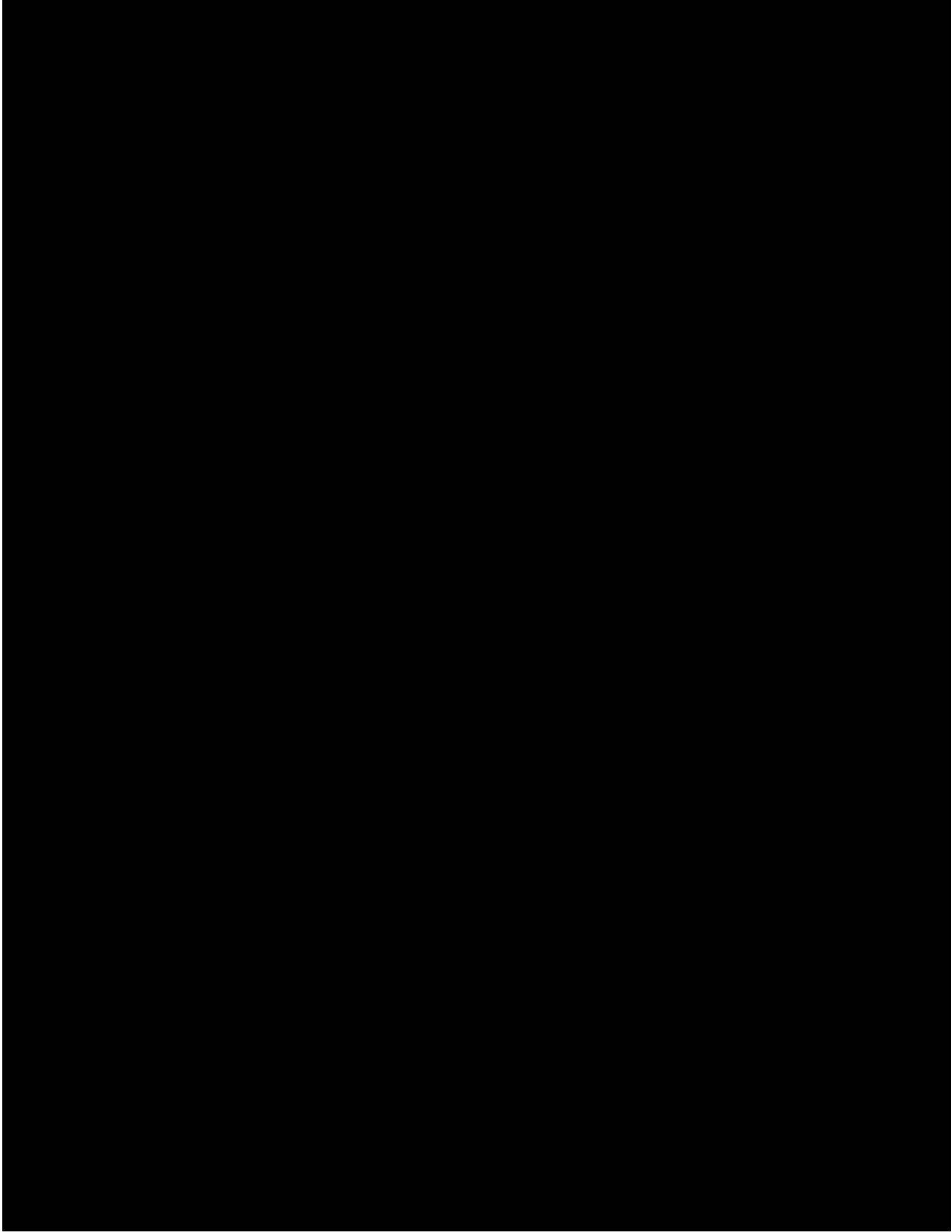
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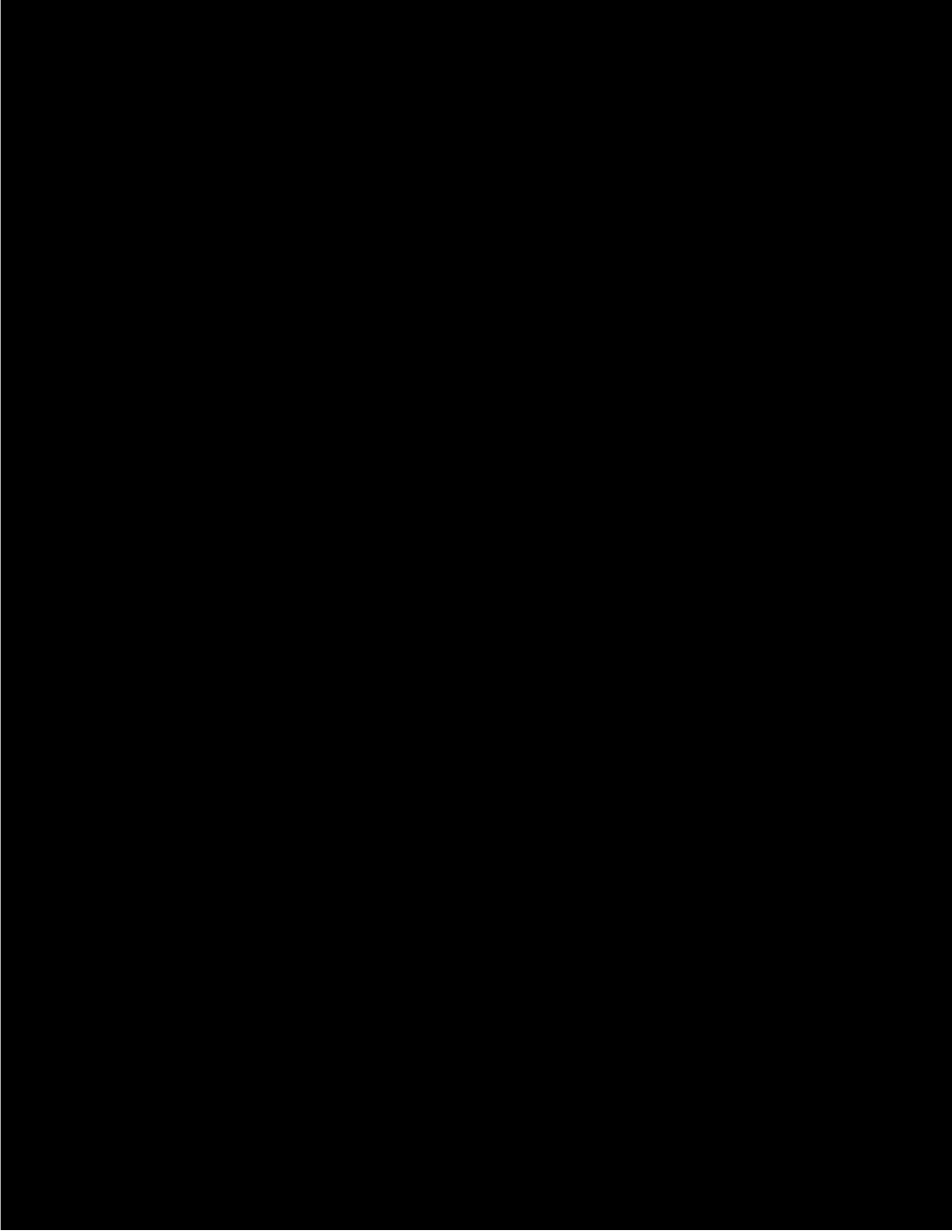
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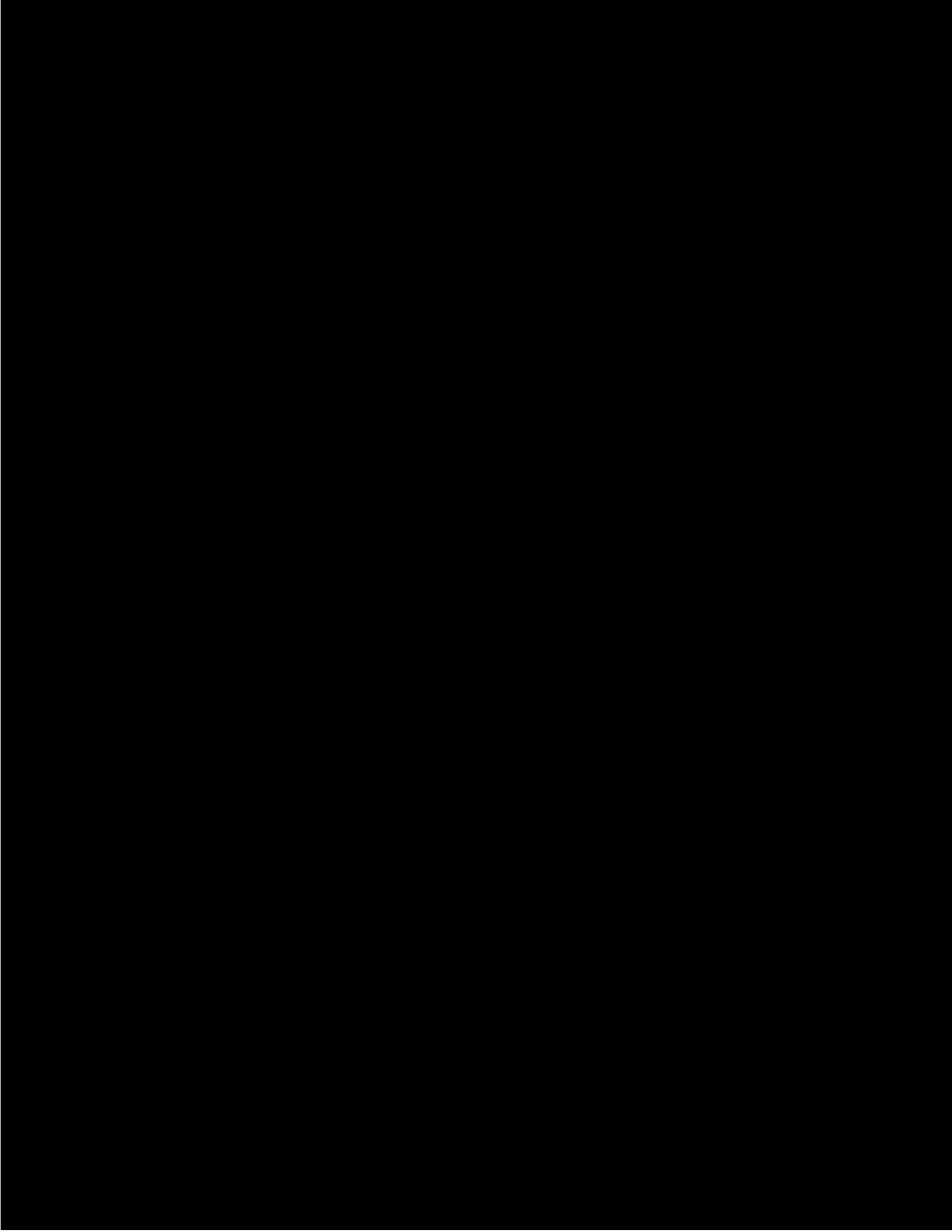
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CHUAN CHANG CHINN, Ph.D.**Education**

University of Hawaii at Manoa	Social and Personality Psychology	Ph.D.	2004
University of Hawaii at Manoa	Developmental Psychology	M.A.	1998
Beijing Normal University (Beijing, China)	Psychology	B.S.	1990

Employment

Associate Specialist: Center on Disability Studies, University of Hawaii at Manoa

- **2018 to 2023: PI, Hawaii Statewide Family Engagement Center** (\$4,843,968), funded by U.S. DOE **Statewide Family Engagement Centers Program**. Hawaii is one of 12 states awarded the inaugural Statewide Family Engagement Center grant from US DOE. The project is to provide comprehensive training, professional development, and technical assistance to schools, families, and community-based organizations to advance policies and practices for family, school, and community engagement that lead to improvements in student development and academic achievement. As the PI, I have led successful completion of all stated project tasks within stated timelines and budget; provided oversight with all fiscal and personnel matters; established and maintained collaborative relations with SEA/LEA and CBOs; and ensured all progress reports, presentations and articles have been vetted and submitted in a timely manner.
- **2016 to 2021: PI and Evaluator, Hawaii Jobs Now Partnership** (██████████), funded by Administration for Community Living **Partnership in Employment Grant**. Five-year project to identify, develop, and promote policies and practices to improve transition, postsecondary, and integrated competitive employment outcomes for students with intellectual/developmental disabilities (IDD). The project has formed a consortium by partnering with State Departments of Education, Health, and Human Services, school districts, schools, teachers, families, and business community and included a pilot demonstration study.
- **2015 to 2018: Evaluator, Hawaii Positive Engagement Project** (██████████), funded by US DOE **Native Hawaiian Education Program Grant**. Three-year professional development project to help early educators build knowledge and increase effective, research based, culturally appropriate strategies to strengthen early learning outcomes for at-risk Native Hawaiian preschool students.
- **2011 to 2017: Co-PI and Evaluator, New Beginnings for ELL: Innovation through Technology for English Literacy and Academic Success Project** (██████████) funded by US DOE Office of English Language Acquisition **National Professional Development Grant**. Five-year collaboration with the Hawaii DOE to develop and provide professional development to in-service teachers of English learners (EL) that would result in improved academic achievement of EL students.

- **2011-2016: Evaluator and Data Coordinator, Hawaii Patient Reward and Incentive Program to Support Empowerment Project** (██████████), funded by Centers for Medicare & Medicaid Services **Medicaid Incentives for Prevention of Chronic Diseases Program Grant**. Five-year project to test the effectiveness of using incentives to improve diabetes self-management and health outcomes among Medicaid beneficiaries with diabetes in Hawaii. Included a quasi-experimental study of 2643 participants with nine federally qualified health centers and a randomized controlled trial of 320 participants with Kaiser Permanente Hawaii. Developed research protocols including the participant satisfaction survey, part of which were adopted by RTI International (national evaluator of the MIPCD grant) for the beneficiary survey used in all 10 grantee states. Led primary data collection, data management, quarterly MDS submission to national evaluator, and data analysis. Managed additional longitudinal health utilization and cost data sets from the State and Federal that enabled cost analysis conducted on the project.
- **2011-2014: Co-PI and Evaluator, TeenACE for Science project** (██████████), funded by US DOE Office for Special Education Programs **Steppingstones Grant**. Two-year project to develop and field test an expository writing program aimed to improve at-risk students' (Native Hawaiian and immigrant children) writing in science with technology integration in Molokai and Oahu. Project received the Exemplary Program Award for services to people with disabilities in inclusive settings from the American Council on Rural Special Education in 2015.
- **2011-2012, 2016 to present: Evaluator, PI, National Core Indicators (NCI) Survey Project (Contract)**, Developmental Disabilities Division, Hawaii State Department of Health.
 - a) Led primary data collection on annual NCI survey, year 2011 to 2012, involving face-to-face interview with 444 adults with developmental disabilities.
 - b) Led HI NCI data analysis for survey year 15-16 and year 16-17 and reporting.
- **2011: Evaluator, Strategic Prevention Framework State Incentive Grant** (██████████), funded by Substance Abuse and Mental Health Services Administration (SAMHSA). Five-year project to reduce and prevent underage drinking for youths ages 12-17. This was a project with Center on the Family, UHM. Led assessment of intervention implementation fidelity on evidence-based prevention programs for underage drinking using survey and interview.
- **2008-2011: Evaluator, Creating Futures Projects**. Worked on development of literacy, math, and social skills in children from the communities with key characteristics (e.g., disability, low SES, Native Hawaiian, racial minorities, and immigrants who are English language learners) in Hawaii and American Samoa through innovative interventions (digital image storytelling, self-video modeling).
 - a) US DOE/Native Hawaiian Education Program: Hana Like: Hawaiian Youth Improve Education and Create Their Futures.
 - b) US DOE/Native Hawaiian Education Program: Ho'opa'a: Technology, Language, and Basic Educational Success for Hawaiian Children and Youth with Disabilities.
 - c) US DOE/Office of Secondary Education Programs (Steppingstone Phase 2): Teenage

Literacy for English Language Learners with Disabilities.

d) US DOE: Actual Community Empowerment in American Samoa

- **2003-2007: External Evaluator, Northwest AccessSTEM Alliance project**, funded by National Science Foundation, Research in Disabilities Education Program. Five-year project based at the University of Washington to increase the participation of students with disabilities in STEM careers. Designed, coordinated, conducted evaluation activities.

Awards and Fellowships

- American Council on Rural Special Education Award, 2015: TeenACE for Science Project
- Hawaii Educational Research Association (regional affiliate of American Educational Research Association) Distinguished Paper Award, 2009
- American Evaluation Association Minority-Serving Institution Faculty Initiative Fellowship, 2008-2009
- John Templeton Positive Psychology Fellowship, University of Pennsylvania, Positive Psychology Center, 2006

Professional Development Certification

- Kirkpatrick bronze level certified for conducting training evaluation, June 2021
- Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success. Harvard Graduate School of Education, Boston, MA Summer Institute July 22-25, 2019

Peer-Reviewed Publications

Tanaka, N.R., Boyce, L.K., Chinn, C.C., & Murphy, N. K. (2020) Improving early care and education professionals' teaching self-efficacy and well-being: A mixed methods exploratory study. *Early Education and Development*, 31(7), 1089-1111.
<https://doi.org/10.1080/10409289.2020.1794246>

Fernandes, R., **Chinn, C. C.**, Li, D., Halliday, T., Frankland, T. B., & Ozaki, R. R. (2019). Impact of financial incentives on health outcomes and costs of care among Medicaid beneficiaries with diabetes in Hawaii. *Hawaii Journal of Medicine and Public Health*, 78(1), 19-25.

Fernandes, R., **Chinn, C. C.**, Li, D., Frankland, T. B., Wang, C. M., Smith, M. D., & Ozaki, R. R. (2018). A randomized controlled trial of financial incentives for Medicaid beneficiaries with diabetes. *The Permanente Journal*, 22, 17–080. <http://doi.org/10.7812/TPP/17-080>

Fernandes, R., **Chinn, C. C.**, Li, D., Halliday, T., Frankland, T. B., Wang, C. M., Zi, W., Morioka, M., Arndt, R. G., & Ozaki, R. R. (2017). Financial incentives for Medicaid beneficiaries with diabetes: Lessons learned from HI-PRAISE, an observational study and randomized controlled trial. *American Journal of Health Promotion*, 32(7), 1498-1501. First Published December 25, 2017. <https://doi.org/10.1177/0890117117746335>.

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- Hitchcock, C., Rao, K., **Chang, C.**, & Yuen, J. (2016). TeenACE for Science: Using multimedia tools and scaffolds to support writing. *Journal of Rural Special Education Quarterly*, 35(2), 10-23.
- Fernandes, R., Hla, M., Compton, M., **Chang C.**, Masaki, K., & Hosokawa, M. (2014). Memory Clinic Model for underserved populations in a patient-centered medical home. *Annals of Gerontology and Geriatric Research* 1(4): 1017.
- Johnson, L.J., Brown, S., **Chang, C.**, Nelson, D., & Mrazek, S. (2011). The cost of serving infants and toddlers under Part C. *Journal of Infants and Young Children*, 24(1), 101-113.
- Hitchcock, C.C., Prater, M.A., & **Chang, C.** (2009). Cultural competence: Developing and assessing multicultural proficiency for teachers and school personnel in Hawai'i. *Journal of Multicultural Learning and Teaching*, 4(2), 1-27.
- Burgstahler, S., & **Chang, C.** (2009). Promising interventions for promoting Science, Technology, Engineering, and Mathematics fields to students who have disabilities. *Review of Disability Studies: An International Journal*, 5(2), 29-47.
- Burgstahler, S., & **Chang, C.** (2007). Gender differences in perceived value of components of a program to promote academic and career success for students with disabilities. *Journal of Science Education for Students with Disabilities*, 12(1), 1-20
- Harding, T., Blaine, D., Whelley, A.T., & **Chang, C.** (2006). A comparison of the provision of educational supports to students with disabilities in AHEAD versus Non-AHEAD affiliated institutions. *Journal of Postsecondary Education and Disability*, 18(2), 125-134.
- Stodden, R. A., Roberts, K., Picklesmier, T., Jackson, D., & **Chang, C.** (2006). An analysis of assistive technology supports and services offered in postsecondary educational institutions. *Journal of Vocational Rehabilitation*, 24(2), 111-120.
- Black, R., Garnet, S., **Chang, C.**, Harding, T., & Stodden, R. (2002). Provision of educational supports to students with disabilities in two-year postsecondary programs. *Journal on Vocational Special Needs Education*, 24(2-3), 3-17.
- Stodden, R. A., Whelley, T., **Chang, C.**, & Harding, T. (2001). Current status of educational support provision to students with disabilities in postsecondary education. *Journal of Vocational Rehabilitation*, 16, 1-10.
- Sophian, C., Garyantes, D., & **Chang, C.** (1997). When three is less than two: Early developments in children's understanding of fractional quantities. *Developmental Psychology*, 33, 731-744.

Hye Jin Park, Ed.D.Center on Disability Studies, University of Hawai'i at Mānoa
**Education**

Columbia University, New York, NY

May 2008

Doctor of Education in Department of Curriculum and Teaching, Teachers College

- Dissertation: *Lived experiences of Korean gifted education teachers: A collective qualitative case study.*
- Columbia University, Department of Curriculum and Teaching Scholarships

Columbia University, New York, NY

February 2007

Master of Education in Measurement, Evaluation, and Statistics, Department of Human Development, Teachers College

- Thesis: *A structural equation modeling of the GIFTTOPIA Basic Ability Test-Revised.*

Columbia University, New York, NY

May 2005

Master of Arts in Gifted Education, Department of Curriculum and Teaching, Teachers College

- Thesis: *Teachers of color in gifted education.*

Yonsei University, Seoul, South Korea

August 2001

Master of Arts in Educational Psychology, Department of Education

- Thesis: *A pathway analysis in the relationship of self-concept, perfectionism, and psychological defense mechanism of gifted adolescents.*
- Yonsei University Graduate School Alumni Scholarship

Yonsei University, Seoul, South Korea

August 1999

Bachelor of Arts in Education, Department of Education**Recent Positions and Employment***Interim Associate Director*, Center on Disability Studies, University of Hawai'i at Mānoa, HI,
April 2020-Present

- Collect and analyze the NIRS data, and write a center annual report
- Conduct an annual performance review of faculty
- Lead the center personnel tenure and promotion process
- Provide technical assistance to the Pacific Rim International Conference on Disability and Diversity
- Conduct new employee orientations

Hye-Jin Park

- Oversee CDS-wide core human resources, fiscal, administrative, and facility functions
- Coordinate international visiting scholars and their research agendas

Research & Evaluation Coordinator, Center on Disability Studies, University of Hawai`i at Mānoa, HI, 2018-Present

- Provide technical assistance and mentor CDS research and evaluation activities associated with grants and projects
- Manage a bi-annual faculty evaluation
- Direct a faculty tenure and promotion process
- Assist in personnel and fiscal matters

Associate Professor, Center on Disability Studies, University of Hawai`i at Mānoa, HI, August 2014–Present

Assistant Professor, Center on Disability Studies, University of Hawai`i at Mānoa, HI, August 2008–July 2014

Researcher, Center on Disability Studies, University of Hawai`i at Mānoa, HI, March–July 2008

- Direct or co-direct project implementation
- Lead a grant writing process to secure extramural funds
- Develop theoretical frameworks, research designs, and evaluation plans
- Lead an interdisciplinary team in developing evidence-based and innovative interventions and related materials (e.g., curricula, lesson plans, and hands-on activities), applying Universal Design for Learning strategies and complying with Section 508 to effectively reach and meet the needs of students with diverse needs and abilities
- Collaborate in planning, designing, implementing, and evaluating professional development training or workshops for teachers, parents, mentors, and community members in an in-person, online, or hybrid format
- Lead in recruiting schools, students, parents, community members, and partners for projects
- Develop instruments and maintain databases
- Analyze quantitative and qualitative data and write technical reports
- Supervise the project team members to assure the fidelity of intervention implementation
- Conduct evaluations and write formative and summative evaluation reports
- Write interim and annual reports
- Lead the collaboration in disseminating project products and findings through publications, conferences, workshops, newsletters, and online postings
- Develop and teach gifted education courses for undergraduate and graduate students
- Supervise project staff, including graduate assistants and junior and assistant specialists, in grant writing, project implementation, and evaluation
- Facilitate a partnership among the center, DOE schools, and communities through communities of practice, meetings, research, demonstrations, presentations, and workshops

Hye-Jin Park

Level 1 Cooperating Graduate Faculty in the Educational Psychology (EDEP) at the University of Hawai'i at Mānoa, March 2020-Present

Level 2 Graduate Faculty for the Disability and Diversity Studies-GCERT (DDS), University of Hawai'i at Mānoa, HI, March 2018-Present

Cooperating Graduate Faculty in the field of Special Education (Med) and Regular Graduate Faculty of the Education (PhD program), University of Hawai'i at Mānoa, HI, March 2014-Present

Institutional Review Board member, University of Hawai'i at Mānoa, HI, July 2012–Present

Research Review Board member, Journal of Postsecondary Education and Disability, July 2012–Present

Senate member, College of Education, University of Hawai'i at Mānoa, HI, 2020-Present

Conference co-chair, 2020 Pacific Rim International Conference on Disability and Diversity

Conference evaluator, 2021 Pacific Rim International Conference on Disability and Diversity

Council member, Center on Disability Studies, University of Hawai'i at Mānoa, HI, 2015–2016

Co-Investigator, Korean Science and Math Teacher Professional Development Program for Gifted Education, St. John's University, New York, NY, September 2007–January 2008

- Collaborated to develop and implement a curriculum for a professional development program for gifted education teachers; developed teacher and student surveys and classroom observation checklists to evaluate the effectiveness of NYC gifted education programs and to guide program improvement; analyzed data; wrote a program evaluation report

Educational Psychologist, Korean Academy for Gifted Education, Seoul, South Korea, 2000–2001

- Administered and interpreted individual intelligence tests, creativity tests, and creative problem-solving tests to students with special educational needs; provided academic counseling to family members; designed and revised creative problem-solving test items

Recent Publications in Refereed Journals

Roberts, K., Takahashi, K., & **Park, H. J.** (2018). The impact of Project Hookui participation on Native Hawaiian High School students' perceptions of high school and college coursework. *The High School Journal*, 101(3).

Takahashi, K., Uyehara, L., **Park, H. J.**, Roberts, K., & Stodden, R. (2018). Internship to improve postsecondary persistence for students with disabilities in the STEM pipeline. *Journal of Postsecondary Education and Disability*, 31(2), 179-185.

- Park, H. J.**, Roberts, K., & Delise, D. (2017). The effects of professional development on universal design for instruction on faculty perception and practice. *Journal of Postsecondary Education and Disability*, 30(2), 123–139.
- Park, H. J.**, Takahashi, K., Roberts, K., & Delise, D. (2016). Effects of text-to-speech software use on the reading proficiency of high school struggling readers. *Assistive Technology: The Official Journal of RENSA*, 3(29), 146–152.
- Takahashi, K., Roberts, K., **Park, H. J.**, & Stodden, R. A. (2016). Mathematics instruction and interventions for students with disabilities. Oxford Bibliographies. DOI: 10.1093/OBO/97801997568100163
- Park, H. J.**, Roberts, K., Takahashi, K., Delise, D., & Stodden, R. (2014). Using text-to-speech software to improve reading outcomes among secondary struggling readers. *Closing the Gap Solutions*, 33(1), 6–8.
- Roberts, K. D., Takahashi, K., **Park, H. J.**, & Stodden, R. A. (2014). Can increased exposure to text through the use of text-to-speech software improve reading skills?: Findings from two pilot studies with high school struggling readers. *The International Journal of Literacies*. 19(4), 89–97.
- Choi, K. M., & **Park, H. J.** (2013). A comparative analysis of geometry education on curriculum standards, textbook structure, and textbook items between the US and Korea. *Eurasia Journal of Mathematics, Science, and Technology Education*, 9(4), 379–391.
- Park, H. J.**, Roberts, K., & Stodden, R. (2012). Practice Brief: Faculty perspectives on professional development to improve efficacy when teaching students with disabilities. *Journal of Postsecondary Education and Disability*, 25(4), 377–384.
- Roberts, K., Takahashi, K., **Park, H. J.**, & Stodden, R. (2012). Supporting struggling readers in secondary school science classes: Text-to-speech software use with the Survey, Question, Read, Recite, Review (SQ3R) reading comprehension strategy. *TEACHING Exceptional Children*, 44(6), 40–48.
- Takahashi, K., Roberts, K., Brown, S. E., **Park, H. J.**, & Stodden, R. (2012). Preparing young adults with disabilities for STEM careers: The Pacific Alliance model. *Impact*, 25(1), 16–17.
- Roberts, K., **Park, H. J.**, Brown, S., & Cook, B. (2011). Universal design for instruction in postsecondary education: A systematic review of empirically based articles. *Journal of Postsecondary Education and Disability*, 24(1), 4–14.
- Im, S. A., & **Park, H. J.** (2010). A comparison of US and Korean students' mathematics skills using a cognitive diagnostic testing method: Linkage to instruction. *Educational Research and Evaluation*, 16(3), 287–301.
- Cho, S. H., Ahn, D. H., Han, S. S., & **Park, H. J.** (2008). Academic developmental patterns of Korean young gifted. *Personality and Individual Differences*, 45(8), 784–789.

Recent Publications in Book Chapters

- Roberts, K., Satlykgylyjova, M., & **Park, H. J.** (2015). Universal Design for Instruction in postsecondary education in *Universal Design in Higher Education* (2nd edition), Harvard Education Press.

Recent Publications in Refereed Conference Proceedings

Hye-Jin Park

- Park, H. J.**, Takahashi, K., Nip, K., Reid, T., Feliciano, J., Kitami, Y., & Guillen, A. (2021). Moving online: Transforming an algebra enrichment program for online instruction and the impacts on student learning experiences and outcomes. *Review of Disability Studies, An International Journal*.
- Takahashi, K., **Park, H. J.**, Nip, K., Feliciano, J., Reid, T., Kitami, Y., Manoa, J., Wee, S., Guillen, A., & Dabrowski, M. (2021). Going beyond the classroom: Service-learning to apply STEM skills in the community. *Review of Disability Studies, An International Journal*.
- Park, H. J.**, Roberts, K. D., Takahashi, K., & Stodden, R. A. (2014). Using Kurzweil 3000 as a reading intervention for high school struggling readers: Results of a research study. *CSUN Journal on Technology & Persons with Disabilities*.
- Stodden, R. A., Roberts, K. D., Takahashi, K., **Park, H. J.**, & Stodden, N. J. (2012). Use of text-to-speech software to improve reading skills of high school struggling readers. *Procedia Computer Science, 14*, 359–362.
- Roberts, K., **Park, H.J.** & Takahashi, K. (2010). Effectiveness of text-to-speech software features for improving vocabulary, reading comprehension, and reading rate of culturally diverse high school students in Hawaii. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 1606-1611). Chesapeake, VA: AACE.
- Takahashi, K., Roberts, K., **Park, H. J.**, Nagatsuma, R., Iizuka, S., Ohko, T., Takizawa, M., Wada, T., & Saito, T. (2009). Improving reading skills and facilitating web browsing for students with learning disabilities using text-to-speech software. *Proceedings of the 21st Annual Conference of the Japan-United States Teacher Education Consortium* (pp. 27-28).

Recent Article Under Review

- Park, H. J.** (submitted). Underrepresentation of culturally and linguistically diverse students in the US gifted education: A case of Native Hawaiian and Pacific Island Students. *Gifted Education International*.

Conference Presentations & Posters

- Park, H. J.** & Nip, K. (March 2021). *Moving online: Transforming an algebra enrichment program for online instruction and the impacts on student learning experiences and outcomes*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Takahashi, K., Nip, K., Wee, S., Reid, T., Feliciano, J., Kitami, Y., Guillen, A., Dabrowski, M., & Hoadley, N. (March 2020). *Supporting indigenous students to be engaged in and achieve better in math and science*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Takahashi, K., Nip, K., Kitami, Y., Feliciano, J., Reid, T., & Hoadley, N. (March 2020). *Identifying and supporting twice exceptional students to enter into a STEM pathway*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Takahashi, K., Nip, K., Wee, S., Reid, T., Feliciano, J., Kitami, Y., Guillen, A., Dabrowski, M., & Hoadley, N. (March 2020). *How can we reach diverse learners?*

Hye-Jin Park

- Making math and science lessons relevant for student culture and ability.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Takahashi, K., Nip, K., Kitami, Y., Feliciano, J., Reid, T., & Hoadley, N. (March 2020). *Project TEAMS workshop to support twice exceptional students to enter into postsecondary STEM programs.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Uyehara, L., Takahashi, K., Tanaka, N., & **Park, H. J.** (March 2020) *Getting beyond the ocean division: How Hawaii Department of Education faculty connect and engage to serve Native Hawaiian, students with disabilities, and other at-risk students.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Takahashi, K., Feliciano, J., Wee, S., Nip, K., Kitami, Y., & Guillen, A. (January 2020). *Identifying and supporting twice-exceptional students achieve and matriculate into STEM Fields.* Poster at the Hawaii International Conference on Education, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Feliciano, J., Wee, S., Nip, K., Kitami, Y., & Guillen, A. (January 2020). *Reaching ALL learners in STEM: Promising practices for underrepresented students in STEM.* Workshop at the Hawaii International Conference on Education, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Feliciano, J., Wee, S., Kitami, Y., Nip, K., & Guillen, A. (January 2020). *Advancing math and science learning through culturally responsive lessons.* Poster at the Hawaii International Conference on Education, Honolulu, HI.
- Park, H. J.** & Takahashi, K. (2019, April). *The effects of TEAMS 3-pronged model for supporting high school twice-exceptional students.* Presentation at the American Educational Researchers Association Conference, Toronto, Canada.
- Park, H. J.**, Takahashi, K., Nip, K., Kitami, Y., & Feliciano, J. (2019, March). *Reaching all learners in STEM: Promising practices for underrepresented students in STEM.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Nip, K., Feliciano, J., & Sison, S. (2019, March). *Advancing math and science learning through culturally responsive lens.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Takahashi, K., Nip, K., Kitami, Y., & Feliciano, J. (2019, March). *Twice-exceptional students achieving and matriculating in STEM: Preliminary results of a 5-year study.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.** & Takahashi, K. (2018, April). *Culturally responsive enrichment activities for Native Hawaiian and Pacific Island twice-exceptional students.* Poster presentation at the annual meeting of American Educational Researchers Association, New York, NY.
- Park, H. J.**, Takahashi, K., Nip, K., Kitami, Y., & Feliciano, J. (2017, October). *Students with disabilities having potential in science: Identification & services.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Hye-Jin Park

- Uyehara, L., Takahashi, K., Roberts, K., **Park, H. J.**, Hitchcock, C., & Feliciano, J., (2017, October). *Project Hookui: Career exploration, skill building, and early college before high school graduation*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, & Roberts, K. (2017, May). *How to effectively use TTS to improve reading*. ATLiveEdu Online Conference.
- Park, H. J.** & Takahashi, K. (2017, April). *Identifying and supporting twice-exceptional students*. Poster presentation at the annual meeting of American Educational Researchers Association, San Antonio, Texas.
- Park, H. J.**, Takahashi, K., Nip, K., Kitami, Y., Sison, S., & Reid, T. (2016, April). *Project TEAMS: How can we support twice-exceptional students to enter into STEM programs?* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Feliciano, J., Manoa, J., Sison, S., & Tokyofuku, J. (2016, April). *Approaching math through a cultural lens*. Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Roberts, K., Uyehara, L., **Park, H. J.**, Hitchcock, C., & Takahashi, K. (2016, April). *Project Hookui: Supporting diverse and inclusive learning from secondary towards postsecondary education*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Uyehara, L., Roberts, K., Takahashi, K., & **Park, H. J.** (2016, April). *Project Hookui: To join things together*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, & Takahashi, K. (2015, November). *How can we encourage students with disabilities having potential in science to enter into postsecondary STEM programs?: Project TEAMS*. Presentation at the annual meeting of National Association for Gifted Children, Phoenix, AZ.
- Park, H. J.**, Takahashi, K., Nip, K., Sison, S., Reid, T., & Roberts, K. (2015, May). *An intervention model for twice-exceptional students to achieve and matriculate into STEM fields*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Toyofuku, J.**, Takahashi, K., Park, H. J., Manoa, J., Feliciano, J., & Sison, S. (2015, May). *Ka Pilina interactive workshop on ethnomathematics*. Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Uyehara, L., Roberts, K., & **Park, H. J.** (2015, May). *Project Hookui—Supporting Native Hawaiian students to attend postsecondary education and certification programs*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Feliciano, J., & Toyofuku, J. (2015, May). *Heuristics or intelligent tutoring system? Results of a study to improve algebra outcomes for community college students*. Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Uyehara, L., Roberts, K., Takahashi, K., & **Park, H. J.** (2015, May). *Pacific Alliance*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

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- Park, H. J.**, Takahashi, K., & Roberts, K. (2015, April). *How can we support students with disabilities to enter, persist, and succeed in STEM?* Presentation at the annual Korean American Educational Researchers Association Conference and Workshop, Chicago, IL.
- Toyofuku, J., Takahashi, K., **Park, H. J.**, & Feliciano, J. (2015, February). *Pathways to STEM: Investigating the effects of intelligent tutoring system and the heuristic method for teaching mathematics.* Presentation at the annual Hawaii Council of Teachers of Mathematics, Honolulu, HI.
- Toyofuku, J., Takahashi, K., **Park, H. J.**, & Feliciano, J. (2015, February). *Ka Pilina Aim Together: Using technology, cultural relevance, and diverse teaching strategies to inspire Hawaii's math students.* Presented at the annual Hawaii Council of Teachers of Mathematics, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Toyofuku, J., Feliciano, J., & Roberts, K. (2014, May). *Pathways to STEM: Math teaching in community college.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Roberts, K., Takahashi, K., **Park, H. J.**, Brown, S., & Uyehara, L. (2014, May). *Supporting high school and postsecondary students with disabilities through critical junctures in STEM.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., Roberts, K., Uyehara, L., Leong, G., & **Park, H. J.** (2014, May). *Pacific alliance project STEM networking session.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, & Roberts, K. (2014, May). *Mathematics through local context and blended learning.* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Rayphand, L., Toyofuku, J., Feliciano, J., & Manoa, J. (2014, May). *Hands on mathematics: How to engage secondary grade students in math.* Workshop at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Roberts, K., Uyehara, L., Takahashi, K., & **Park, H. J.** (2014, May). *Five critical concepts to support the transition of students with disabilities to college.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Roberts, K., **Park, H. J.**, Takahashi, K., Bowditch, S., Nip, K., Rayphand, L., & Sison, S. (2014, May). *Promising results of Kurzweil 3000 text-to-speech software in improving reading skills of struggling high school students.* Presentation at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Roberts, K. & **Park, H. J.** (2014, April). *The effects of culture-based education on a predominantly Native Hawaiian school.* Roundtable at the annual American Educational Research Association, Philadelphia, PA.
- Park, H. J.**, Roberts, K., Takahashi, K., & Stodden, R. (2014, April). *Can the Use of Text-to-speech Software Improve Reading Proficiency and Attitudes Toward Reading of High School Struggling Readers?* Roundtable at the annual American Educational Research Association, Philadelphia, PA.

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- Roberts, K., **Park, H. J.**, Takahashi, K., & Stodden, R. (2014, January). *Text-to-speech software efficacy: Improving reading skills of high school students*. Presentation at the annual meeting of Assistive Technology Industry Association, Orlando, FL.
- Roberts, K., Takahashi, K., **Park, H. J.**, & Stodden, R. (2014, January). *Text-to-speech software: Research findings from struggling high school readers*. Presentation at the annual meeting of Assistive Technology Industry Association, Orlando, FL.
- Brown, S. E., **Park, H. J.**, Takahashi, K., Nip, K., Uyehara, L., Leong, G., Roberts, K., & Stodden, R. (2013, April). *Impacts of mentoring on students with disabilities in STEM fields*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Roberts, K., **Park, H. J.**, Takahashi, K., Bowditch, S., Hsu, J., Maeda, J., Nip, K., & Rayphand, L. (2013, April). *The efficacy of Kurzweil 3000 text-to-speech software in improving reading skills of high school students*. Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, Roberts, K., & Maeda, J. (2013, April). *Can high school students improve reading fluency?* Poster at the annual meeting of Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Park, H. J.**, Roberts, K., Takahashi, K., & Stodden, R. (2013, February). *The effects of text-to-speech software use for improving reading of high school struggling readers*. Presentation at the annual International Technology and Persons with Disabilities Conference, San Diego, CA.
- Roberts, K., **Park, H. J.**, Takahashi, K., & Stodden, R. (2013, February). *Pathways to STEM: A cluster randomized study of the impact of heuristics math teaching vs. intelligence tutoring system with community college students with disabilities*. Presentation at the annual International Technology and Persons with Disabilities Conference, San Diego, CA.
- Takahashi, K., **Park, H. J.**, Roberts, K., & Stodden, R. (2012, March). *Pathways to STEM: A cluster randomized study of the impact of heuristics math teaching vs. intelligence tutoring system with community college students with disabilities*. Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Goetz, K., Hsu, J., Maeda, J., Nip, K., **Park, H. J.**, Rayphand, L., Roberts, K., Suri, S., & Takahashi, K. (2012, March). *Overview of Steppingstones: Phase II text-to-speech study: Improving high school students' reading using text-to-speech software*. Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Gushiken, K., Komatsu, J., Takahashi, K., Brown, S., **Park, H. J.**, Roberts, K., & Stodden, R. (2012, March). *Preparing students with disabilities for careers in Science, Technology, Engineering, & Mathematics (STEM): Pacific Alliance in O'ahu high schools*. Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Steven, E. B., Takahashi, K., **Park, H. J.**, Roberts, K., Stodden, R., Gushiken, K., & Komatsu, J. (2012, March). *Development and performance of communities of practice to support students with disabilities in the Science, Technology, Engineering and Mathematics fields*. Poster at Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, & Roberts, K. (2012, March). *A cluster randomized study of the impact of heuristic math teaching vs. intelligence tutoring system with community college*

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- students with disabilities*. Presentation at the annual International Technology and Persons with Disabilities Conference, San Diego, CA.
- Takahashi, K., **Park, H. J.**, & Roberts, K. (2012, February). *Development and performance of communities of practice*. Presentation at the annual conference of Hawaii Education Research Association, Honolulu, HI.
- Takahashi, K., **Park, H. J.**, & Roberts, K. (2012, January). *A cluster randomized study of the impact of heuristic math teaching vs. intelligence tutoring system with community college students with disabilities*. Poster at the annual conference of Hawaii International Conference on Education, Honolulu, HI.
- Brown, S. E., Manaseri, H., Roberts, K., Stodden, R., Takahashi, K., **Park, H. J.**, & Komatsu, J. (2011, November). *Development and performance of communities of practice to support students with disabilities in Science, Technology, Engineering and Mathematics fields*. Poster at the Association of University Centers on Excellence in Disability Annual Conference, Crystal City, VA.
- Stodden, B., Roberts, K., **Park, H. J.**, & Takahashi, K. (2011, June). *Pacific Alliance for supporting individuals with disabilities in STEM fields partnership: Achievement and challenges*. Poster at the annual NSF JAM meeting, Washington, D.C.
- Takahashi, K., Manaseri, H., Brown, S., **Park, H. J.**, & Roberts, K. (2011, April). *Development of performance of Community of Practice to engage and support students with disabilities in Science, Technology, Engineering, and Mathematics fields*. Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Roberts, K., Hsu, J., Nip, K., Takahashi, K., & **Park, H. J.** (2011, April). *Improving high school students' reading using text-to-speech software: Overview and preliminary results of Steppingstones: Text-to-speech project phase II*. Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Takahashi, K., Komatsu, J., Manaseri, H., Brown, S. E., **Park, H. J.**, Roberts, K., & Stodden, B. (2011, January). *Communities of practice as a vehicle to support students with disabilities in STEM fields*. Poster at the annual Hawaii International Conference on Education, Honolulu, HI.
- Stodden, B., Roberts, K., **Park, H. J.**, & Takahashi, K. (2010, June). *Pacific Alliance for supporting individuals with disabilities in STEM fields partnership*. Poster at the annual NSF JAM meeting, Washington, D.C.
- Roberts, K., & **Park, H. J.** (2010, April). *The Kiwila Project—Impact of Native Hawaiian culturally responsive civics curricula on students' knowledge of civics and their civic engagement*. Presentation at the annual American Educational Research Association, Denver, CO.
- Choi, K. M., & **Park, H. J.** (2010, April). *What creates an achievement gap in geometry literacy between the US and Korea: Curriculum standards, textbooks, or items?* Presentation at the annual American Educational Research Association, Denver, CO.
- Im, S. A., & **Park, H. J.** (2010, April). *A comparison of US and Korean students' mathematics skills using a cognitive diagnostic testing method: Linkage to instruction*. Poster at the annual American Educational Research Association, Denver, CO.
- Roberts, K., Applequist, K., **Park, H. J.**, & Benitez, J. J. (2010, April). *Improving transition outcomes for culturally and linguistically diverse adolescents: Preliminary findings of*

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- putting "I" in IEP project.* Presentation at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Roberts, K., **Park, H. J.**, & Takahashi, K. (2010, March). *The sustained impacts of computer assistive technology, text-to-speech software, on reading of high school students from culturally and linguistically diverse backgrounds in Hawaii.* Presentation at the annual meeting of Society for Information Technology and Teacher Education, San Diego, CA
- Roberts, K., Takahashi, K., & **Park, H. J.** (2010, March). *The sustained impacts of computer assistive technology, text-to-speech software, on reading of high school students with learning disabilities in Hawaii.* Presentation at the annual International Technology & Persons with Disabilities Conference, San Diego, CA.
- Takahashi, K., Roberts, K., & **Park, H. J.** (2009, September). *Improving reading skills and facilitating web browsing for students with learning disabilities using assistive technology: Results of studies in the US and Japan and implications for future joint study.* Presentation at the annual Japan–United States Teacher Education Consortium, Honolulu, HI.
- Park, H. J.**, Roberts, K., & Brown, S. E. (2009, May). *A needs assessment: What and how to teach postsecondary faculty and staff about the needs of and strategies for students with disabilities.* Poster at the annual Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Park, H. J.**, Roberts, K., Brown, S. E., & McDow, M. (2009, May). *Sustained impact of a professional development program on postsecondary faculty.* Presentation at the Pacific Rim International Conference on Disabilities, Honolulu, HI.
- Roberts, K., **Park, H. J.**, & Takahashi, K. (2009, March). *The sustained impacts of text-to-speech software on reading of high school students with reading difficulties in Hawaii.* Presentation at the annual International Technology and Persons with Disabilities Conference, Los Angeles, CA.
- Im, S. A., & **Park, H. J.** (2009, February). *A comparison of US and Korean students' mathematics knowledge and skills using the Rule Space Model: Linkage to the curriculum.* Paper presented at the annual meeting of Hawaii Education Research Association, Honolulu, HI.

Certifications

Certificate of Training–IES Summer Research Training Institute on Cluster Randomized Trials (2016); Certificate in Research and Evaluation Reports that Get Attention from University of Hawai'i at Mānoa (2015); Certificate in Multilevel Modeling from Claremont Graduate University (2013); Certificate in Applied Multiple Regression: Mediation, Moderation & More from Claremont Graduate University (2013); Certificate in Social and Behavioral Research from Collaborative Institutional Training Initiative (2013); Certificate in Social and Behavioral Responsible Conduct of Research from Collaborative Institutional Training Initiative (2013); Certificate on Family Educational Rights and Privacy Act (2013); Certificate of Implementation Analysis by The Evaluators' Institute (2011); Certificate of Sample Size and Power-analysis of Cluster-randomized and Multi-site Trials (2010); Certificate of Center for Substance Abuse Prevention on Data Collection Methods (2010); Certificate of Center for Substance Abuse Prevention on Effective and Useful Data Presentations (2010); Certificate of Center for Substance Abuse Prevention on Locating, Hiring and Managing an Evaluator (2010); Certificate

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on Meta-analysis (2009); Certificate on Sample Size and Power Determination (2009); IST Training Certificate (2008); NYC Teacher Certificate Exams–General and Gifted Education (2007); School Violence Certificate (2007); Child Abuse Certificate (2007); The Torrance Tests of Creative Thinking Certification (2004); The Institutional Review Board Certification (2003); The Wechsler Intelligence Scale for Children Certification (2000); The Wechsler Preschool and Primary Scale of Intelligence Certification (2000); Kaufman Assessment Battery for Children Certification (2000)

KIRIKO TAKAHASHI

Center on Disability Studies, University of Hawai‘i Mānoa
**EDUCATION**

- Ph.D. Education (Exceptionalities/Special Education)
University of Hawai‘i Mānoa, Honolulu, HI
Emphasis: Assistive Technology & Multiculturalism
Dissertation: *“Investigating the patterns of text-to-speech software use by adolescent struggling readers: An embedded multiple case study”*
- Certificate Maternal & Child Health Leadership Education in
Neurodevelopment & Related Disabilities (MCH-LEND) Training,
University of Hawai‘i Mānoa, Honolulu, HI
- Certificate Interdisciplinary Certificate in Disability and Diversity Studies,
University of Hawai‘i Mānoa, Honolulu, HI
- M.A. Learning Disabilities
Northwestern University, Evanston, IL
- B.S. Speech (Communication Sciences & Disorders – Learning
Disabilities)
Northwestern University, Evanston, IL
- B.A. Sociology
Northwestern University, Evanston, IL

PROFESSIONAL EXPERIENCE

- Sept. 2020 – Current Interim Director, CDS, University of Hawaii at Mānoa
- Aug. 2017 - Current Associate Specialist, CDS, University of Hawaii at Mānoa
- Jan. 2018 - Current Project Associate Professor, RCAST, The University of Tokyo
- Oct. 2009 – July 2017 Assistant Specialist, CDS, University of Hawaii at Mānoa
- Oct. 2008 – Oct. 2009 Junior Specialist, CDS, University of Hawaii at Mānoa
- Feb. 2008 – Oct. 2008 Junior Specialist, CDS, University of Hawaii at Mānoa
- Nov. 2004 – July 2007 Disability Specialist, Northwestern University
- Aug. 2000 – Oct. 2004 Learning Disability Specialist, Sacred Heart Schools, Chicago

Jan. 1999 – Dec. 1999 Teacher's Aid, District 65, Evanston, IL

TEACHING EXPERIENCE

- Graduate** University of Hawai'i Mānoa, Honolulu, HI
 DIS 699, Directed Reading & Research
 DIS 684, Interdisciplinary Teams Development
 DIS 681, Multicultural Issues and Disability
 SPED 621, Language Arts Strategies: Students with Mild/Moderate Disabilities
- Undergraduate** University of Hawai'i Mānoa, Honolulu, HI
 DIS 380, Disability and Diversity
 SPED 461, Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities
- Professional Development** Professional Development Education, Empower, Excel (PDE³) Courses (Hawaii Department of Education)
- Authentic Social Learning: An Inclusive Teaching Model to Support Diverse Learners in STEM
 - Ka Pilina: Achieving and Improving Mathematics Outcomes Together
 - Culturally Responsive Response to Intervention

SELECT PUBLICATIONS

Yoshitoshi, M., & Takahashi, K. (2020). A Critical Analysis of Court Decision on Mainstream School Attendance of a Child with Medical Care Needs in Japan: A Long Way Towards Inclusive Education. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2021.1888322>

Takahashi, K., Kondo, T., Aiko, M., (2019). Developing Services Standards for Students with Disabilities: The Platform of Higher Education and Disability (PHED): A Project

- Initiative at The University of Tokyo. *Japan, Journal of Learning Disabilities* 28 (4), 406-412.
- Takahashi, K., Uyehara, L., Park H.J., Roberts, K., & Stodden R. (2018). Pacific Alliance internship program for postsecondary students with disabilities in STEM. *Journal of Postsecondary Education and Disability*.
- Roberts, K.D., Takahashi, K., & Park, H.J. (2018). The impact of Project Ho‘oku‘i participation on native Hawaiian high school students’ perceptions of high school and college coursework. *The High School Journal*. 101(3), 199-210. DOI: 10.1353/hsj.2018.0010
- Park, H. J., Takahashi, K., Roberts, K. D., & Delise, D. (2016). Effects of text-to-speech software use on the reading proficiency of high school struggling readers. *Assistive Technology: The Official Journal of RENSA*. DOI:10.1080/10400435.2016.1171808.
- Park, H. J., Roberts, K., Takahashi, K., Delise, D., & Stodden, R. (2014). Using text-to-speech software to improve reading outcomes among secondary struggling readers. *Closing The Gap Solutions*, 33 (1), 6-8.
- Roberts, K. D., Takahashi, K., Park, H. J., & Stodden, R. A. (2014). Can increased exposure to text through the use of text-to-speech software improve reading skills?: Findings from two pilot studies with high school struggling readers. *The International Journal of Literacies*. 19(4), 89-97.
- Yoshitoshi, M., & Takahashi, K. (2013). Current trends and practices in developing teacher preparation program curriculum on inclusive education: Reflecting on the dual preparation program at the University of Hawai‘i at Manoa. *Bulletin of Center for Teacher Education and Development, Okayama University*, 3, 61-69.
- Roberts, K., Takahashi, K., Park, H. J., & Stodden, R. (2012). Supporting struggling readers in secondary school science classes: Text-to-speech software use with the Survey, Question, Read, Recite, Review (SQ3R) reading comprehension strategy. *TEACHING Exceptional Children*, 44 (6), 40-48. (Acceptance Rate=21-30%)
- Takahashi, K., Roberts, K.D., Brown, S.E., Park H-J., & Stodden, R.A. (2012). Preparing young adults with disabilities for STEM careers: The Pacific Alliance model. *Impact*, 25(1), 16-17.
- Brown, S.E., Takahashi, K. & Roberts, K. (2010). Mentoring individuals with disabilities beyond high school: a review of the literature. *Journal of Postsecondary Education and Disability*, 23 (2), 98-111.

GRANTS & CONTRACTS (Funded)

Principal Investigator. “*Ka Pilina: No ‘eau II*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A200037. (10/1/2020 – 09/30/2023).

Co-Principal Investigator. “*Project Hōkulani*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A200035. (10/1/2020 – 09/30/2023).

Co-Principal Investigator. “*Ho ‘oku ‘i IV: ‘Ohana Lokahi*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #362A200008. (10/1/2020-09/30/2023).

Co-Principal Investigator. “*Ho ‘oku ‘i III: Na Kumu Alaka ‘i*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #362A180010. (09/17/2018-09/16/2021).

Principal Investigator/Director. Hawaii University Center for Excellence in Developmental Disabilities funded by Administration for Community Living, U.S. Department of Health and Human Services, Award # 90DDUC0061(7/1/2018 – 06/30/2023). [REDACTED]

Co-Principal Investigator. “*Ne ‘epapa Ka Hana (NKH) 2.0: Expanding Native Hawaiian Student Access and Teacher Training from Middle School Mathematics to the STEM Workforce*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #362A180011. (09/17/2018- 09/16/2021). [REDACTED]

Principal Investigator. “*Ka Pilina: No ‘eau*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A170031. (10/1/2017 – 09/30/2020). [REDACTED]

Co-Principal Investigator. “*Project BEAM (BE A Mathematician,*” funded by Jacob K. Javits Gifted and Talented Education Program, U.S. Department of Education, Award #S206A170014 (10/1/2017 – 09/30/2022). [REDACTED].

Principal Investigator/Director. Pacific Basin University Center for Excellence in Developmental Disabilities funded by Administration for Community Living, U.S. Department of Health and Human Services, Award # 90DDUC0022 (7/1/2017 – 06/30/2022). [REDACTED]

Co-Principal Investigator. “*Project TEAMS, twice exceptional students achieving and matriculating in science*” funded by Jacob K. Javits Gifted and Talented Education Program, U.S. Department of Education, Award #S206A140012 (10/1/2014 – 09/30/2019). [REDACTED]

Principal Investigator. “*Project Ho ‘oku ‘i*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A140067 (09/2014-08/2017). [REDACTED]

Principal Investigator. “*Ka Pilina: Achieving and improving mathematics outcomes by bringing secondary & college students together to reach postsecondary education (Ka Pilina: AIM Together)*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A120030. (09/1/2012 – 08/31/2016). [REDACTED]

Co-Principal Investigator. “*Pacific Alliance for Supporting Individuals with Disabilities in STEM Fields Partnership*” funded by the National Science Foundation, HRD #09-29079 (10/1/2009 – 09/30/2016). [REDACTED].

Research Facilitator. “*A cluster randomized study of the impact of Heuristic Math Teaching vs. Intelligent Tutoring with community college students with disabilities in Algebra I classes and continued participation in more advanced STEM coursework. (Pathways to STEM)*” funded by the National Science Foundation, HRD #1032075 (10/01/2010 – 09/30/2015). [REDACTED]

Coordinator. “*Steppingstone: text-to-speech phase 2*” funded by the Steppingstones of Technology Innovation for Children With Disabilities, U.S. Department of Education under Award #H327A100090-01 (07/01/2010 – 6/30/2014). [REDACTED]

Instructor/LD Specialist. “*American Samoa contract - certificate program*” funded by American Samoa Department of Education Special Education. Taught teachers on assessments and teaching of students with learning disabilities in American Samoa. Conducted fieldwork supervision of teachers. Topics covered: Definition and identification of LD, Reading and LD, Mathematics and LD, and Writing and LD (01/01/2009 – 12/31/2010).

■■■■■ annually.

Coordinator. “*Culturally responsive response to intervention strategies*” funded by Native Hawaiian Education Program, U.S. Department of Education, Award #S362A080034 (07/01/2008 – 06/30/2012). ■■■■■

Product Specialist/ Trainer. “*Innovative and sustainable teaching methods and strategies to ensure students with disabilities receive a quality higher education*” funded by the Office of Postsecondary Education, U.S. Department of Education (10/01/2005 – 09/30/2009). ■■■■■

RELATED TRAININGS

2009	Thinking Maps Training the Trainers
2008	Teaching All Students, Reaching All Learners: Innovative Ways to Address Disability & Diversity in the University Classroom
2007	Adobe Acrobat Professional Accessibility Training
2006	Certified to conduct WISC & WAIS
2005	Kurzweil Education Systems: Kurzweil 3000 Windows Foundations
2004	All Kinds of Minds: Schools Attuned
2003	DIBELS
2003	Project Read: Framing Your Thoughts
2003	Strategic Instruction Model University of Kansas CRL
2002	Project Read: Reading Comprehension
2002	Great Leaps Reading Program
2002	Read Naturally
2001	Handwriting Without Tears
2000	Orton-Gillingham Multisensory Education

Hitchcock Brief Vita 1

CARYL HITCHCOCK, PH.D. ASSOCIATE PROFESSOR UH MANOA**EDUCATION**

Ph. D. (Exceptionalities; Multicultural Education) University of Hawai'i at Mānoa

M. Ed. (Special Education) University of Hawai'i at Mānoa

M. Phil. (Clinical Psychology) University of London, Institute of Psychiatry, UK

B. A. (Experimental Psychology: Philosophy) Queen's University, Canada

MAJOR PROFESSIONAL INTERESTS

- Family Engagement evidence-based strategies that improve cognitive development, social emotional learning, and student achievement
- Evidence-based strategies for teaching reading/writing to multicultural and multilingual learners
- Culturally Responsive Teaching and Equity - developing cultural humility
- Using technology to improve communication and learning with culturally and linguistically diverse students and families.

PROFESSIONAL EXPERIENCE

Associate Professor, Center on Disability Studies, University Center on Excellence in Education, Research and Service, University of Hawaii at Mānoa (August 2015-present)

Assistant Professor, Center on Disability Studies, University Center on Excellence in Education, Research and Service, University of Hawaii at Mānoa (Sept. 2007-July, 2015)

Associate Graduate Faculty in College of Education and Department of Special Education, Student Advisor (Nov. 2007-present)

Principal Investigator/Co-Principal Investigator on US Department of Education research and training grants (██████████ in federal funding)

Lead Instructor: Outreach College and Institute of Teacher Education, University of Hawaii at Mānoa; and University of Hawaii Maui College, Molokai (Aug. 1994–present). Courses developed/taught: PDE 3 Family Engagement: The Link to Improving Student Achievement, ITE 328 (pre-service teacher multilingual learner cohort program), DIS 697/698/682, PSY 100, PSY 170, PSY 240, SPED 461, and a series of 5 Hawaii Department of Education 3 credit Professional Development courses

School Psychologist, Educational Diagnostician Hawaii State Department of Education, Maui District, Molokai Complex Learning Support Center (1992–2007)

AWARDS & HONORS

Exemplary Program Award: TeenACE for Science, American Council on Rural Special Education (ACRES) National Conference, New Orleans, LA (March, 2015)

Lifetime Education Achievement Award, Aka'ula School, Molokai, HI (Nov. 2013)

Service Recognition Award, University of Hawaii Maui College, Molokai, HI (May 2012)

Hawaii Education Research Association Distinguished Paper Award for 2009: *Cultural Competence: Developing and Assessing Multicultural Proficiency for Teachers and School Personnel in Hawai'i* (with M. A. Prater & C. Chang)

Hawaii Education Research Association Distinguished Paper Award for 2002: *Reading Comprehension and Fluency: Examining the Effects of Tutoring and Video Self-modeling on First Grade Students with Learning Difficulties* (with M. A. Prater & P. Dowrick)

Hitchcock Brief Vita 2

SYNERGISTIC ACTIVITIES**Curriculum Developer: Hawaii State Family Engagement Center:** (Fall 2018 - present)

- Designed and developed 5 Modules based on the Dual-Capacity Building Framework to train *pre-service teachers* to implement best practices in family engagement that promote cognitive development and student achievement. Developed and received approval for a 15-week PDE 3 credit course for *in-service teachers* on Family Engagement (pilot in Spring 2022).
- As a member of the NAFSCE Consortium (7 States), collaborated with partners to develop a framework for pre-service teacher preparation programs that would improve training in family engagement and prepare educators to work with families nationwide.
- Completed Harvard Summer Institute (4 day) on Family Engagement with Dr. Karen Mapp; Certificate GSE4X: Introduction to Family Engagement in Education offered by Harvard X online. Worked with Scholastic to implement Family Engagement Training programs over 2 years with cohorts of schools on Kauai (6 schools) and the Island of Hawaii (9 schools) providing technical assistance and follow up support (ongoing).

Researcher/Coordinator: Ho'oku'i Project I, II, III, IV, & V: Fall 2010–present

- Participated in training, implementation, and outcome evaluation research for multiple sites in Maui District supported by a Native Hawaiian Education Program grant with the goal of promoting access to post-secondary education for at-risk native Hawaiian youth. Community participation in education was strengthened through cultural mentoring, tutoring, and training teacher/counselor/family mentors to support students through Early College experiences.
- Developed curriculum and training to help students and their families design and support a plan for a pathway to higher education, find scholarships, and improve reading and writing skills.

Principal Investigator/Co-Principal Investigator on US Department of Education (OELA) federal grants: New Beginnings for English Language Learners: Fall 2011-2017

- Co-PI/PI on Office of English Language Acquisition professional development grant to design and deliver courses for in-service teachers who work with K-12 English Language Learners in Hawaii, American Samoa and the Republic of the Marshall Islands (RMI). Developed and delivered curriculum for 5 on-line courses on best practices in teaching science, math, technology, and reading comprehension to English learners. Mentored graduate level program staff. Developed on-line 5-week summer program to provide professional development to teachers (K-12) in American Samoa and RMI. Assisted with preparation/submission of annual and data reports.
- PI on **Office of Special Education Program Steppingstones of Technology grant: Teen ACE for Science**, a development project to improve outcomes for struggling writers in the content area of science. Responsible for all research aspects of the grant, which provided experience with administration, fiscal monitoring, procurement, staff training, fidelity of implementation, and evaluation, including hiring a team of researchers and writing final/annual reports.

Lead Instructor/Co-Instructor: ACE for English Language Learners: Spring 2008–Fall 2013

- Participated in development of 5 online professional development courses to introduce current classroom educators to ACE Reading and TeenACE Writing methods for assessing and teaching students who are English Language Learners in grades K-12.

Hitchcock Brief Vita 3

- As lead, mentored other instructors on development of curricula, course resources, participated in weekly discussions, and grading assignments. The course goal was to inform in-service teachers about effective teaching techniques for literacy (reading, writing, math) and provide information on the use of technology to improve learning with culturally and linguistically diverse students.

Consultant/Director: ACE Reading Program: Fall 2000-Present

- Directing and developing ACE Reading programs for Molokai and Island of Hawaii schools. Developed materials, conducted assessments, training and program evaluation. Participated in parent and teacher collaboration and annual program evaluation. Co-author of revised ACE Reading Manager and Assessment Manuals, Designer/Director of Training Series DVDs.

PUBLICATIONS AND PRESENTATIONS

Selected peer reviewed publications:

Holdway, J., & **Hitchcock, C. H.** (2018). Exploring ideological becoming in professional development for teachers of multilingual learners: Perspectives on translanguaging in the classroom. *Teaching and Teacher Education*, 75, 60-70.

<https://doi.org/10.1016/j.tate.2018.05.015>

Roberts, K. D., & **Hitchcock, C. H.** (2017). Impact of culturally aligned supports on Native Hawaiian high school students' college attendance: A qualitative perspective. *Community College Journal of Research and Practice*, 42 (4), 245-247.

<http://dx.doi.org/10.1080/10668926.2017.1284698>

Hitchcock, C. H., Rao, K., Chang, C., & Yuen, J. (2016). TeenACE for Science: Using multimedia tools and scaffolds to support writing. *Rural Special Education Quarterly*, 35 (2), 10-23. <http://journals.sagepub.com/doi/abs/10.1177/875687051603500203>

Hitchcock, C. H., & Rao, K. (2013). Power assisted writing for science: Developing expository writing in a multimedia environment. *Teaching Exceptional Children*, 46(1), 25.

<http://www.cec.sped.org/Publications/CEC-Journals/TEACHING-Exceptional-Children/TEC-Plus>

Rao, K., **Hitchcock, C. H.**, Boisvert, P., Kilpatrick, E., & Corbiell, C. (2012). Do it yourself: Video self modeling made easy. *Teaching Exceptional Children*, 45(1), 8.

<http://hdl.handle.net/10125/41064>

Prater, M. A., Carter, N., **Hitchcock, C. H.**, & Dowrick, P. W. (2012). Video self modeling to improve academic performance: A literature review. *Psychology in the Schools*, 49, 71-81.

<https://doi.org/10.1002/pits.20617>

Hitchcock, C. H., Prater, M. A., & Chang, C. (2009). Cultural competence: Developing and assessing multicultural proficiency for teachers and school personnel in Hawaii.

Multicultural Learning and Teaching, 4(2), 1-24.

<https://doi.org/10.2202/2161-2412.1049>

Hitchcock Brief Vita 4

- Hitchcock, C. H.**, Prater, M. A., & Dowrick, P. W. (2004). Reading fluency and comprehension: The effects of tutoring and video self modeling on first grade students with reading difficulties. *Learning Disabilities Quarterly*, 27, 89-103. <https://doi.org/10.2307/1593644>
- Hitchcock, C. H.**, Dowrick, P. W., & Prater, M. A. (2003). Video self modeling interventions in educational settings: A review. *Remedial and Special Education*, 24, 36-45. <https://doi.org/10.1177/074193250302400104>

Selected ACE Reading program publications:

- Hitchcock, C. H.** (Producer), Porotesano, M. (Director/Editor), Gaspar, B. (Videographer). (2014). *How to use an iPad to record/edit a self modeling video* [RC-Science Training modules]. Honolulu, HI: Center on Disability Studies, University of Hawaii at Manoa.
- Hitchcock, C. H.** (Producer), Porotesano, M. (Director/Editor), Gaspar, B. (Coach) & Corbiell, C. (Voiceover). (2014). *How to Conduct an RC-Science Coaching Session for Reading Fluency, Vocabulary, and Comprehension* [DVD training series]. Honolulu, HI: Center on Disability Studies, University of Hawaii at Manoa.
- Hitchcock, C. H.** (Writer/Director), & Corbiell, C. (Speaker/Producer). (2013). *How to Implement Power Assisted Writing Strategies for Science (PAWS)* [Podcast]. Honolulu, HI: Center on Disability Studies, University of Hawaii at Manoa.
- Hitchcock, C. H.** (Writer/Director), & Corbiell, C. (Producer). (2013). *How to Conduct an RC-Math Coaching Session in Reading Fluency & Reading Comprehension* [DVD training series episode]. Honolulu, HI: Center on Disability Studies, University of Hawaii at Manoa.
- Dowrick, P. W., Kim-Rupnow, W. S., Yuen, J. W. L., **Hitchcock, C. H.**, & Alaimaleata, E. T. (2008). *ACE Reading Manager's Guide (Second Edition)*. Honolulu: Creating Futures: Center on Disability Studies, University of Hawaii at Manoa.
- Yuen, J. W. L., Alaimaleata, E. T., Dowrick, P. W., & **Hitchcock, C. H.** (2008). *ACE Reading Assessment Guide (Revised)*. Honolulu: Creating Futures, Center on Disability Studies, University of Hawaii at Manoa.

Professional Development:

GSE4x: Introduction to Family Engagement in Education. Harvard X on-line learning verified certificate of achievement. June 21, 2019.

Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success. Harvard Graduate School of Education, Boston, MA Summer Institute July 22-25, 2019

Nicole Schlaack

HFEC Key Personnel: Evaluation Manager

Dedicated educator in higher education and P-12. Passionate about evaluating instructional strategies and educational programs for performance improvement and student development within the context of a diverse society. Competent in online instruction, student advising, and cross-organizational collaboration. Reliable and supportive team member with exceptional communicational skills and a commitment to quality work. Doctorate in Educational Psychology with an emphasis on school development and organizational change.

Research & Evaluation

- Research methodology
- Qualitative and quantitative data analysis
- Report writing and visualization
- Program evaluation
- Publications and academic presentations

Teaching & Professional Learning

- Instructor in Educational Psychology
- Supervisor for pre-service teachers
- P-12 teaching
- Curriculum and assessment development
- Conference planning (face-to-face and online)

Organizational Development

- Strategic planning
- Team development & leadership
- School and system improvement
- Design Thinking
- Learning Organization
- Transformative Learning

Professional Experiences

- 2022 **Faculty: Hawaii Family Engagement Center– Center on Disability Studies**, University of Hawai'i at Mānoa
- Evaluation Manager
 - Develop, implement and assess activities to promote successful family-school partnerships
- 2021 **Contract: Survey interviewer – Center on Disability Studies**, University of Hawai'i at Mānoa
- Conducted remote National Core Indicators (NCI) surveys with recipients of waiver services from the Developmental Disabilities Division (DDD)
 - Followed mandated reporting, privacy, and confidentiality requirements
- 2019-2021 **Graduate Assistant & Contract: Instructor - College of Education**, Department of Educational Psychology and at the Institute for Teacher Education, University of Hawai'i at Mānoa
- Course planning, instruction, and assessment: Theories in Learning and Teaching (Educational Psychology), Field Supervision for teacher candidates. Courses: EDEP 311, ITE 390, ITE 391
 - Successfully adapted to synchronous and asynchronous teaching format, continuous learning to integrate technology for student engagement
- Spring 2020 **Instructor - College of Education**, in collaboration with University of Hawai'i at Mānoa and EARTH University Costa Rica

- Course planning, instruction and assessment: Intracultural peace and communication
- 2019 **Contract: Data Analyst - Center on Disability Studies**, University of Hawai'i at Mānoa
- Evaluation report on National Core Indicators (NCI) for individuals with developmental disabilities in Hawai'i
 - Conducted statistical analysis, prepared technical and user-friendly reports with Infographics
 - Managed goal-oriented and effective communication with stakeholders
 - Conducted NCI-surveys
- 2016-2019 **Graduate Assistant: Researcher - College of Education**, University of Hawai'i at Mānoa
- Project organization of a qualitative single case study including a school complex in Hawai'i and teacher education programs to implement a school-university partnership for quality teacher education
 - Cross-organizational communication and cooperation with ten institutions
 - Development of research instruments, created and administered surveys to evaluate program implementation; conducted interviews and focus groups, qualitative data analysis with NVIVO and dedoose software
 - Internal presentations of preliminary findings
 - Collaborative conference presentations
- 2014-2016 **Graduate Assistant: Program Support - Undergraduate Research Opportunity Program (UROP)/ Honors Program**, University of Hawai'i at Mānoa
- Student advising and communication, event organization, website maintenance and development
 - Data entry and maintenance, program evaluation
- 2009-2011 **Test Material Developer: Landesinstitut Hamburg**, Hamburg, Germany
- Developed testing material in reading, listening, and speaking English
- 2006-2012 **Teacher: Rudolf-Ross-Gesamtschule**, Hamburg, Germany
- Curriculum development for an immersive English program, grade 1-4
 - Middle/ High school teacher in English, Social Sciences, Geography, Art
 - Member in school leadership team for school development: conference planning, mediation, and community projects
 - Mentoring teacher candidates, and facilitating teacher training

Professional Services

- Proposal review**
Since 2018 Review of conference proposals for the American Educational Research Association (AERA)/ SIG Professional Development Schools in 2018, 2019, 2020 and for the European Educational Research Association (ECER) in 2020
- Conference organization**
Since 2015 Active member in the annual conference planning committee for Hawai'i-Pacific Evaluation Association (H-PEA), responsible for communication and venue coordination. In 2020, co-planned H-PEA's first online conference, created and facilitated workshops for conference presenters and attendees

Grants & Award review As a member of the Graduate Student Organization, reviewed and
2015-2019 awarded GSO Grants to student applicants

Education

- 2016-2020 **Ph.D. Educational Psychology**, University of Hawai'i at Mānoa.
Dissertation: Understanding the dynamics of a school-university partnership bounded by a school complex in Hawai'i. Dissertation Advisors: Katherine Ratliffe, Ronald Heck, Jamie Simpson Steele, Lois Yamauchi, Jon Yoshioka
- 2013-2016 **Med Educational Psychology**, University of Hawai'i at Mānoa.
Thesis: The Collaborative Residency Project: The influence of co-teaching on professional development in arts integration. Thesis Advisor: Katherine Ratliffe, Jamie Simpson Steele
- 2009-2011 **Certificate in Leadership Development**, Institute for Vocational Training. Content: Project management, communication, team development, management and directing, coaching and supervision
- 2002-2005 **Teaching Certificate**, Behörde für Bildung und Sport Hamburg (Department of Education). Certified teacher in subjects English, Sports, Geography and Arts. Graduated with the 2nd Staatsexamen, grade: 2, very good
- 1997-2002 **B.A./MA in Education**, University of Hamburg, Major: Education/ Pedagogic, Minor: Geography and Physical Education. Graduated with the 1st Staatsexamen, grade: 1, excellent

Professional Presentations

- Schlaack, N. (January 2021). Strengthening the quality of teacher education through school-university partnerships. International Conference on Education (IICE Hawaii), Honolulu, Hawai'i.
- Gonzalez Smith, M., Schlaack, N. (January 2021). Teacher candidates' experiences with distance learning in the initial year of COVID-19. International Conference on Education (IICE Hawaii), Honolulu, Hawai'i.
- Schlaack, N. (April 2020). Developing Leadership in an emerging School-University Partnership. Accepted paper presentation at the American Educational Research Association (AERA), San Francisco, USA - canceled.
- Schlaack, N. (February 2020). Using activity system analysis to identify successes and challenges in a school-university partnership in Hawai'i. Poster presented at the Hawai'i Educational Research Association Conference (HERA), Honolulu, Hawai'i.
- Schlaack, N. (September 2019). Crossing institutional boundaries - The role of liaisons in a Professional Development School. Paper presented at the European Educational Research Association (ECER), Hamburg, Germany.
- Schlaack, N. (April 2019). Partnerships in teacher education – Expectations, challenges, and successes in a school complex. Paper presented at the American Educational Research Association (AERA), Toronto, Canada.
- Schlaack, N., Chi, H., McKown, J., Padua, J. (February 2019). Creating a culture of learning – Mentoring in a PDS. Paper presented at the National Association of Professional

- Development Schools (NAPDS), Atlanta, Georgia.
- Schlaack, N. (February 2019). School university partnerships to strengthen community involvement for pre-service teachers. Paper presented at the Association of Teacher Educators (ATE), Atlanta, Georgia.
- Schlaack, N. (January 2019). Why mentoring? – Preparing the next generation of teachers in a PDS. Paper presented at the Hawai'i Educational Research Association Conference (HERA), Honolulu, Hawai'i.
- Schlaack, N. (April 2018). Making a vision of a complex-wide PDS become reality. Paper presented at the American Educational Research Association (AERA) Annual Meeting in New York City.
- Schlaack, N., Bona, M., Chi, H., McKown, J. (February 2018). Leading change in a complex-wide PDS. Paper presented at the Association of Teacher Educators (ATE) in Las Vegas.
- Schlaack, N. (February 2018). Aiming for higher grounds. First steps for a complex-wide PDS development. Paper presented at the Association of Teacher Educators (ATE) in Las Vegas.
- Schlaack, N. (January 2018). Benefits from a Professional Development School. Paper presented at the Hawai'i Educational Research Association Conference (HERA) in Honolulu, Hawai'i.
- Schlaack, N. (March 2017). Expectations and Reasons to Participate in a Complex-Wide PDS. Paper presented at the National Association of Professional Development Schools (NAPDS) in Washington, D.C.
- Sharma, S. & Schlaack, N. (June 2016). Technology for Innovative, Efficient, and Sustainable Proposal Review Processes. Paper presented at Council for Undergraduate Research (CUR) Biennial Conference 2016 in Tampa, Florida.
- Schlaack, N. & Simpson Steele, J. (April 2016). Collaborative Residency - The Influence of Co-Teaching on Professional Development in Arts Education. Paper presented at the American Educational Research Association (AERA) Annual Meeting in Washington, DC.

Publications

- Schlaack, N. & Simpson Steele, J. (2018). Collaborative residency - The influence of co-teaching on professional development in arts education. *International Journal of Education and the Arts*, 19(11). <http://www.ijea.org/v19n11/index.html>
- Schlaack, N. (2021). Strengthening the quality of teacher education through school-university partnerships. *IICEHawaii2021 Conference Proceedings*. <https://papers.iafor.org/submission59519/>
- Gonzalez Smith, M., Schlaack, N. (2021). Teacher Candidates' Experiences with Distance Learning in the initial year of COVID-19. *IICEHawaii2021 Conference Proceedings* <https://papers.iafor.org/submission59518/>
- Gonzalez Smith, M., Schlaack, N. (2021). Teaching during a Pandemic: Elementary Candidates' Experiences with Engagement in Distance Education. *Iafor Journal of Education* 9(4), 7-22. <https://doi.org/10.22492/ije.9.4>
- Schlaack, N. (submitted). Creating a culture of learning - Mentoring practices in a complex-wide Professional Development School (PDS). *PDS Partners: Bridging Research to Practice*.
- Schlaack, N. (submitted). Building a successful school-university partnership in a school complex: What matters in the practice? *Action in teacher Education*.

Scholarships and Awards

- Research Dissertation Scholar Award (AERA PDSR-SIG) (2021)
- Peter Dunn-Rankin Graduate Student Award for presenting at AERA (2018)
- Peter Dunn-Rankin Scholarship (2020)

Dai Ho Chun Fund for Graduate Fellowships (2018)
 College of Education General Scholarship Fund (2018, 2019, 2020)
 The Learning Coalition Fellowship (2016-2019)
 Royal T. & Aurora A. Fruehling Fellowship-Graduate Study-College of Education (2016 and 2017)
 Achievement Scholarship Grad Division Educational Psychology (2014; 2019)
 Comenius – teacher qualification, eti (executive training institute Malta) (Summer 2011)

Technical Skills

Proficient in Microsoft Office, Google Suit; WordPress, Wild Apricot; Infographics; Zoom, Screencast-O-matic; SPSS, R, Interactive Dashboards, NVIVO, dedoose

Cultural experiences & Interests

Long-term travel	Traveled in Asia and Australia for 6 months in 2013, travelled South America for the year of 2005, travelled New Zealand 2002, East-coast USA 1998/1999
Living abroad	Language program in Spain and volunteer work in Guatemala 2012; teaching experience in Argentina and Bolivia 2005; Au Pair in Finland 1996; worked and lived in South Africa 1995; High school diploma in USA 1992/93
Languages	English, German native tongue, good Spanish, learning Hawaiian
Active Learner	Running (Honolulu Marathon) and surfing Zen-meditation and Ukulele

Andrea K. Alexander
Engagement & Equity Trainer/Partnership Coordinator

EDUCATION

Bachelor of Science, Sociology - In progress (Expected Graduation Date: May 2023) University of Hawai'i - West Oahu, Honolulu, HI

Dean's List - Fall 2020, Spring 2021, Fall 2021; Cumulative GPA 4.0

PROFESSIONAL EXPERIENCE

Researcher/Project Coordinator/Trainer | Jobs Now Partnership Project (JNP) | Center on Disability Studies, University of Hawai'i at Manoa (August 2020 - Present)

Family, School & Community Liaison/Trainer | Hawai'i Family Engagement Center (HFEC) | Center on Disability Studies, University of Hawai'i at Manoa (August 2019 - Present)

Certified Trainer: Standards of Quality for Family Strengthening & Support | National Family Support Network | Hawai'i Ohana Support Network, Oahu, HI (June 2021 - Present)

Consultant/Strategic Advisor | Postsecondary Transition Workgroup | Hawai'i Department of Education (March 2021 - Present)

Consultant/Advisor | School Reopening Feedback Team (COVID-19 Response Guidance) | Hawai'i State Board of Education (June 2020 - July 2020)

Command Team Advisor/Family Readiness Assistant | United States Marine Corps, Okinawa, Japan (July 2015 – April 2018)

Executive Director/Administrator | Amen Ra Homeschool Academy | State of California/Okinawa, Japan (August 2007 – August 2017)

PROFESSIONAL DEVELOPMENT

Reframing Family Engagement Academy | Certificate of Completion - Virtual | NAFSCE | February 2022

Kirkpatrick Partners Training Evaluation | Professional Certification, Bronze Level - Virtual | Kirkpatrick Partners Model | August 2021

Standards of Quality for Family Strengthening & Support | Trainer Certification - Virtual | National Family Support Network | June 2021

Parent Leadership Training Institute | Certificate of Graduation | Oahu, HI | September 2020

Family Engagement: Early Adopters Training | Kamehameha Schools, Oahu, HI | March 27, 2020

Intercultural Competence in Education | University of IcelandX | March 2020 | Verified Certificate of Completion

Unconscious Bias: From Awareness to Action | CatalystX | February 2020 | Verified Certificate of Completion

Community Engagement: Collaborating for Change | University of MichiganX | December 2019 | Verified Certificate of Completion

Introduction to Family Engagement in Education | HarvardX | November 2019 | Verified Certificate of Achievement

National Network of Partnership Schools (NNPS) Leadership Training: Family & Community Engagement, Johns Hopkins University | Kamehameha Schools, Oahu, HI | September 17-19, 2019

Hawai'i Statewide Family Engagement in Education Training | Certificate of Completion | Oahu, HI | June 12, 2019

HONORS AND AWARDS

2021 Outstanding Employee of the Year (Finalist), Research Corporation of the University of Hawai'i

2021 Certificate of Service Appreciation, Special Education Advisory Council, State of Hawai'i

2020 Certificate of Service Appreciation, Special Education Advisory Council, State of Hawai'i

SELECT PRESENTATIONS

March 2021 - *Brilliant By Way of Black: The African-American Foundations of Family Engagement*
Pacific Rim International Conference, Honolulu, HI - An overview of the ways the unique contributions of African-Americans in Family & Community Engagement can be sourced for strategies to address the implications of Covid-19 upon American education.

August 2020 - Present - *ElevatED: The Fundamentals of Family Engagement*
Various, State of Hawai'i - Statewide family engagement training highlighting the definition and benefits of family engagement and its impact on students, schools, and families. Multiple and ongoing presentations for statewide school and complex area leadership, school teams, and community organizations.

February 2020 - *Statewide Comprehensive State Literacy Grant Technical Assistance*
Hawai'i DOE, Kaneohe, HI - A collaborative presentation with the Hawai'i DOE Community Engagement Branch for statewide school administrators demonstrating the link between family engagement and student literacy achievement outcomes.

March 2020 - *The Fundamentals of Family Engagement for Families*
Pacific Rim International Conference, Honolulu, HI - Presentation of the foundational knowledge of family engagement and the positive outcomes for student achievement and family efficacy.

April 2020 - Family-School Partnerships in Action

'Ohana Engagement Conference, Honolulu, HI - Virtual presentation with educators and community members on the impact effective home-school partnerships have on student achievement.

July 2020 - Why Family Engagement Matters

Hawai'i Afterschool Alliance, Honolulu, HI - A webinar training for afterschool directors and program coordinators focused on the importance of afterschool enrichment programs and their role in the identification and cultivation of student skills, talent and gifts. Emphasis on the benefits of strengthening family engagement in support of enhanced student achievement outcomes.

February 2020 - Testimony in Support of SB 3156: Hawai'i Transition Success Network

Hawai'i State Legislature, Honolulu, HI

February 2020 - Smart Strategies: Centering Your Child In The IEP Process

Oahu Veterans Center, Honolulu, HI - Presentation to the pilot participant families of the Jobs Now Partnership Project

November 2019 - Family Engagement: An Overview of the Dual Capacity Framework

James Campbell High School Faculty Meeting, Ewa Beach, HI - Presentation to faculty and staff highlighting the definition and benefits of family engagement and the benefits of forming powerful partnerships with families.

PUBLICATIONS

Alexander, A., Chinn, C., Deshpande, S., & Kobayakawa, D. (2022, January). Family Engagement Transition Toolkit. University of Hawai'i at Manoa, College of Education, Center on Disability Studies, Jobs Now Partnership Project. <https://cds.coe.Hawai'i.edu/jobsnow/>

Alexander, A. (2020, April). Parent Profile for Student. Hawai'i Statewide Family Engagement Center. <https://cds.coe.Hawai'i.edu/hfec/parent-profile-for-student/>

Alexander, A. (2020, April). Smart strategies: Centering your child in the IEP process - Seven tips for success. Hawai'i Statewide Family Engagement Center. <https://cds.coe.Hawai'i.edu/hfec/smart-strategies/>

PROFESSIONAL MEMBERSHIPS

National Society of Leadership & Success (NSLS) November 2021 - Present

National Family Support Network (NFSN) November 2020 - Present

National Association for Family, School & Community Engagement (NAFSCE) August 2019 - Present

COMMUNITY SERVICE

Council Member | Special Education Advisory Council | State of Hawai'i
August 2019 - February 2021

Executive Council Member | Jobs Now Partnership Project, Center on Disability Studies, University of Hawai'i at Manoa
May 2019 – August 2020

Parent Leader | Hawai'i State Parent Teacher Student Association (PTSA)
August 2018 – May 2019

Producer, Presenter & Event Planner | World Beat Cultural Center, San Diego, CA
December 2012 – July 2014

Parent Advisory Committee Member | Nsoroma Institute, Oak Park, MI
October 2004 – April 2006

Kathleen A. O'Dell, PhD**Education**

- June 2017 Doctor of Curriculum and Instruction
 Concentration: Multicultural and International Early Childhood
 Education
 Kent State University
 Dissertation Title: How Preservice Teachers Experience
 Becoming Internationally Minded Through Primary Years
 Programme Certification
- May 2002 Master of Arts in Teaching, Early Childhood Education
 Kent State University
- May 1994 Bachelor of Arts, International Political Science
 University of Hawaii at Hilo

Certifications

- Pre-K-3rd grade teaching license for the Ohio Department of
 Education
- Montessori Educators International - Early Childhood Certificate
- International Baccalaureate Certificate in Teaching and
 Learning - Primary Years Programme PreK-6th
- Certificate Family Engagement in Education – Harvard Edx
- Standards of Quality Family Strengthening and Support
 Participant Certification - National Family Support Network
- Standards of Quality Family Strengthening and Support -
 Trainer Certification - National Family Support Network
- Playful Literacy - Professional Learning International, Dr. Jo
 Fahley
- Stetson & Associates, Inclusion Trainer Certificate

Ci3T Train the Trainers Professional Learning Series
Certification

Professional Experience

2017-present

Complex Academic Officer, Kailua-Kalaheo Complex, Hawaii
Department of Education

- Complex lead for Equity, Inclusive Practices, and Early Learning
- Developed Complex Early Learning plan, designing and delivering professional development with the Special Ed PreK Resource Teacher for all PreK staff
- Part of the complex superintendent's academic team to assist principals, teachers and staff in school transformation and professional development
- Evaluates and monitors teacher and school effectiveness to provide targeted support based on needs
- Supervision of complex resource teachers
- Title 1 budget monitoring
- Developed surveys to collect and analyze Complex data
- Established and chaired a Complex Equity Committee to bring the representatives of at risk sub groups together in discourse and action towards equal access to learning and family engagement.
- Designed and wrote a monthly Complex Equity Enewsletter
- Developed and delivered a 7 Step plan to increase homeless awareness for all Complex faculty and staff
- Organized a district wide MTSS committee to collaborate efforts to work with the School Service Coordinators to insure tiered support for all students
- AVID Complex Lead, evaluating, monitoring and supporting the five AVID schools in the complex
- Designed and taught a hybrid (online/face to face) Co-Teaching Pde3 class
- Researched and analyzed the Complex Family Engagement practices, providing results and professional development to all Complex Professional Learning Networks
- Established quarterly Family Engagement meetings for Complex PCNCs and Family Engagement Leads
- Started Family Resource Centers at four KK Complex schools

- Developed a statewide cross-organizational Family Resource Center Network and Advisory Board which joined the National Family Support Network
- Managed Kamehameha Grant for Family Resource Centers
- Managed Kamehameha Grant for Kaiapuni Preschool
- Managed Governor's GEER Grant for Family Resource Centers

2013-2017

Instructor and Research Assistant of at Kent State University

- Taught classes to face to face and online classes to preservice early childhood education teachers; subjects included early childhood theory and practice, family engagement, multicultural education, and International Baccalaureate Primary Years Programme
- Professional service including grant writing, research, teacher evaluation, student teaching coordination, planning committees, and preschool standards alignment for program certification

2008-2019

Owner, Kindermusik at Western Reserve Center for the Arts

- Licensed Kindermusik Educator, teaching ages 0-7
- Provided in class education for parents/caregivers
- Curriculum and instruction, modification and adaptation
- Hired, trained, monitored, and evaluated Kindermusik Educators
- Owned and operated business with over 150 students in multiple locations and six teachers
- Marketing, advertising, budgeting, communication, and organization of all aspects of the business
- Planned and implemented family engagement events

2004-2013

Owner, The Nanny Connection

- Entrepreneur, planned, established, and operated a unique nanny placement agency
- Placed over 300 nannies with families long term
- Managed an on call babysitting service with over 200 on call babysitters
- Marketing, advertising, budgeting, communication, and organization of all aspects of the business
- Vetted, hired, trained, evaluated, and monitored nannies
- Worked with each family individually to determine the type of service and individual they needed

- 2002-2004 Classroom Teacher
- Montessori trained
 - Taught PreK to 3rd grade classrooms in a public Montessori school for Cleveland Municipal School District
 - Administered, monitored, and evaluated preschool program and the Head Start funds to plan and provide monthly field trips
 - Planned, organized, and orchestrated monthly preschool family engagement events
 - Grade Level Chair
 - Designed panel and presented at the district's multilingual/multicultural conference
- 2000-2001 Preschool Teacher/Center Director
- Coordinated Children's Program during the summer of 2001 at the Kent State Child Development Center
 - Hired, trained and scheduled student staff, program admission and management
 - Planned and provided family engagement for the center
 - Taught in a Reggio inspired preschool classroom for 3-5 year olds
- 1995-1999 English Teacher/Foreign Staff Manager
- Taught English as a second language to children ages 3 and up at Unitas English Academy in Fujiyoshida, Japan
 - Responsible for planning and teaching all classes for ages 3-5
 - Curriculum development, creating original, developmentally appropriate teaching materials
 - Planned and supervised school wide student and family events and field trips
 - Hired, trained and managed new foreign teachers
- 1994-1995 Registered Nanny
- Organized activities, supervised play, insured safety, health, and well-being while providing enriching, developmentally appropriate experiences for ages 0-3
- 1994 Committee Clerk
- Committee clerk for Hawaii Representative Virginia Isbell, Chair of the Housing Committee
 - Prepared for committee meetings, scheduled hearings, and tracked bills, filed notices, monitored deadlines, researched, and assisted in drafting bills
- 1990-1994 Hawaii A+ Certified Site Coordinator

- French teacher, Group Leader, then Site Coordinator of a Hawaii Department of Education after school program with 125 children

Instructor of Record, Kent State University

2014	ECED 40142 Home, School and Community Partnerships in Diverse Contexts, Guest Lecturer
2014	ECED 30164 Preschool Education, Guest Lecturer presenting Multicultural Education Lesson
2014-2015	ECED 30164 Preschool Education
2014-2015	ECED 40142 Home, School and Community Partnerships in Diverse Contexts
2015	ECED 60151 Sociomoral Environments in Early Childhood Education, Guest Lecturer
2015	ECED 30164 Preschool Education, Guest Lecturer presenting Montessori Lessons
2015-2016	US 10097 First Year Experience
2015-2016	ECED 30142 Partnerships and Guidance
2017	ECED 40123/50123 Critical Inquiry into Integrated Curriculum
2017	ECED 40165 Integrated Application of Preschool Curriculum

Professional Development Instructor, Hawai'i Department of Education

2017-2021	Multi-tiered Systems of Support Overview Family Engagement for Parent Community Network Centers Family Engagement for English Language Coordinators Family Engagement for Title 1 Linkers Family Engagement for Title 1 Coordinators Family Engagement in Early Childhood Education Engaging Families Virtually LGBTQ+ Awareness Staff and Faculty Training Homeless Awareness Staff and Faculty Training Qualitative Data Collection and Analysis Assessment in Early Childhood Education Inclusive Practices for Staff and Faculty Co-Teaching in the Classroom Universal Design for Learning The Project Approach in Early Childhood Education Anti-Bias Education Drama, Storytelling, Music, Movement in Early Childhood Education Learning Through Play - The How and Why The Secrets to Successful Circle Time Playful Literacy in Early Childhood Classrooms Creating Engaging Invitations to Learning Designing an Environment for Learning Conflict Resolution in Early Childhood Education Classrooms Social Emotional Learning with Young Children
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Professional Service

2014	Assisted in writing an awarded Workshop Grant Proposal from KSU
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- 2014 University Teaching Council for the KSU Child Development Center
Planning committee for STEAM summer camp for KSU Child
Development Center
- 2014 Planning Committee for KSU Child Development Center Visitation
Day
- 2014 Planning Committee for KSU Child Development Center auction and
fundraiser
- 2014 Aligned activities/assessments with Ohio Standards for Step Up to
Quality certification for the KSU Child Development Center
- 2014 Faculty supervisor for undergraduate trip to Toronto, Canada to observe
IB/PYP schools
- 2014 Observed, facilitated social skill groups and provided data and
reflections for Dr. Janice Kroeger's Bridge to Kindergarten program in
schools in Akron, Ohio
- 2015 edTPA (Teacher Performance Assessment) scorer
- 2015 Assisted in creating the Montessori Curriculum in a Cupboard for the
Early Childhood Education Department
- 2015 Created an instructional video for the Montessori Curriculum for KSU
- 2015 Block III Preservice Teacher Supervisor/Coordinator
- 2016 IB Symposium Committee Member planning for 2016 international
conference at Kent State University
- 2018 WASC Visiting Committee Member
- 2021 Chair WASC Visiting Committee
- 2020-2021 Member Hawaii DOE Trauma Grant Committee
- 2020-2021 Hawaii Statewide Family Engagement Partner
- 2020-2021 Chair Hawaii Family Resource Center Advisory Board
- 2020-2021 Member Hawaii National Governors Association Learning Cohort

Book Reviews

- 2019 O'Dell, K. , Souto-Manning, M. (2013). *Multicultural
teaching in the early childhood classroom: Approaches, strategies and
tools*. In *Contemporary Issues in Early Childhood Education*. Online
Journal, Australia.

Presentations

- 2015 The IBPYP Journey, Poster Presentation, University Education,
Health and Human Services Gallery, Kent State University
- 2016 The Journey to International Mindedness, International Baccalaureate
Educators Conference, Kent State University
- White Girls Go Global: Becoming International, Reconceptualizing
Early Childhood Education International Conference, Taopo, New
Zealand
- 2017 International Mindedness through IBPYP Certification, American
Educational Research Association Annual Conference, Washington,
DC.

- 2017 Reflections on the Early Childhood Preservice Teacher's Journey to International Mindedness. UTC Conference Poster Presentation, Kent State University
- 2019 The Journey Towards Equity in Family Engagement, Schools of the Future Conference, Honolulu Hawaii
- 2020 Parenting During the Pandemic, Ohana Engagement Conference
- 2020 Family Resource Centers, Ohana Engagement Conferences
- 2021 Pac Rim Conference: A Journey Towards Equity in Family Engagement
- 2021 National Family Support Network National Briefing - School Based Family Resource Centers
- 2021 National Governors Association National Meeting - Hawaii's Family Resource Centers
- 2021 Hawai'i Children's Trust Fund - Family Resource Centers

Editorial Work

- 2015-2021 Journal of Family Diversity, Reviewer
- 2015-2021 Sage, Open Reviewer

Professional Organizations

- 2015-2021 Association for Childhood Education International, Member
- 2015-2021 National Association of Early Childhood Teacher Educators, Member
- 2015-2021 National Association for the Education of Young Children, Member
- 2015-2021 National Association of Multicultural Education, Member
- 2015-2021 Reconceptualizing Early Childhood Education, Member
- 2015-2021 American Educational Research Association, Member
- 2018-2021 Association for Supervision and Curriculum Development

Community Leadership

- 2007 Graduate of Leadership Hudson
- 2007 Business Woman of the Year Hudson, Ohio
- 2008 President Hudson Rotary
- 2008-2021 Member Rotary International and Paul Harris Fellow
- 2019-2020 District Coordinator, Rotary International Convention 2020
- 2019-2021 Member Kailua United Methodist Church Parish Staff Relations
- 2020-2021 Lead, Hawai'i State 'Ohana Family Support Network

Polly Webber Quigley, PhD

CAREER EXPERIENCE

District Educational Specialist - August 2021 - present

Hawaii Department of Education, Hilo-Waiakea Complex Area

- Serve as the complex area lead to ensure timely communication between the state office and schools, including providing feedback to the state office and disseminate information and materials to schools
- Support principals' efforts and build capacity at schools for implementation. Gather and analyze data and evidence on school implementation to support district initiatives
- Provide differentiated support among schools.
- Provide quality professional development to support Evidence Based Practices and sustainability.
- Facilitate Professional Learning Communities and support peer knowledge sharing opportunities

Educational Specialist/Trainer - July 2016 - August 2021

Hawaii Department of Education - Office of Strategy Innovation and Performance, Community Engagement Branch

- Deliver Professional Development training and guidance to Hawai'i School Community Councils;
- Manage programs including: School Community Councils, Federal Title I funding for - Parent Engagement and a Federal Grant (state liaison between Hawai'i Department of Education and the University of Hawai'i);
- Engage with statewide community partners and educational stakeholders.
- Solicit proposals for projects

Technology Coordinator/Career and Technical Education Teacher - Aug 2004 - May 2016 (12 years)

Hawai'i Department of Education - Kalaheo High School, Kailua, Hawaii

- Provided technical support and training to Educators, staff and students;
- Maintained technology equipment;
- Managed one to one device program for students;
- Trained staff, students and educators on Google Apps for Education and other Department wide educational software programs and applications;
- Taught courses in Networking/Digital Media;
- Supervised technical support staff.

Adult Education Online Instructor - September 2009 – November 2015 (6 years)

Hawai'i Department of Education - Windward Community School for Adults

- Provided support and guidance to adult learners enrolled in Web-based courses (all content areas).

Information Technology Specialist - Sept 2011 – Dec 2011

University of Hawai'i at Manoa, College of Education - Technology and Distance Programs

- Provided technical support to Faculty within the College of Education (while personally on sabbatical from Department of Education position);
- Managed University Computer lab.

Educational Technology Consultant for Higher Education July 2010 – June 2011

CIM Technology Solutions - Sales Representative

English as a Second Language Instructor - Fargo Public Schools Sept 2003 -May 2004

West Fargo, North Dakota - K-12 ESL students

Alumni Relations - Assistant Director August 2001 – May 2002

Embry-Riddle Aeronautical University - Office of Institutional Advancement

EDUCATION**Ph.D - Educational Technology**

University of Hawaii Manoa - May 2015

M.Ed - Educational Technology

University of Hawaii Manoa - May 2008

Teacher Certification - Computer Education - Secondary grades 7-12

Brigham Young University Hawai'i - December 2006

Teaching and Learning with Technology

Minnesota State University, Moorhead, MN - June 2003 – May 2004

Bachelor of Science (B.S.) - Aerospace Studies/Computer Programming (minor)

Embry-Riddle Aeronautical University, Prescott, Arizona - May 2000

Bachelor of Arts (B.A.) in Environmental Studies

Prescott College, Prescott, AZ - May 1991

Licenses/Certification

- ★ State of Hawai'i Teacher Certification - Computer Education Grades 7-12
- ★ Modern Classroom Certified Trainer
- ★ Highly Qualified – Science

Professional Affiliations

- National Association for Family, School and Community Engagement (<https://nafsce.org/>);
- Hawaii Education Research Network (<https://coe.hawaii.edu/hern/member/polly-quigley/>);
- Hawai'i Statewide Family & Community Engagement Center (<https://cds.coe.hawaii.edu/hfec/>).

Professional Presentations

- Hawai'i New Principal Academy (2021);
- Hawai'i Department of Education -Literacy Grant Applicants (2020);
- National Family and Community Engagement Conference, Cleveland, OH (2019);
- Hawai'i Educational Leadership Institute (2018).

References

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- Bolivar, J.M. & Chrispeels, J.H. (2011). Enhancing parent leadership through building social and intellectual capacity. *American Educational Research Journal*, 48(1), 4-38.
- Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press
- Bryk, A.S. & Schneider, B. (2002). *Trust in school: A core resource for improvement*. Russell Sage Foundation.
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- ExpandedEDSchools (2022). The learning gap. <https://www.expandedschools.org/the-learning-gap#sthash.MO6PZWVE.dpbs>
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- González, N., Moll, L., & Amanti, C. (Eds). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Lawrence Erlbaum Associates.
- Hawaii Appleseed Center. (2011). The case for justice for Micronesians in Hawaii (Policy brief). http://www.hicore.org/media/assets/COFA_Report.pdf
- Hawaii Advisory Committee (2019). *Micronesians in Hawaii: Migrant group faces barriers to equal opportunity*. A report of Hawaii Advisory Committee to the U.S. Commission on Civil Rights. <https://www.usccr.gov/files/pubs/2019/08-13-Hawaii-Micronesian-Report.pdf>
- Hawaii Advisory Committee (2021). *COVID-19 and Pacific Islander Communities in Hawaii*. A report of Hawaii Advisory Committee to the U.S. Commission on Civil Rights. <https://www.usccr.gov/files/pubs/2019/08-13-Hawaii-Micronesian-Report.pdf>
- Hawaii Department of Education (2015). *Nā Hopena A 'o Statements: HĀ: Breath Handout*. <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>
- Hawaii Department of Education (2021a). *2020-2021 STRIVE HI Performance System*. Hawaii Department of Education. <https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPeformanceSystem/Pages/2020-21-results.aspx>
- Hawaii Department of Education (2021b). *Hawaii DOE Return to Learn - Board of Education metrics reporting*. <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/>

[Return-to-Learn---Metrics.aspx](#)

Hawaii Department of Education (2021c). *Elementary & Secondary School Emergency Relief Fund educational plan & fiscal plan.*

<https://www.hawaiipublicschools.org/DOE%20Forms/ESSER-EducationalPlan.pdf>

Hawaii Department of Education (2021d). *Hawaii DOE Strategic Plan dynamic report.*

<https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-1.aspx>

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family school partnerships.* The New Press

Heppen, J.B., Kurki, A., & Brown, S. (2020). *Can texting parents improve attendance in elementary school? A test of an adaptive messaging strategy* (NCEE 2020–006). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ies.ed.gov/ncee/pubs/2020006/>

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Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>

Hoover-Dempsey, K.V., Walker, J.M.T., Sandler H.M., Whetsel D., Green, C.L., Wilkins, A.S., & Closson, K. (2005). "Why do parents become involved? Research findings and implications." *The Elementary School Journal*, 106(2), 105-130.

<https://doi:10.1086/499194>

Klugman, J., Gordon, M.F., Sebring, P.E., & Sporte, S.E. (2015). *A first look at the 5Essentials*

- in Illinois schools. Research Report.* University of Chicago Consortium on Chicago School Research. <https://consortium.uchicago.edu/publications/first-look-5essentials-illinois-schools>
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- Kosanovich, M., Lee, L., & Foorman, B. (2020b). *A first-grade teacher's guide to supporting family involvement in foundational reading skills* (REL 2021-042). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021042.pdf
- Kosanovich, M., Lee, L., & Foorman, B. (2021a). *A second-grade teacher's guide to supporting family involvement in foundational reading skills* (REL 2021-053). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2021053.pdf
- Kosanovich, M., Lee, L., & Foorman, B. (2021b). *A third-grade teacher's guide to supporting family involvement in foundational reading skills* (REL 2021-086). National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2021086.pdf
- Kurki, A., Heppen, J., & Brown, S. (2021). *How to text message parents to reduce chronic absence using an evidence-based approach* (NCEE 2022-001). U.S. Department of

- Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ies.ed.gov/ncee/pubs/2022001/pdf/2022001.pdf>
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- Mapp, K. L. & Bergman, E. (2021). *Embracing a new normal: Toward a more liberatory approach to family engagement*. https://media.carnegie.org/filer_public/f6/04/f604e672-1d4b-4dc3-903d-3b619a00cd01/fe_report_fin.pdf
- Mosle, A. & Sims, M. (2021). *State of the field: Two-generation approaches to family wellbeing*. The Aspen Institute. <https://ascend-resources.aspeninstitute.org/resources/state-of-the-field-two-generation-approaches-to-family-well-being/>
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https://ies.ed.gov/ncee/rel/regions/midatlantic/pdf/REL_2017252.pdf

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:	DATE:06/09/2021
ORGANIZATION:	FILING REF.: The preceding
University of Hawaii	agreement was dated
2440 Campus Road	06/09/2020
Box 368	
Honolulu, HI 96822	

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2019	41.50	On-Campus	Organized Res.
PRED.	07/01/2019	06/30/2020	43.00	On-Campus	Organized Res.
PRED.	07/01/2020	06/30/2021	44.50	On-Campus	Organized Res.
PRED.	07/01/2021	06/30/2022	45.00	On-Campus	Organized Res.
PRED.	07/01/2022	06/30/2023	45.50	On-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	24.00	Off-Campus	Organized Res.
PRED.	07/01/2019	06/30/2023	26.00	Off-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	40.00	On-Campus	Instruction
PRED.	07/01/2019	06/30/2023	45.00	On-Campus	Instruction
PRED.	07/01/2017	06/30/2023	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2019	32.00	On-Campus	Other Sponsored Act
PRED.	07/01/2019	06/30/2023	36.50	On-Campus	Other Sponsored Act
PRED.	07/01/2017	06/30/2023	26.00	Off-Campus	Other Sponsored Act
PRED.	07/01/2017	06/30/2019	3.30	(A)	Direct Projects
PRED.	07/01/2019	06/30/2023	3.10	(A)	Direct Projects
PRED.	07/01/2017	06/30/2019	6.60	(B)	(C)

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2021

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2019	06/30/2023	8.00	(B)	(C)
PRED.	07/01/2017	06/30/2019	54.00	(D)	Organized Res.
PRED.	07/01/2019	06/30/2020	55.00	(D)	Organized Res.
PRED.	07/01/2020	06/30/2021	55.50	(D)	Organized Res.
PRED.	07/01/2021	06/30/2022	56.00	(D)	Organized Res.
PRED.	07/01/2022	06/30/2023	56.50	(D)	Organized Res.
PRED.	07/01/2018	06/30/2019	4.30	Off-Campus	(E)
PRED.	07/01/2019	06/30/2023	1.80	Off-Campus	(E)
PRED.	07/01/2017	06/30/2023	9.00	Off-Campus	(F)
PROV.	07/01/2023	Until Amended		(G)	

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first [REDACTED] of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of [REDACTED]. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2021

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2021	6/30/2022	0.75 (1)		UH (A)
FIXED	7/1/2021	6/30/2022	0.80 (1)		UH (B)
FIXED	7/1/2021	6/30/2022	1.49 (1)		UH (C)
FIXED	7/1/2021	6/30/2022	1.25 (2)		RCUH (A)
FIXED	7/1/2021	6/30/2022	1.86 (2)		RCUH (B)
FIXED	7/1/2021	6/30/2022	2.19 (2)		RCUH (C)

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and Wages.

(1) University of Hawaii (UH)

(2) Research Corporation of the University of Hawaii (RCUH)

UH (A) Student Employees (including Graduate Assistants)

UH (B) Faculty, Staff, not eligible for vacation

UH (C) Faculty and Staff, eligible for vacation

RCUH (A) Regular Status Employees, less than 50% FTE and all other non-Regular status employees

RCUH (B) Regular Status Employees, 50% FTE or greater but less than 13 months of services

RCUH (C) Employee, 50% FTE or greater and 13 months or more of service

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2021

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below.

UNIVERSITY OF HAWAII (UH) (1):

UH Fringe Benefit Rates: UNEMPLOYMENT, WORKER'S COMPENSATION, AND TERMINAL VACATION PAYOUT RESERVE.

STATE OF HAWAII Fringe Benefit Rates: FICA, PENSION ACCUMULATION, PENSION ADMINISTRATION, RETIREE HEALTH INSURANCE, OTHER POST-EMPLOYMENT BENEFITS.

The following fringe benefits are specifically identified to each UH employee and are charged individually as direct costs: HEALTH INSURANCE AND GROUP LIFE INSURANCE.

RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) (2):

RCUH Fringe Benefit Rates: UNEMPLOYMENT, TERMINAL UNUSED SICK LEAVE PARTIAL PAYOUT RESERVE, AND TERMINAL VACATION PAYOUT RESERVE.

The following fringe benefits are specifically identified to each RCUH employee and are charged individually as direct costs: FICA, HEALTH INSURANCE (MEDICAL AND DENTAL), FLEXIBLE SPENDING ACCOUNT (FSA), RETIREMENT, GROUP LIFE INSURANCE, LONG TERM DISABILITY, LONG TERM CARE, WORKERS COMPENSATION.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which either rent is directly allocated to the project(s), or activities are conducted in third party space rent free, the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate according to location and purpose. In the case that one rate is required by the sponsor, if more than 50% of a project is performed off-site, the off-site rate will apply.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2021

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of [REDACTED] or more per unit.

This rate agreement updates the fringe benefits only.

NEXT PROPOSAL DUE DATE

An indirect cost proposal based on actual costs for FYE 06/30/22 is due by 12/31/22 and fringe benefit proposal based on actual costs for FYE 06/30/21 is due by 12/31/21.

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

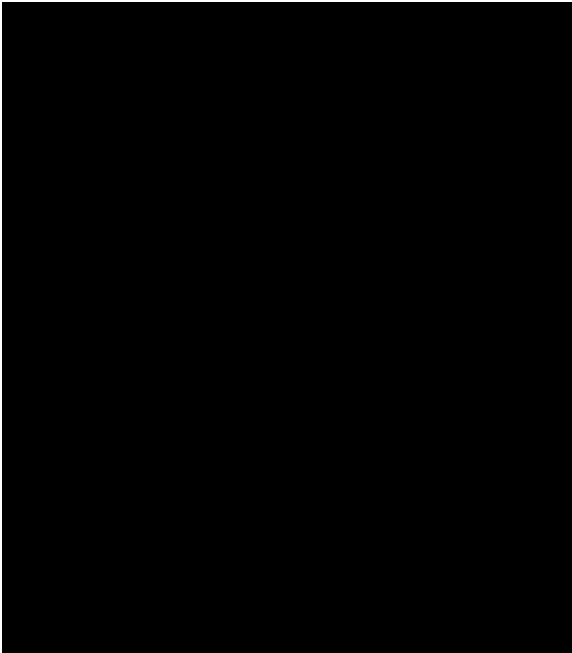
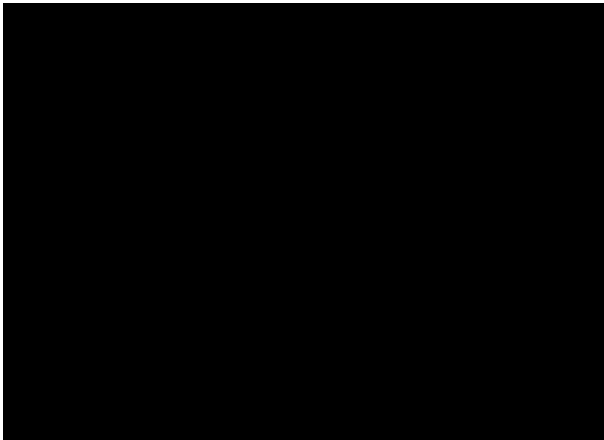
If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Hawaii

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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[View Optional Budget Narrative](#)

Hawaii Family Engagement Center II (HFEC II) 10/1/2022 - 9/30/2027

Budget Categories	Salary	FTE YRS 1	FTE YRS 2-4	FTE YRS 5	Year 1 Federal	Year 2 Federal	Year 2 Non-Federal	Year 3 Federal	Year 3 Non-Federal	Year 4 Federal	Year 4 Non-Federal	Year 5 Federal	Year 5 Non-Federal	Total Federal	Total Non-Federal
Faculty & Staff Personnel															
1. Chuan Chinn, Principal Investigator (Key Personnel)															
2. Hye-Jin Park, Co-PI (Key Personnel)															
3. Kiriko Takahashi, Co-PI (non-federal) (Key Personnel)															
4. TBH, Training / TA Coordinator (Key Personnel)															
5. Lisa Eng, Project Manager															
6. Caryl Hitchcock, Evidence-Based Literacy and FE Specialist (Key Personnel)															
7. Andrea Alexander, FE and Equity Trainer and Partnership Coordinator (Key Personnel, RCUH)															
8. Nicole Schlaack, Evaluation Manager (Key Personnel)															
9. Lauren Ho, Website Coordinator															
10. Graduate Assistants															
11. TBH - Administrative Assistant															
12. TBD - Family Engagement Pre & In-Service Course Consultant (overload, faculty)															
Subtotal Salaries															
Fringe Benefits															
UH Faculty / Staff @ 52.85% (1-2,4-6,8-9, 11)															
UH Faculty Overload @ 2.25% (12)															
GA @ 14.2% (10)															
RCUH Regular Hire 100% FTE @ 37.16% (7)															
UH Contributed @ 53% (3)															
Subtotal Fringe															
Total Salaries/Fringe															
Travel															
Annual PD meeting in DC															
Inter-Island Travel & Mileage															
PD/Conferences for Dissemination on FE															
Total Travel															
Materials & Supplies															
Supplies - computers, subscriptions, office supplies, etc.															
Marketing Tools															
Training/Learning Manuals															
NAFSCE Membership															
Karen Mapp Harvard edX online learning certification fees															
Total Materials & Supplies															

Budget Categories	Salary	FTE YRS 1	FTE YRS 2-4	FTE YRS 5	Year 1 Federal	Year 2 Federal	Year 2 Non-Federal	Year 3 Federal	Year 3 Non-Federal	Year 4 Federal	Year 4 Non-Federal	Year 5 Federal	Year 5 Non-Federal	Total Federal	Total Non-Federal
Contractual															
Family Engagement in Education experts - Karen Mapp															
WestEd APTT															
Parents and Children Together (serving Micronesia families)															
INPEACE (serving Native Hawaiian families)															
HFAA (serving youth in juvenile justice system / homeless / foster care)															
NAFSCE (Reframing FE Training, policy research, EB research)															
Leadership in Disabilities and Achievement of Hawaii (Hawaii State PTI) (contractual)															
PREL															
Translation Services															
External Evaluator															
Total Contractual															
Other Direct Costs															
Communications															
Meeting/Conference costs															
Family and educator training costs / fees															
Parent tuitions for participation in training															
Parent support for serving on AC															
Parent participation in project evaluation activities															
Duplication / Printing															
Reasonable accommodations															
SEA (HI Dept of Education) Non-Federal Match															
Total Other Direct Costs															
Total Direct Costs															
Modified Total Direct Costs (MTDC)															
Total Indirect Costs - Off Campus Other Sponsored Activities															
Total Costs															

Hawaii Family Engagement Center II (HFEC II)
October 1, 2022 – September 30, 2027
BUDGET JUSTIFICATION

PERSONNEL:

1. Principal Investigator, Chuan Chinn, Ph.D. (0.50 FTE Year 1, 0.45 FTE Years 2-4, 0.40 FTE Year 5). As Investigator, Dr. Chinn will: (1) ensure successful completion of all stated project tasks within stated timelines and budget; (2) provide oversight with all fiscal and personnel matters; (3) develop a plan for sustainability based on stakeholder input; (4) direct in all grant activities; (5) establish and maintain collaborative relations between LEAs and CBOs; and (6) ensure all reports, presentations and articles have been vetted and submitted in a timely manner. Dr. Chinn is the current PI of HFEC funded in FY 2018 through FY 2023. She is also the PI for the Jobs Now Partnership project funded by Administration of Community Living and has a strong partnership with state agencies and community-based programs that engage families of students with special needs in service provisions.

2. Co-Principal Investigator, Hye-Jin Park, Ph.D. (0.05 FTE Year 1, 0.03 FTE Years 2-5). Dr. Park is the Research and Evaluation Coordinator of CDS overseeing 45 projects and contracts. She is also the current PI/Co-PI of five US DOE funded projects (Project Hōkūlani, Project Hōkūlani Hui, Project TEAMS, Project BEAM, Ka Pilina No‘eau II) and PI of a state contract with DOH. In addition, she has evaluated 24 federally funded projects from various funding agencies and has served on the University of Hawaii Institutional Review Board. Dr. Park will assist the PI in overseeing the research and evaluation of this proposed project, including UH IRB, HI DOE data sharing agreement, and collaboration with other CDS projects.

3. Co-Principal Investigator, Kiriko Takahashi, Ph.D. (Contributed Non-Federal 0.105 FTE Years 2-5). As Director of the CDS her 1.00 FTE is paid by general fund of the State of Hawaii funds. She will devote her time to promote interactions between the College of Education, CDS, SEA/LEA, agencies and CBOs. Dr. Takahashi has been appointed by the Governor to serve on the Hawaii State Developmental Disabilities Council.

4. TBH, Training and TA Coordinator, (0.55 FTE Year 1, 1.0 FTE Years 2-5). This position will work with PI to coordinate and lead HFEC II training and technical assistance activities with HI DOE at the state, regional, and school level for all sites and with community organizations. The Training and TA Coordinator will lead three 2-year and one 1-year Family Engagement School Cohorts through the ElevatED training series, technical assistance, and implementation support to build school staff capacity for effective family, school and community partnerships. This position is in the process of being filled, with minimum requirements: 1) Master's Degree in

Education, Social Work, Psychology or related field, with emphasis on working with families who are disadvantaged, who have children with disabilities, and who have English as a second language; 2) 2 years of experience working with populations described above; 3) 1 year experience working on a large-scale statewide multi-faceted grant-funded project and coordinating multiple stakeholder groups; 4) 1 year experience planning and coordinating large scale events in an academic setting; and 5) 1 year experience managing multiple simultaneous project tasks.

5. Project Manager, Lisa-Marie Eng, PMP (0.50 FTE Year 1; 1.0 FTE Years 2-5). Ms. Eng is the current Project Manager for HFEC. She will assist Project PI and Co-PIs to manage scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholder management according to the project management plan. Ms. Eng has a BBA degree in accounting, a BA in Psychology, and is a certified Project Management Professional. As a certified financial literacy and Disability Benefits Planning professional, Ms. Eng will also lead the development of financial literacy training products.

6. Evidenced- Based Literacy Practices and Family Engagement Specialist, Caryl Hitchcock, Ph.D. (0.25 FTE Years 1-4, 0.20 FTE Year 5). Dr. Hitchcock is an Associate Professor at the University of Hawai‘i at Mānoa and Curriculum Developer for Hawaii Statewide Family Engagement Center. She is a co-author of the PDE 3 course for K-3 in-service teachers on *Family Engagement: The link to Learning*. She would take the lead in (1) developing a similar course for middle and high school teachers to address the changing developmental needs of this age group, (2) conducting the two PDE3 courses annually from years 2 to 5, and (3) developing an evidence-based literacy activities for parent engagement to support HIDEOE family outreach. She has 25 years of experience in education, including work as a school psychologist with HIDEOE, and she currently works with Project Hookui IV and develops curriculum/training for Native Hawaiian families to mentor their high school age students in Early College classes. She has earned two FE training certificates from the Harvard School of Graduate Education through programs designed and led by Dr. Karen Mapp.

7. Family Engagement and Equity Trainer and Project Partnership Coordinator, Andrea Alexander (0.70 FTE Year 1; 1.0 FTE Years 2-5). Ms. Alexander is the current Family, School, and Community Liaison for HFEC. With the Training and TA Coordinator, Ms. Alexander will lead the Family Engagement School Cohorts through the ElevatED training series, technical assistance, and implementation support to build school staff capacity for effective family-school partnership. This position will also coordinate HFEC collaborations with leading local education organizations including HIDEOE, CBOs, foundations, businesses, and family groups invested in supporting partnerships between families and schools.

8. Evaluation Manager, Nicole Schlaack, Ph.D. (0.50 FTE Year 1; 1.0 FTE Years 2-5). Dr. Schlaack will serve as an internal evaluation data manager/coordinator of the project and work

closely with the PI, Co-PI, and external evaluator to evaluate the process, progress, and impacts of the project and promptly utilize the evaluation findings to improve project quality and accountability.

9. Graphic Design and Website Coordinator, Lauren Lum Ho, MEd, MSW (0.10 FTE Years 1-5). Ms. Ho is the current website master for HFEC and Coordinator for Instructional Design and Websites for all CDS projects. She will support HFEC on expanding website resources and sustaining many of our training through building online learning systems. Ms. Ho is an instructional designer with an emphasis on course creation, curriculum development, and design and development of online systems (websites, learning management systems, etc.). Her focus for instructional design includes developing and fostering effective, meaningful online learning environments to support learner critical thinking, creativity, and collaboration.

10. Graduate Assistants. Two and a half or an overload Graduate Assistants will be hired in Year 1 and two Graduate Assistant in Years 2-5. The GAs assist with expanding website resources, quarterly newsletter, logistics for meetings, and supporting training and dissemination activities as directed by the Coordinators. The GAs will also assist with data collection and preliminary analysis as directed by the Evaluator.

11. Administrative Assistant, TBD (0.40 FTE Years 1-5). The Administrative Assistant will support the PI, Co-PIs, human resources specialist, administrative officer, and the fiscal officer with the processing of fiscal, administrative and personnel paperwork.

12. Family Engagement Pre & In-Service Course Consultant (Year 1 overload, TBH faculty). Access to College of Education faculty expertise in supporting the development of Family Engagement PDE3 courses.

FRINGE BENEFITS:



The University of Hawaii faculty and staff fringe benefit rate is currently estimated to be 52.85%. Faculty and staff overload fringe rate is at 2.25%. RCUH Regular Hire 100% FTE is 37.16%. The GA fringe benefit rate is estimated to be 14.2%. The fringe benefit rate for cost-sharing employees is 53%. The faculty and staff rate includes FICA at 6.20%, Medicare at 1.45%, Worker’s Compensation at 0.75%, Unemployment insurance at 0.05%, Terminal Vacation Fringe at 0.69%. Pension accumulation at 24%, Pension Administration at 0.05%, and Retiree Health at 11.07%.

TRAVEL:

Travel to the Annual Project Directors’ meeting in Washington DC has been budgeted for two personnel (PI, Co-PI or evaluator) in Years 1 to 5. The airfare is based on the lowest economy fare to Washington, DC, federally approved per diem rates, and ground transportation cost. Due to distance, additional time is required to complete the round trip from Honolulu.

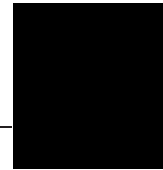
Below is an example of estimated travel costs per trip. The airfare is based on the lowest economy fare to Washington, DC, federally approved per diem rates, and ground transportation cost. Due to distance, additional time is required to complete the round trip from Honolulu.

Example: Washington DC, Annual Project Director’s Meeting

Airfare

Per Diem

Ground Transportation



Inter-island travel has been budgeted at 23 1-day trips or equivalent 2-day trips for Year 1, and 17 one-day trips or equivalent 2-day trips in Years 2-5 including five trips per year for parent advisory committee (AC) members to attend one quarterly in-person AC meeting on Oahu. Local mileage is budgeted for [redacted] for year 1 and [redacted] for years 2-5. Project staff will also be required to travel throughout O’ahu Island for meetings with project partners. They will be reimbursed for mileage at the federal allowable rate of [redacted] per mile.

Example: 1-day Honolulu to Kauai for Training

Airfare

Per Diem (\$20 x 1 days)

Ground Transportation



Example: 2-day Honolulu to Kauai for Training

Airfare

Per Diem (\$302 x 2 days)

Ground Transportation

PD/Conferences for Project Dissemination for staff is budgeted for a 4-member core team to attend Dr. Mapp’s Summer Institute on Family Engagement in Education in year 1, 1 member

to attend/present at one conference (e.g., IEL, NAFSCE, NCFL conferences) in years 2 and 4, and 2 members to attend/present at one conference in year 5.

MATERIALS & SUPPLIES:

Funds for annual subscriptions of Canva, Visme, Mailchimp, SurveyMonkey, NearPod, Hotspots, WordPress Plugins and laptops and/or tablets, LCD projector, postage and basic office supplies are budgeted to maintain office services and program operations. Funds will also cover learning manuals, NAFSCE organizational level membership, and Harvard edX Family Engagement in Education online certifications. Materials such as binders, paper, markers, chart paper, legal pads, pens, stationery, and reference texts, etc. are needed. Funds will also be used for assistive technology, i.e., FM system for individuals with hearing impairments.

CONTRACTUAL SERVICES:

1. **Dr. Mapp or Other FE Experts** [REDACTED]
 [REDACTED] To be selected by HI DOE, these experts will provide annual parent engagement training to self-advocates and families, school administrators, educators, COE students. These training events will be aligned with the CDS hosted Pacific Rim International Conference for Disability and Diversity. This conference attracts about 900 attendees—including self-advocates, professionals, educators, students—from Hawaii, the Pacific Basin and countries world-wide.
2. **WestEd Academic Parent Teacher Teams (APTT).** [REDACTED]
 HFEC II will implement a two year APTT train-the-trainer model in three schools (two elementary and one middle school) who demonstrate readiness following the West Ed guidelines and evaluation survey in Years 1-2. WestEd will provide access to all their training and evaluation materials in Year 3 for use by the 6 new Hawaii trainers to build sustainability. APTT is an evidence-based FE model developed by Dr. Maria Paredes of WestEd to strengthen teacher-family relationships by focusing on student academic growth and achievement. This model has been adopted by over 2,000 schools in 26 states and has been the subject of multiple studies asserting the positive outcomes for students, families, and schools.
3. **Parents And Children Together** [REDACTED] Provides Micronesians communities with training, language translation, and community support to successfully transition to the U.S.

4. **Institute for Native Pacific Education and Culture (INPEACE)** [REDACTED]
[REDACTED] Empowers Native Hawaiian communities with training that promotes intergenerational early childhood education, supports parents as teachers, enhances cultural development and growth, and prepares individuals for the workforce.
5. **Hawaii Families As Alliance (HFAA)** [REDACTED] HFAA is the Hawaii state chapter of the National Federation of Families for Children’s Mental Health and is managed and staffed by parents of children with disabilities or parents with students in the juvenile judicial system. The entire team are Certified Parent Support Providers. HFAA will provide training, individualized peer support and mentoring for families focused on parent leadership in systems.
6. **National Association for Family School Community Engagement (NAFSCE)** [REDACTED]
[REDACTED] NAFSCE’s mission is to advance high impact policies and practices for family, school, and community engagement to promote child development and improve student achievement. NAFSCE has successfully provided training and TA to other SFECs and will be contracted to provide Reframing Family Engagement Training in year 1, and support select training initiatives of HFEC II in years 2-5.
7. **Leadership in Disabilities and Achievement of Hawaii (LDAH)** [REDACTED]
[REDACTED] Founded in 1968 by parents of children with disabilities, LDAH is Hawaii’s only Parent Training and Information Center, with its services extending to other Pacific Islands through partnerships with local family organizations. It is a 501(c)3 nonprofit working to support and educate parents, families and professionals to meet the needs of children and youth (ages birth through 26) with any disability, with free advocacy assistance among its services valued by families. With additional funding from HFEC, LDAH will expand its training activities providing parents with the attitudes, skills, and knowledge needed to advocate for their students – to effectively participate in IEP and other service planning meetings and to collaborate with educators to coordinate support across the school and home settings. LDAH will also conduct IDEA trainings for CBOs who also serve students with disabilities in their programs.
8. **Pacific Resources for Education and Learning (PREL)** [REDACTED]
[REDACTED] The project will collaborate with PREL to provide statewide quarterly webinars on Supporting Pacific Islander Students and Families on an annual basis to educators and CBO professionals. PREL will also work with schools with a high concentration of Pacific Islander students and faith-based organizations in the community to bridge the communication gap. PREL is an independent, nonprofit organization with staff in Hawai‘i, American Sāmoa, the Commonwealth of the Northern Mariana Islands, Guam, the Republic of the Marshall Islands, the Republic of Palau, and the Federated States of Micronesia. With an asset-driven and highly customized approach to education, PREL brings a wealth of expertise in bilingual education, career and technical education, early childhood education, educational equity,

literacy, mathematics, science, standards and assessment, and teacher and leadership development. PREL’S work centers respect for local cultures, enhancement of local capacities and engendering greater sustainability in policies and practices.

9. Translation / Interpreting Services [REDACTED]

[REDACTED] Translation services will be required for accessibility of all participants. Translation of key HFEC products for families will be translated in Hawaii’s top 5 languages (Ilocano, Chuukese, Marshallese, Spanish) along with Hawaiian.

10. External Evaluator: Steven Sheldon, Ph.D. [REDACTED]

[REDACTED] Dr. Sheldon will provide evaluation for key HFEC program components. Dr. Sheldon is an Associate Professor at the Johns Hopkins University School of Education and Assistant Director with the Center on School, Family, and Community Partnerships. He has been involved as an evaluator, researcher, and scholar in the field of family and community engagement for over 20 years working to expand the base of empirical evidence on this topic. He serves as the external evaluator for the currently funded HFEC, the Statewide Family Engagement Center serving Maryland and Pennsylvania, and numerous other family engagement programs including the National Network of Partnership Schools, home visits, and community schools initiatives. He is the author of numerous research articles and books about school, family, and community partnerships including the *Wiley Handbook on Family, School, and Community Relationships in Education* (with Tammy Turner-Vorbeck).

OTHER:

1. Communications [REDACTED]

This covers the annual cost of supporting teleconferences.

2. Meeting / Conference Costs [REDACTED]

[REDACTED] These funds support room rental, audio/visual equipment & support, refreshments for 1 in-person AC meeting [REDACTED] and 1 HFEC team strategic planning meeting [REDACTED] annually, and 1 in-person annual symposium with Dr. Mapp in Years 3 and 5 [REDACTED]. The funds will also support the annual PacRim Conference on Disability and Diversity registrations of 4 staff members and 2 GAs and 4 registrations of Dr. Mapp’s Summer Institute in year 1 and 1 conference registration in years 2 to 4 and 2 conference registrations in year 5.

3. Family and educator training costs [REDACTED]

[REDACTED] HFEC will provide [REDACTED] for each FE cohort school to implement FE activities proposed in its FE budget plan and [REDACTED] to each comparison cohort school for books and other materials, which will be [REDACTED] cohort 1, [REDACTED] cohort 2 and its

comparison schools, [REDACTED] cohort 3 and its comparison schools, and [REDACTED] to cohort 4. HFEC will also provide the NFSN’s Standards for Strengthening Families and Supports training at [REDACTED] per training and Parent Advisory Council Strengthening training at [REDACTED] per training.

4. Parent tuition for participation in training [REDACTED] These funds are requested to support tuition needs for parents/family members to seek continuing education and workforce development. HFEC will work with school-based Family Resource Centers and PACT on their referrals for parents to take high school equivalency program, EL classes, and or Workforce Development programs.

5. Parent support for serving on AC [REDACTED] HFEC will provide compensation to parents who serve on our AC at [REDACTED] per meeting and four meetings a year.

6. Parent participation in project evaluation activities [REDACTED] key stakeholder participation in the many data collection initiatives proposed to occur under the award for project success purposes or specifically for a rigorous evaluation need.

7. Duplication/Printing [REDACTED] This covers the cost of the annual rental of equipment for duplication and scanning (color and black and white) at the main core office.

8. Reasonable Accommodations [REDACTED] Funds are budgeted to provide accessibility to training and materials, i.e., large print copying, braille, audio description, etc.

9. SEA (HI Dept. of Education) Non-Federal Match (Optional Year 1, [REDACTED] [REDACTED] Our DOE partner at the Kailua-Kalaheo Complex Area will commit 20% FTE of one staff’s time in support of the implementation of the HFEC II activities.

TOTALS:

TOTAL MATCH AMOUNT: [REDACTED]

	Non-federal match / contribution			
	Year 2	Year 3	Year 4	Year 5
Total Amount	[REDACTED]			
Total direct costs - towards assurance	[REDACTED]			

% towards the assurance	4.81%	4.91%	4.99%	5.11%
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The required non-federal match for years 2 through 5 has been sourced from general funded personnel salary and fringe benefit contribution of faculty at CDS and staff at HODOE Kailua-Kalaheo Complex Area.

TOTAL DIRECT COSTS: [REDACTED]

TOTAL INDIRECT COSTS: [REDACTED]

Indirect charges are calculated at 26%, the University of Hawaii federally negotiated rate for Off Campus Other Sponsored Activities. Modified Total Direct Costs reflects the total of direct costs minus parent tuitions and service agreement amounts over [REDACTED]

TOTAL COSTS: [REDACTED]

Assurances Summary	30% of funds to establish or expand TA for evidence-based parent education programs				
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Amount	[REDACTED]				
Total direct costs - towards assurance	[REDACTED]				
% towards the assurance	[REDACTED]				

The proposed project uses not less than 30% of the funds in each fiscal year to establish or expand technical assistance for evidence-based parent education programs (see table above).

Assurances Summary	65% of funds to serve LEAs, school and CBOs that serve high concentrations of disadvantaged students				
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Amount	[REDACTED]				
Total direct costs - towards assurance	[REDACTED]				
% towards the assurance	[REDACTED]				

The proposed project uses not less than 65% of the funds in each fiscal year to serve LEAS, schools, and community-based organizations that serve high concentrations of disadvantaged students (see table above).

Personnel Loading Chart

Personnel	Admin.	Obj 1	Obj 2	Obj 3*	Obj 4	Total
Principal Investigator						
Co-Principal Investigator Park						
Co-Principal Investigator Takahashi						
Training/TA Coordinator						
Project Manager						
EB Literacy Practices/FE Spec.						
Engagement-Equity Spec/Partner Coord						
Evaluation Manager						
Website Coordinator						
Administrative Support						
HIDOE Consultant O'Dell						
Total						
External Evaluator (in contracted days)						

* Objective 3 will involve CBOs through service agreements. Time committed to family trainings delivered by CBOs is not included in the FTEs.



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

University of Hawaii

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S310A200020

Name of Institution/Organization University of Hawaii	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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization University of Hawaii	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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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524