

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 # S310A220034

Grants.gov Tracking#: GRANT13573069

OMB No. , Expiration Date:

Closing Date: Mar 11, 2022

PR/Award # S310A220034

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1234-Areas Affected By Project)</i>	e6
<i>Attachment - 2 (1235-Congressional Districts Affected by Project)</i>	e7
2. ED GEPA427 Form	e8
<i>Attachment - 1 (1239-GEPA)</i>	e9
3. Grants.gov Lobbying Form	e10
4. Dept of Education Supplemental Information for SF-424	e11
5. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1238-Abstract)</i>	e14
6. Project Narrative Form	e16
<i>Attachment - 1 (1237-Project Narrative)</i>	e17
7. Other Narrative Form	e58
<i>Attachment - 1 (1240-Appendix A - Resumes of Key Personnel)</i>	e59
<i>Attachment - 2 (1241-Appendix B - Indirect Cost Rate Agreement)</i>	e100
<i>Attachment - 3 (1242-Appendix D - Works Cited)</i>	e104
<i>Attachment - 4 (1243-Appendix E - Memorandum of Understanding)</i>	e108
<i>Attachment - 5 (1244-Appendix F - Evidence Form)</i>	e116
<i>Attachment - 6 (1245-Appendix G - Dr. Mapps Framework)</i>	e118
<i>Attachment - 7 (1246-Appendix C - Letters of Commitment)</i>	e120
8. Budget Narrative Form	e130
<i>Attachment - 1 (1236-Budget Narrative)</i>	e131
9. Form ED_524_Budget_1_4-V1.4.pdf	e141
10. Form SFLLL_2_0-V2.0.pdf	e144

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/10/2022"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* 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="501 Kings Highway East"/>
Street2:	<input type="text" value="Suite 400"/>
* City:	<input type="text" value="Fairfield"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CT: Connecticut"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="06825-4861"/>

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

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.):

1234-Areas Affected By Project.pdf

Add Attachment

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View Attachment

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

Arkansas Statewide Family Engagement Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	
* 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

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

Areas Affected by Project

Arkansas County
Ashley County
Chicot County
Clay County
Craighead County
Crittenden County
Cross County
Desha County
Drew County
Greene County
Independence County
Jackson County
Jefferson County
Lawrence County
Lee County
Lincoln County
Lonoke County
Mississippi County
Monroe County
Phillips County
Poinsett County
Prairie County
Pulaski County
Sharp County
St. Francis County
White County
Woodruff County

Congressional Districts Affected by Project

AR-001

AR-002

AR-004

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.

1239-GEPA.pdf

Add Attachment

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EQUITABLE ACCESS AND PARTICIPATION:

Section 427 of the General Education Provisions Act

Section 427 of the Department of Education's General Education Provisions Act (GEPA) identifies six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. AR SFEC is designed for equal and quality participation for all program participants regardless of participant race, color, national origin, gender, age or disability. In developing this SFEC grant proposal, Save the Children has identified no barriers to program access for participants or employees. Thus, the program will serve all students and families in the targeted area, regardless of gender, race, national origin, color, disability or age.

Save the Children has a solid record of encouraging applications from persons who are members of underrepresented groups. Special attention will be given to encourage community members who belong to groups that have traditionally been under-represented based on gender, race, national origin, color, disability or age to participate in program events and services.

One potential barrier to equitable participation is disability in the form of limited mobility or physical challenges. In regard to participants, all program services and activities will be held in places accessible to people with physical challenges. In regard to potential employees, the work site locations at the partnering school districts are fully accessible with an elevator and accessible restroom facilities. Program materials and publications will state that arrangements will be made to accommodate potential participants with limited mobility or physical challenges.

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 <input style="width: 90%;" type="text" value="Save the Children Federation, Inc."/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Eid"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Natour"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Associate VP, Finance and Operations"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Kathryn Wagner"/>	* DATE: <input style="width: 150px;" type="text" value="03/10/2022"/>

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

1. Project Director:

Prefix: Ms.	* First Name: Dreama	Middle Name:	* Last Name: Gentry (Interim)	Suffix:
----------------	-------------------------	--------------	----------------------------------	---------

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

Address:

* Street1:	101 Chestnut St
Street2:	
* City:	Berea
County:	
* State:	KY: Kentucky
* Zip Code:	40404-0001
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

* 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.

Add Attachment

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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:

Project objectives and activities: Objectives—Decrease the #/% of chronic absentees, overall absences; increase achievement. Increased #/% of parents supporting and advocating for AR children: with accessible opportunities and skills (capacity); in leadership, service roles. Increase the #/% of LEAs: implementing high-impact engagement strategies, shifting their thinking from teaching students to partnering with families to support children’s learning. Develop, implement statewide infrastructure, systems. Increase the # of: high-impact activities and services (events, modules, convenings, trainings), LEAs addressing barriers and implementing the new state framework. **Activities**—Statewide asset mapping; establishing regional sites in urban and rural locales; statewide training of parents and educators to include: Mapp’s Dual-Capacity Framework convenings, NNPS/Epstein’s types of family involvement convenings, training (differentiating at key cradle-to-career levels; face-to-face and online units developed); *Parent Nation* mobilization training, peer-to-peer leadership development, parents in service roles (VISTA, AmeriCorps); parent identification and amelioration of barriers for children; ongoing work with CBOs through events, collaboration; evaluation of development, implementation, and Moderate Evidence (WWC).

Proposed project outcomes: AR•SFEC framework (SEA); statewide SFEC with two regional sites in AR; state convenings, events; online tools for parents, LEAs; train-the-trainer models for LEAs, CBOs, parents; peer-to-peer framework for parents/families; curricula developed along cradle-to-career framework; events, training sessions; QED evaluation report/findings leading to WWC evidence.

Number of participants to be served: 704,268 children and students as well as their families

Number and location of proposed sites: The Delta Regional Center will serve 45 school districts in Arkansas, Ashley (partial), Chicot, Clay, Craighead, Crittenden, Cross, Desha,

Greene, Lee, Mississippi, Monroe, Phillips, Poinsett, and St. Francis Counties. The Outer Delta Regional Center will serve 55 school districts in Ashley (partial), Drew, Independence, Jackson, Jefferson, Lawrence, Lincoln, Lonoke, Prairie, Pulaski, Randolph, Sharp, White, and Woodruff Counties.

How the competitive preference priorities are being addressed by the project:

CPP 1: Evidence-Based Activities. The AR•SFEC will use the NNPS model (Epstein, 2019) as our key evidence-based activity. Developed by Dr. Joyce Epstein and researchers at Johns Hopkins University, the *Framework of Six Types of Involvement for Comprehensive Programs of Partnership and Sample Practices* provides the specific “how” in developing family engagement.

CPP 2: The Impact of COVID-19. Upon notice of funding, we will work with the ADOE and our evaluators (Bellwether) to design and conduct a statewide needs assessment (students) and asset mapping (resources) to determine levels of disengagement from learning among various populations related to COVID-19 impacts (students, families, educators).

CPP 3. Promoting Equity in Student Access to Educational Resources, Opportunities

The AR•SFEC will develop, implement, and disseminate family engagement curricula for schools and families addressing five levels of student learning—early learning (0-K) and grades 1-4, 5-8, 9-12, and postsecondary (college, career).

CPP 4: Cross-Agency Coordination, Community Engagement to Advance Systemic Change.

AR•SFEC uses an evidence-based, systems approach to establish cross-agency and community-based partnerships to meet the well-being needs of AR families. In addition, the project is based on a consortium model.

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](#)

TABLE OF CONTENTS

A. Quality of the Project Design	
(A1) Conceptual framework for activities and quality of framework	p. 5
(A2) Services provided reflect up-to-date research & effective practice knowledge	p. 8
(A3) Project designed to build capacity/yield results beyond Federal grant period	p. 12
B. Quality of the Management Plan	
(B1) Adequacy of management plan to achieve the objectives of the project	p. 17
(B2) Adequacy of procedures for ensuring feedback & continuous improvement	p. 19
(B3) Adequacy of mechanisms ensuring project's high-quality products / services	p. 20
(B4) Personnel time commitments are appropriate/adequate to meet objectives	p. 23
(B5) How applicant will ensure project includes a diversity of perspectives	p. 24
C. Project Personnel	
(C1) Qualifications/training/experience of project director	p. 25
(C2) Qualifications/training/experience of key project personnel	p. 26
(C3) Qualifications/training/experience of project consultants or subcontractors	p. 28
D. Adequacy of Resources	
(D1) Relevance and demonstrated commitment of each project partner	p. 29
(D2) Costs are reasonable to project objectives, design, and potential significance	p. 32
(D3) Costs are reasonable for the # of persons served and results and benefits	p. 33
E. Quality of the Project Evaluation	
(E1) Evaluation methods include performance measures, produce quant/qual data	p. 35
(E2) Evaluation methods provide performance feedback/assessment of progress	p. 37
(E3) Evaluation methods produce promising evidence	p. 39
Competitive Preference Priorities	
CPP 1: Evidence-Based Activities	p. 14
CPP 2: Addressing the Impact of COVID–19 on Students, Educators, and Faculty	p. 15
CPP 3: Promoting Equity in Student Access to Educational Resources, and Opportunities	p. 15
CPP 4: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change	p. 16

A. Quality of the Project Design: Our Overview

The Arkansas Statewide Family Engagement Center (**AR•SFEC**) is a consortium effort of **Save the Children** (STC) and **Partners for Rural Impact** (PRI). We have the **full approval of the Arkansas Department of Education** (ADE; letter attached).

We believe that partners working together can advance system's change (CPP 4, pg 16). We have structured our consortium to align partners around the common result of strengthening family engagement with a goal of **improving student outcomes statewide** (Logic Model, pg 4). Importantly, STC and PRI will implement as a **consortium**—a model used in the creation of the Kentucky SFEC in 2018. The model allows both entities to use our unique expertise in design and implementation. A memorandum of understanding is attached confirming our roles. Our consortium model builds on the strengths of each partner and de-centralizes power.

STC will serve as the fiscal agent and lead applicant for AR•SFEC. In AR, STC works every day to give children a healthy start in life, the opportunity to learn, and protection from harm. STC has implemented our evidence-based programs in early childhood and literacy in AR since 2009 and in 2011, our work expanded to operating AR Head Start programs. Family engagement is a critical component of STC's practices and programs. STC will convene the AR•SFEC Advisory Council in a manner that ensures the voice of parents and educators are at the heart of the SFEC and that equity is centered (CPP 3, pg 15). STC's deep understanding of AR, particularly their deep roots in the places most underserved, will ensure the SFEC is building the capacity of and providing resources to all AR families with emphasis on those most at-risk during this time of

We use "**parent**" and "**family**" interchangeably to encompass the different people in a child's life who may serve as guardian—grandparents, great-grandparents, aunts, uncles, foster parents, older siblings. (NASBE, 2021)

COVID-19 (CPP 2, pg. 15). STC will provide oversight of and manage the two regional sites. As importantly, STC will align systems and funding in AR to ensure we launch a SFEC that will sustain.

PRI will provide leadership and management of the AR•SFEC to ensure all program goals and objectives are met. The extreme rurality of AR requires the specialized knowledge, capacity, and experience of PRI. A national organization, PRI supports educational aspirations of rural students by providing the infrastructure for partnering with SEAs and LEAs across rural regions and states to move outcomes for students, cradle to career. PRI has a deep understanding of the evidence-based practices that work in rural places (CPP 1, pg. 14). A founding member of the SFEC in Kentucky and an early adopter of Dr. Mapp’s framework for family engagement, PRI has experience developing the infrastructure, curricula and support essential for an effective SFEC. PRI will lead curriculum development and in-person training while curating an online center to ensure equitable access to all materials and trainings.

The Consortium designed AR•SFEC to move outcomes statewide while focusing intensively on moving outcomes **in the Delta region our most under-served place.**

We will do this through two regional centers – **a Delta**

Regional Center (DRC) and an Outer Delta Regional

Center (ORDC). The rural DRC will serve 15 counties along

the AR eastern border and the Mississippi River with **45 school districts** serving 72,508 students.

ORDC will serve 14 counties west of the DRC with 55 school districts and 129,327 students.

In AR, **18.8% of all residents are below the federal poverty level.** Ten of the 15 counties served by the DRC have averages of more than 22% of residents living in poverty; in

For years, statistics have shown that a person born in the Delta of Arkansas has a lower life expectancy than someone born in the urban areas of Central and Northwest Arkansas or even other rural areas. The COVID-19 pandemic brought renewed attention to these differences. (Simpson, 2022)

four counties, more than 30% are living in poverty. In the ORDC 11 of the 14 counties exceed the state average with poverty levels ranging from 19.2% to 27.7%. **Child poverty is high throughout AR** with 26.8% of children living in poverty. Fourteen of the 15 DRC counties have more children in poverty than the state average, with **52.7% of children in Phillips County in poverty** (Census, 2020). In the ORDC, eleven of the fourteen counties are higher than the state average with 43.9% of Jackson county children living in poverty.

More than half of the AR Delta counties are persistent poverty. Federal legislation defines persistent poverty county as one in which 20 percent or more of population has lived in poverty over the past 30 years (govinfo, 2009). Researchers note profound implications of persistent poverty:

The higher the poverty rate and the longer it endures, the greater the likelihood that associated problems become systemic, affecting both the resident poor and non-poor. For instance, areas of persistent poverty more often lack availability of healthcare, healthy and affordable food, safe and affordable housing, quality education, and adequate protective service and transportation systems (Farrigan, 2020).

Students in **AR’s Persistent Poverty (PP) counties** do not meet academic expectations at the same rate of other Arkansas students (Figure 1; ADE), particularly in math as students ascend.

Figure 1	English Language Arts			Math		
	All	P. Poverty	Gap	All	P. Poverty	Gap
3rd grade	72%	68%	-6%	62%	53%	-15%
6th grade	73%	65%	-11%	54%	41%	-24%
8th grade	74%	65%	-12%	48%	33%	-31%

Our AR•SFEC will work with the ADE to develop a framework to **deepen family engagement statewide** with an intensive focus on engaging parents and educators in the Delta. AR•SFEC will **develop, pilot, refine, deliver**, virtually and in-person, **and sustain** intensive evidence-based training for parents and educators.

PROJECT INPUTS

**STC | PRI | ADE
CONSORTIUM**

AR•SFEC Project Director
2 Regional Sites w/Site Coordinators
Instructional Designer
Trainer • Adm. Support

PARTNERS

LEAs & Schools
NNPS • Parent Nation
AR Head Start/HHSO
AR Support Network
Curriculum Concepts

ADVISORY COUNCIL

40+ parents, educational experts (10), students (5), SEA (2 reps), LEAs (10), businesses (3)

KEY EVIDENCE BASE

Epstein’s Framework of Six Types of Involvement (Epstein et al., 2019)

EVALUATION TEAM

Bellwether
Education Partners

CONSORTIUM APPROACH | STATEWIDE IMPACT



Save the Children.

- Statewide asset mapping informing the overall project
- Establishing the AR•SFEC (statewide) with two regional sites staffed/operational in urban and rural locales
- Statewide training of parents and educators to include
 - Mapp’s Dual-Capacity Framework convenings
 - NNPS/Epstein’s types of family involvement convenings, training (differentiating at key cradle-to-career levels; face-to-face & online units developed)
 - Parent Nation mobilization training, peer-to-peer leadership development, parents in service roles (VISTA, AmeriCorps)
- Parent identification & amelioration of barriers for children
- Ongoing work with CBOs through events, collaboration
- Evaluation of development, implementation, and Moderate Evidence (WWC)

PROJECT OUTPUTS

- AR•SFEC framework (SEA)
- A statewide SFEC with two regional sites in AR
- State convenings, events
- Online tools for parents, LEAs
- Train-the-trainer models for LEAs, CBOs, parents
- Peer-to-peer framework for parents/families
- Curricula developed along cradle-to-career framework
- Events, training sessions
- QED evaluation report/findings leading to WWC evidence

GOALS, OBJECTIVES, MEASURES

#1: STUDENTS

Decrease the #/% of:

- chronic absentees
- overall absences

Increase achievement

#2: PARENTS/FAMILIES

Increased #/% of parents supporting and advocating for AR children ...

- w/accessible opportunities and skills (capacity)
- in leadership, service roles

#3: LEAs

Increase the #/% of LEAs:

- implementing high-impact engagement strategies
- shifting their thinking from teaching students to partnering w/families to support children’s learning

#4: SEA

Develop, implement state-wide infrastructure, systems

Increase the # of:

- high-impact activities & services (events, modules, convenings, trainings)
- LEAs addressing barriers & implementing the new state framework

(A1) Conceptual framework underlying the proposed activities

The STC | PRI Consortium proposes a comprehensive family and school partnership framework along a cradle-to-career continuum as illustrated by our logic model (prior page), which serves as the **conceptual framework of our project**.

Our design is informed by research and practice around family and student engagement as well as parent mobilization. AR•SFEC will begin by introducing Dr. Karen Mapp’s **Dual Capacity-Building Framework for Family School Partnerships** (Mapp, 2019), which serves as a “compass” for reaching an ideal in family and school engagement. Dr. Mapp’s framework, simply put, provides a picture of what engagement should be; we will use that picture to initially introduce families, schools, CBOs, and stakeholders to the concept of this two-sided or **dual** approach. Trust and respectful practices are at its core. School and home partnerships flourish when both families and educators have the knowledge, skills, and abilities to interact in positive, productive, and intentional ways. A graphic of Dr. Mapp’s framework is attached.

To be clear, the Framework **is the ideal**. AR•SFEC services—described in Section A2 of this proposal—will help us reach this ideal for students, families, and schools. Briefly, the Dual Capacity Framework begins with the state of division between families and educators. Typically, neither group is familiar with the how or why of family engagement. With minimal or no training, educators may not see the value in engaging families. Families, understandably, may not feel welcome at the schoolhouse; rather, they may feel “disrespected, unheard, and unvalued” (Mapp, 2019). While there is overwhelming evidence that family involvement is integral to student success, effective family engagement programs are often difficult for schools to implement (Christenson, 2010). Therefore, as the Dual-Capacity Framework is introduced, challenges for each school district will be identified to identify the barriers for strong home and school partnerships (Asset Mapping, Year 1).

Mapp’s Framework next shifts to **Essential Conditions** to support effective family-school partnerships. Developing trust between home and school is a foundational condition for shared learning and responsibility. School and family initiatives must have both process and organizational conditions, which are detailed by Mapp and include asset-based approaches, culturally responsive processes, and more. Mapp further targets the work of educators, calling schools to build and enhance the capacity of educators across “4 C” areas: Capabilities (skills and knowledge), Connections (cross-cultural networks based on trust and respect), Cognition (shifting of beliefs and values), and Confidence (self-efficacy in family engagement practices).

Finally, the Framework moves from separate but parallel school-family roles to **Capacity Outcomes** where schools and families are partnering to support student (individual) and school (system) improvements. Families and educators are both empowered to connect, engage, create, learn, and succeed in supporting students.

The Dual Capacity Framework has been adopted by the U.S. Department of Education (US DOE). Importantly, Partners for Rural Impact was an **early implementer of the Framework**, having been trained by Dr. Mapp at a US DOE convening in 2014. Our AR•SFEC partners agree that it is the appropriate foundation for statewide work in Arkansas.

Again, the **ideal picture of family engagement** denotes the many ways families can / do / should engage with schools—ways that schools can / do / should enable and support families. The essential purpose is to help LEAs and families understand that connecting is not the sole responsibility of schools **or** families; it is a shared responsibility and when done well can result in positive outcomes for children, as demonstrated in the following goals, objectives, and required Program Performance Measures (PPMs). Competitive Preference Priorities are also noted and are more thoroughly described on pages 14-17.

Figure 2. Goals, Objectives, and Project Performance Measures (PPMs)

Goal 1: Increase student engagement and achievement for students	
Obj. 1.1	Decrease by 15% the # of students in who are chronically absent (CA), defined as students who miss 10% of school days for any reason (excused or unexcused)
Obj. 1.2	Decrease by 5% the # of overall absences in participating schools by project’s end
Obj. 1.3	Increase academic achievement; grades 4-8 targets will be set based on year one data
<p>PPM 3: # of activities/services implemented to ensure parents are trained and effectively engage in activities that will improve student academic achievement</p> <p>PPM 4: # of parents receiving AR•FEC services who report enhanced capacity to work with schools, providers in meeting needs of their children</p> <p>PPM 5: # of high-impact activities/services to train LEA, school, and CBO staff to effectively engage families to improve student academic achievement</p> <p>PPM 6: % of LEA/School staff with enhanced capacity to engage families</p>	
Goal 1 activities also align to <u>Competitive Preference Priorities 1 & 2</u>	

Goal 2 Increase parent skills, confidence, and voice that leads to effective engagement	
Obj. 2.1	Increase the #/% of parents with accessible opportunities and skills to be heard, seen, and understood at local and state levels (voice)
Obj. 2.2	Increase the #/% of parents in leadership and service roles aligned to increased family engagement, particularly around student development & academic achievement
<p>PPM 1: # of parents participating in high-impact AR•FEC activities</p> <p>PPM 3: # of activities/services implemented to ensure parents are trained and effectively engage in activities that will improve student academic achievement</p> <p>PPM 4: # of parents receiving AR•FEC services who report enhanced capacity to work with schools, providers in meeting needs of their children</p> <p>PPM 5: # of high-impact activities/services to train LEA, school, and CBO staff to effectively engage families to improve student academic achievement</p> <p>PPM 6: % of LEA/School staff with enhanced capacity to engage families</p>	
Goal 2 activities also align to <u>Competitive Preference Priorities 3 & 4</u>	

Goal 3 Increase LEAs’ meaningful engagement of parents	
Obj. 3.1	Increase the #/% of LEAs, including high-poverty LEAs, who implement high-impact parent engagement strategies (<i>incl. Dual Capacity Framework and NNPS events</i>)
Obj. 3.2	Increase the quality of family engagement at the building and LEA level as measured by a developed rubric—an improvement continuum—based on the NNPS types
Obj. 3.3	Increase the #/% of LEAs shifting their thinking from “teaching students” to

	“partnering with families to support children in learning” <i>(based on survey)</i>
PPM 5:	# of high-impact activities/services to train LEA, school, and CBO staff to effectively engage families to improve student academic achievement
PPM 6:	% of LEA/School staff with enhanced capacity to engage families
Goal 3 activities also align to <u>Competitive Preference Priorities 1 & 3</u>	

Goal 4	Increase the SEAs’ meaningful engagement of parents
Obj. 4.1	Increase the number of high-impact activities and services along the Dual Capacity Framework and NNPS involvement types
Obj. 4.2	Develop and implement a statewide infrastructure, building upon & scaling new state systems for engagement that remove/alleviate/ameliorate barriers to family engagement
Obj. 4.3	Increase the number of LEAs adopting and implementing the new state framework via state and AR•SFEC outreach and ongoing support
PPM 2:	# of activities/services that build Arkansas’s infrastructure for systemic family engagement, including SEA- & LEA-level leadership support and capacity building
Goal 4 activities also align to <u>Competitive Preference Priorities 3 & 4</u>	

(A2) Services provided reflect up-to-date knowledge from research and effective practice

The STC | PRI Consortium developed a research-informed, proactive response to Arkansas’s cradle-to-career educational pipeline. Mapp’s research-based Dual Capacity-Building Framework is the **foundation** of the AR•SFEC, and research and effective practices inform our services and activities. Mapp has consistently found that academic achievement increases if parents are involved and engaged in a child’s learning (Mapp, 2002; Mapp & Hong, 2010; Warren, & Mapp, 2011). Further, our project adheres to the complementary learning approach of the **Global Family Research Project** (formerly the Harvard Family Research Project), based on decades of research exhibiting the effectiveness of integrated supports in promoting children’s learning and contributing to their school success (Weiss, 2014).

As Weiss states, learning that occurs at home can complement and extend what children learn in school. When families are involved in children’s learning, no matter what their income

or background, they have a positive influence on student social and academic outcomes (Henderson & Mapp, 2002). Research further suggests the significance of the impacts:

- Parent behaviors around learning activities (e.g., reading, conversations about school-related matters, visiting the public library) are correlated with improved reading comprehension.
- Parent participation in school—attending conferences/class events and volunteering—supports achievement and is associated with students getting higher grades; enjoying school; avoiding grade repetition/suspension/expulsion; and partaking in extracurricular activities (Chen, 2008).
- Parent engagement through community organizing brings about school policy changes and delivers new resources to under-resourced schools. These changes create the school conditions that enhance student achievement (NASBE, 2021).

Family involvement in education, Weiss notes, holds promise for fostering academic achievement and healthy development among children. To facilitate family involvement, schools and communities can draw from exemplary practices, such as projects that **train parents as leaders for other parents' learning** (O'Donough & Punch, 2003) and organizing that engages families to focus on school performance/accountability (Lopez & Kreider, 2003). Students with involved parents, no matter their income or background, are more likely to earn high grades and test scores and enroll in higher-level programs; pass their classes, earn credits, and be promoted; attend school regularly; and graduate and go on to postsecondary education (Lopez, 2003).

A literature review by Wood and Bauman (2017)—a partnership of the Fannie Mae Education Foundation and the American Institutes for Research—confirms positive indicators and found parent engagement at home around learning was a statistically significant predictor of both grades and days missed in schools. “Students with more engaged parents had higher academic achievement and missed fewer days of school.” (p. 10) This latter point confirms the research of Balfanz and Byrnes around the impacts of absenteeism on achievement. They note, for students to be successful in school, they must first be in school. In their ground-breaking, national report, Balfanz and Byrnes (2012) credit attendance with success at some level for **all students**; attendance affects everything. This is especially true for students of poverty.

Attendance alone, the report notes, "...will drive up achievement, high school graduation, and college attainment levels" (p. 6) regardless of other educational improvements. Multiple studies have confirmed Balfanz's work over the past decade, including that of Gottfried (2014, 2019), who also implies an impact on learning outcomes for non-absent peers due to redirected classroom resources to help absent students catch up.

Our **AR•SFEC services** include the exemplary practices noted and support families as they engage **at each stage** in their child's life—a key distinction of our SFEC project. Simply put, the way families engage should and will look different as their children grow, develop, and move through the cradle-to-career educational systems. Therefore, systems must support that engagement at each level. PreK engagement looks different than engagement in elementary, middle school, high school, and beyond. Each set of services will be developed, tiered, and implemented based on those learning needs of parents and educators.

PRI will develop a dual track of family- and LEA-specific training curricula and support through informed and improved evidence-based frameworks and expert specialists. The curricula will align to five specific segments of the cradle-to-career continuum, beginning with birth to kindergarten then shifting to grades 1-4, 5-8, 9-12, and postsecondary (college, career). Each set of curricula will be piloted through the AR•SFEC at our two regional sites, refined through our evaluation, and disseminated statewide through the AR•SFEC and ADE.

The Center will work along **parallel lines** to shift thinking around the **school's role** in family engagement and **give voice, support, and access** to families as a key part of students' learning.

As noted above, our services will be based in the foundation of Mapp's Dual Capacity Framework (2019), which presents the ideal for families and schools in a "dual" approach to improve student learning. We will **activate that framework** through **The National Network for**

Partnership Schools' model of six types of family involvement strategies (Epstein, 2019): Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. The NNPS evidence-based model, developed at Johns Hopkins University, is a key anchor for **how** to support parents and schools as they support children. It is peer-reviewed and is a What Works Clearinghouse identified strategy for parental involvement, with an evidence base that also addresses CPP 1 (p. 14). The NNPS model is distinguished by its practical and growing **examples of activities and practices** to support schools, CBOs, families, and stakeholders to determine specific actions to support family engagement. Again, the Dual Capacity Framework is the “destination” while the NNPS model is the “how.”

In addition, we will work side-by-side with parents to support **identification of systemic barriers to family engagement, along with solutions to barriers**. We have adopted *Parent Nation* mobilization practices based on the research of Dr. Dana Suskin, founder and co-director of the Thirty-Million Words Center at the University of Chicago. *Parent Nation* is based on the science of early brain development. The vision and strategy are informed by neuroscience, political science, and the lived experiences of families (TMW, 2021).

Parent Nation provides flexible (not prescriptive) methods for developing the non-political voices of parents and families. Central to *Parent Nation's* work is the network of Parent Villages—small groups of parents who come together to foster community, forge collective identity and leave inspired to fight for change so they can succeed in raising their children. The Parent Village curriculum was developed with insights and feedback from parents, leaders in parent leadership and advocacy, and community and parent engagement experts. The curriculum facilitates conversations within small groups of parents in local communities, and champions parents as their children's primary brain architect, first teacher, lifetime advocate, and coach.

Core to the *Parent Nation* framework is the belief that parents can and should lead. Key

to our SFEC work with parents—across all strategies and activities—will be incentivized learning and leadership opportunities for parents. We know that parents are experts, and we understand the power of **peer-to-peer learning**. We will provide pathways for parents to lead that includes micro credentials and paid service.

The Consortium will work directly with the *Parent Nation*'s National Campaign Director Yolie Flores to launch Parent Villages in a manner that provides opportunities for parents to lead. As importantly, Flores will assist us in ensuring that all AR•SFEC deliverables are informed by the *Parent Nation* approach and that multiple opportunities exist for parent leadership.

(A3) Project is designed to build capacity, yield results that will extend beyond funding

AR•SFEC is designed to build capacity at multiple levels that will yield results beyond federal funding. Our deep relationship with ADE will ensure our SFEC informs and influences future ADE policy and funding decisions. Key collaborative deliverables during the project period will include ADE and SFEC jointly convened statewide convenings to highlight evidence-based practices, the collaborative development of the AR•SFEC framework for engaging families, cradle to career, and an online resource center to support all families.

Specific SFEC enduring outputs, noted in our logic model (page 4) lead to the outcomes and performance measures noted in Figure 2. Those outputs include a statewide AR•SFEC framework, the statewide family engagement center and its two regional sites; state convenings and events by ADE and CBOs; curricula developed along a cradle-to-career framework; online tools and modules for parents and LEAs; train-the-trainer models for LEAs, CBOs, parents; a peer-to-peer framework for parents/families; events and training sessions at every level; reduction of systemic barriers to engagement; and a QED evaluation report and findings leading to WWC evidence standards w/reservations.

In addition, we will build the **capacity of parents and families** through curriculum development and implementation. Parents will be provided information, training and pathways to become parent professionals. Increased parent agency, skills and parent village networks will remain after funding ends. This increased capacity, individually and collectively, will ensure parents continue to navigate the intersections among policy, environment, and learning.

Critically, we will build families' **capacity to support their children in learning**. We know from research that families can and should be supporters, encouragers, monitors, role models, advocates, decision-makers, and collaborators in their child's education. Due to generational poverty in our targeted places, students' low proficiency in English and mathematics, it is evident many of our families do not have the information and tools needed to navigate complex educational systems. By intentional design, our project addresses these challenges and, as a core element, builds capacity in families to support their child's academic development and pursuit of their individualized learning plan.

Next, we will build the **capacity of teachers and school leaders** statewide. Newly developed and disseminated curriculum informed by best practices will help remove family barriers to engagement. Included will be tools and information that school leaders can use to conduct intensive assessments of their schools using the Dual Capacity-Building framework, then implement the NNPS/Epstein strategies from the system's six areas of parental involvement. Pilot schools will use the assessments to further design school plans based on the ADE framework to increase family engagement and to ensure the family engagement activities are high-quality and high-impact. The ADE will institutionalize and scale these practices across the state.

As the ADE and our locally controlled schools develop an understanding of barriers faced by parents, they will take an active role developing **policies and practices to minimize**

barriers to engagement. As school personnel develop their skills and change their thinking about family engagement, school culture and norms will shift, and the new way of thinking will become embedded in day-to-day actions—creating a culture shift of sustainable parent/family engagement. As parents develop mobilization skills, they will actively identify barriers to participation along with potential solutions and advocate for and support their children, and all children in their community—a key output that does not depend on continued funding. A generation of parents will develop new advocacy and leadership skills. With schools and parents working both together and independently to minimize barriers, true policy change can occur.

Our **consortium approach** ensures the impact will sustain beyond federal funding. STC and PRI along with the ADE are committed **and capable** of sustaining the SFEC. During the first year of the project, PRI will lead the partners in developing a sustainability plan. STC and PRI are accustomed to sustaining effective strategies; each has its own portfolio of state, federal, and philanthropic projects that have been sustained beyond initial grant funding.

Competitive Preference Priorities are addressed throughout the narrative and summarized here

CPP 1: Evidence-Based Activities. Our design is based on research and includes multiple evidence-based activities (**A2 page 8**). Most notably, the evidence-based Epstein model (Epstein, 2019) is at the core of our AR•SFEC design as illustrated in our logic model (**page 4**). Developed by Dr. Joyce Epstein, the *Framework of Six Types of Involvement for Comprehensive Programs of Partnership and Sample Practices* provides the specific “how” in developing family engagement. Dr. Epstein established the National Network of Partnership Schools (NNPS) to guide schools to implement research-based partnership programs. Multiple studies, including the two noted here and in our attached Evidence Form, show statistically significant effectiveness that will lead to Moderate Effectiveness (WWC).

- Sheldon , 2007. NNPS schools experienced greater improvements in student attendance than comparison schools.
- Epstein, Galindo, & Sheldon, 2011. Schools were more likely to create and implement family engagement action plans when districts (LEAs) were trained and providing support.

CPP 2: The Impact of COVID-19. COVID-19 has impacted learning throughout our state. To illustrate, December 2021 reports from the Arkansas Department of Education indicates a more than 10 percent decline across all core content areas with 3rd-grade math (ADE, 2021). We will work with the ADE and our evaluators (Bellwether) to design and conduct a statewide needs assessment on impact of COVID-19 on AR students and their families. The needs assessment will consider multiple populations, including rural and urban, ethnicity/race/color, English learners, and low income. As we identify needs, we will conduct an asset mapping of resources available to ameliorate the identified needs. Specifically, the asset mapping will include mapping of resources to meet students’ fundamental food, health, and safety needs as well as their academic and social emotional needs. Findings will inform the work of the AR•SFEC at all levels. The needs assessment and asset mapping will be completed during the first year.

CPP 3: Promoting Equity in Student Access to Educational Resources, Opportunities

All elements of our project design center equity – from the composition of our Advisory Council to the inclusion of regional centers, and to our focus on parents as leaders and professionals. We will support parents in identifying barriers to equitable access to opportunities, connecting with their peers and brainstorming solutions. SFEC will connect parents to evidence-based practices, and to peer leaders and partners who can assist in reducing the identified barriers to equitable access. Understandably, equity is central to our curriculum development. The AR•SFEC will develop, implement, and disseminate family engagement curricula for schools and families addressing five levels of student learning—early learning (0-K) and grades 1-4, 5-8, 9-12, and postsecondary (college, career).

Our needs assessment and asset mapping processes (CPP 2, p. 15) will help us identify—and once identified, address— specific areas of inequity. For example, we will disaggregate needs assessment and resource availability data by geography. SFEC is designed to serve all areas of the state - urban, suburban and rural – and data disaggregation and analysis by geography will ensure equitable access.

CPP 4: Cross-Agency Coordination, Community Engagement to Advance Systemic Change.

Research shows that partners working together can advance outcomes and systemic change (Petiwala, 2021). Cross-agency coordination is part of our SFEC’s DNA. The intentional structure, and power-sharing, between STC and PRI model to our partners the importance of cross-agency collaboration and coordination. Our SFEC is designed to align partners around the common result of strengthening family engagement with the goal of **improving student outcomes statewide** (Logic Model, page 4). Our model builds on the strengths of each partner and their willingness to align with others in service of this result.

Authentic community engagement, particularly engagement of parents, is central to our design. The AR•SFEC is evidence-based and grounded in empirical research demonstrating that **creating connections** between and among family, school, and community **maximizes impact** on the student’s learning development. Our logic model adheres to the Harvard Family Research Project’s **complementary learning approach**, exhibiting effectiveness of integrated supports to promote students’ learning and contribute to their school success (Bouffard, et al., 2008).

We have designed our Advisory Council to be integral to our work. The Council will give voice to a diverse group of individuals and partners and disseminate SFEC information, opportunities and resources to these groups. Council members will include 40+ parents, educational experts (10), students (5), SEA representatives (2), LEAs (10), businesses (3), and

other partners, including CBOs. A core role of the Advisory Council will be to continually engage with their stakeholders and ensure those voices influence the SFEC operationalization.

B. Quality of the Management Plan

(B1) Adequacy of management plan to achieve the objectives ...

STC and PRI have a combined five decades of experience in the management of complex state and federal projects, working each time in conjunction with LEAs, community-based organizations and partners. We have for the AR•SFEC developed an extensive plan for effectively developing, piloting, refining, and disseminating activities on time and within budget.

Established policies and procedures are in place for collecting data, managing finances, and tracking services. Our systems for managing personnel, budgets, and project performance are compliant with the Uniform Administrative Guidelines (2 CFR 200). We will maintain bi-monthly timesheets through STC's online Tenrox system, which attributes costs to separate funding sources. Timesheets are reviewed and approved by the project director and retained with our Human Resources department. All expenditures will be tracked, monitored, and reconciled with the budget by the STC finance office located in Lexington, KY. Grant related records will be housed on our online Award Management System. At both STC and PRI, internal controls are compliant with 2 CFR 200; both organizations have the necessary staff and resources to administer federal funds as well as historic success in doing so. At both STC and PRI, internal controls are compliant with 2 CFR 200; both organizations have the necessary staff and resources to administer federal funds as well as historic success in doing so.

Our objectives (Figure 2) are achievable given our evidence base, the strength of our Consortium and partnerships, and our dedicated staff (page 24). Here, we present our two concurrent timelines, Figure 3, which includes:

- **A Year 1 timeline** of initial and ongoing activities with milestones for accomplishing project

tasks and the party responsible for each task. Based on our project management experiences, we anticipate the schedule of activities for Years 2-5 to be similar, and,

- A five-year **curriculum development timeline** reflecting the iterative curriculum design and roll out.

Figure 3 Timelines for Year One and Curriculum Development
Year 1 Management & Operational Timeline, Personnel Responsible
Personnel implementation key
Fiscal Agent and Lead Partner (STC PRI), Project Director (PD), Trainer (T), Instructional Designer (ID), Regional Center Coordinators (2) (RC), Evaluator (E), AR Department of Education (ADE), Community Based Organizations (CBO), Schools (S)
Weekly ongoing activities. Leadership, staff meetings (PD); Info. dissemination on operation (PD, ID, RC, T, ADE, CBO); Assessing best practices for removing family engagement barriers in schools (PD, RC, T, ADE); educational options training (PD, RC, T, ADE)
Monthly ongoing activities. Staff Training & Development (PD); Curriculum development and review (PD, RC, ID, T); Professional development planning for school leaders and teachers (T, S); Parent sessions and training, including peer-to-peer <i>Parent Nation</i> work (RC, T); Data collection, project management (PD, RC, T); Data downloads (ADE, E, PD, CBO)
Quarterly ongoing activities. Continuous Improvement Assessment (All); Data Review (PD, E, RC); Partnership meetings (PD, RC, ADE, CBO); Policy development agenda (All)
Oct./Nov. 2022. Hire staff, introduce AR•SFEC (STC PRI); Meetings w/school officials (PD); Meetings w/partners (PD); Draft data sharing agreements and MOU (PD)
Dec. 2022. Finalize MOUs w/schools and partners (PD); Finalize data collection and evaluation protocols (PD, E); Staff training (PD); Convene AR•SFEC Advisory Council (PD, RC, ADE, CBO); Begin Asset Mapping process (PD, RC, E)
Jan. 2023. SFEC info meetings for parents/schools (All); Begin curricula development (T, RC); Continue Asset Mapping (PD, E, T, RC, T); Partnership Mtg (PD, RC, ADE, CBO)
Feb. 2023. Continue SFEC info meetings (All); Continue curricula development (ID, T, RC)
March 2023. Begin info dissemination (PD, RC, T, ADE, CBO); Finalize curriculum development (T, RC); AR•SFEC Advisory Council (PD, RC, ADE, CBO)
Apr/May 2023. Begin parent trainings (T, RC); Policy drafts (PRI, ADE); Partnership Meeting (PD, RC, ADE, CBO); Finalize school walk-throughs (T, RC), Launch online hub (PD)
June/July 2023. School and parent focus groups (PD, E, RC); Convene AR•SFEC Advisory Council (PD, RC, ADE, CBO)
July/Aug. 2023. SFEC staff evaluations (PD); Begin school district trainings (T, RC); Convene Parent Leadership Institute (ALL); Annual ADE Family Engagement Conference (ALL)
August 2023. Year 2 Planning Retreat (All) w/ongoing development of summer convening; Review strategies (PD, CBO, RC); Marketing summer professional learning to schools (T, RC)
September 2023. Confer with partners regarding match & Year 2 Commitments (PRI, PD); Partnership meeting (PD, RC, ADE, CBO)

October 2023. Finalize Year 1 policy recommendations (PRI, ADE); Partnership Meeting (PRI, PD, RC, ADE, CBO); Annual year-end evaluation of activities annual report (ALL)

Curricula Timeline	Year 1				Year 2				Year 3				Year 4				Year 5			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Curricula Dev.			■	■	■	■	■	■	■	■	■	■	■	■	■	■				
Regional piloting			■	■	■	■	■	■	■	■	■	■	■	■	■	■				
Curricula refined					■	■	■	■	■	■	■	■	■	■	■	■				
State dissemination									→	→	→	→	→	→	→	→	→	→	→	→
 Early Learning Grades 1-4 Grades 5-8 Grades 9-12 College/Career																				

In Year 1, the SFEC will begin with in-person and virtual trainings for parents and LEAs utilizing experts (e.g. Mapp, Epstein). At the same time, we will conduct asset mapping/needs assessments to gauge the impact of the pandemic and inform our AR-specific, cradle to career training and curricula needs. Statewide curricula dissemination and training roll-out will begin in Year 2. As a reminder, the Mapp dual-capacity framework introduces our AR•SFEC ideal in Year 1 as the Epstein (NNPS) model and family mobilization (*Parent Nation*) activities begin to shift thinking regionally (center sites) and statewide (ADE; Years 2-5).

The AR•SFEC includes both a full-time Instructional Designer and Trainer to ensure timely and effective design of training curricula for schools and families/parents—curricula that is suited for face-to-face, online, and train-the-trainer delivery. By March 2023, the two will begin their work, basing their design in part on findings from the mapping of COVID-19 impacts and statewide assets/resources. Demonstrated in Figure 3, the design process will take 6-9 months for **each new set** of work along the cradle-to-career continuum. As previously noted, family engagement will look different for families of toddlers than families of high school students.

(B2) Adequacy of procedures for ensuring feedback and continuous improvement ...

Our continuous improvement plan, Figure 4, ensures that a diversity of perspectives influences project operation. The plan provides multiple opportunities for stakeholders, including parents

and students, to provide input and for that input to influence project operation.

Figure 4. Procedures for Ensuring Feedback and Continuous Improvement	
Procedure	Improvement
Services to parents and educators continually evaluated using facilitated debriefings, surveys, pre/post tests	Results compiled by Project Director (PD) and shared with PRI and staff monthly; data used to refine services & delivery
Stakeholders (families, staff, school personnel, partners) annually give feedback on program & services (focus groups, interviews, surveys)	Stakeholders recommend 1) new services, 2) service modifications, and 3) services that may no longer be needed
PRI & PD continually reviews data. Evaluators (Bellwether) and partners provide data in a timely manner	PD gives regular feedback to staff to ensure appropriate services & that services have desired impact
Staff stays up to date on research and best practices, participating in professional learning	Staff share what they have learned to incorporate knowledge into practice
PD provides monthly updates to partners and shares information on activities and modifications to services and service delivery	A common collaboration tool (e.g., Google Drive, Trello) will be used to share info, discuss challenges, disseminate best practices
PD reports to Advisory Council feedback and improvements made in services and delivery	Advisory Council will comment and recommend ongoing improvements

(B3) Adequacy of mechanisms for ensuring high-quality products and services ...

The STC | PRI consortium propose the AR•SFEC to serve as Arkansas’ statewide family engagement center. Together, STC and PRI will articulate our strategic direction and theory of change, facilitate partnerships, work alongside the evaluation team, and align the AR•SFEC to other AR initiatives. Consortium members will work along parallel paths: STC for regional site support, training, and partner/resource development, and PRI for curriculum, training, online and in-person, and policy development. STC serves as the applicant organization and fiscal agent. Our consortium will operate statewide with four main purposes: 1. Universal dissemination of what works; 2. The development of online resource hub to connect parents/families and LEAs to resources state-wide; 3. Convenings to disseminate best practices; and 4. Asset mapping and needs assessments to identify the impacts of COVID-19 and barriers for engagement, and the

solutions. Figure 5 provides a brief outline of **key mechanisms** and the resulting **high-quality services**.

Figure 5. Mechanisms for Ensuring High-Quality Products & Services	
Mechanism	High-Quality Products/Services
Designing, piloting, and refining curricula aligned to the stages of families’ lives and based on the NNPS/Epstein model	Cradle-to-Career Curricula for Family Engagement suited for face-to-face, online, train-the-trainer delivery, disseminated to LEAs statewide
<i>Parent Nation</i> mobilization convenings, trainings, meetings, and the incentivizing of parents as the leaders they can be	Peer-to-peer networks with local parent leaders, support for service opportunities Increased capacity for local and state policy development
Developing and operating two regional sites in targeted, underserved areas	School and community-based services for high-need families. Capacity for policy development
Mapping statewide COVID-19 impacts, other barriers to family engagement (p. 15)	Website of statewide resources for families, schools, CBOs, ADE (online resource hub)
State convenings, staff-to-SEA interactions, data analysis with the Advisory Council	Statewide Family Engagement Framework for sustained SFEC operation and impact

The consortium will provide statewide leadership and management; statewide parent leadership training for parents and families; statewide training and technical assistance to the ADE, LEAs, schools, and CBOs through annual conferences and the online resource hub; and the regular convening of the statewide AR•SFEC Advisory Council to guide and improve all project efforts and advise ADE on policy initiatives to remove systemic barriers to family engagement.

One key mechanism in particular—the operation of two Regional Family Engagement sites—enables us to more effectively focus on **areas of highest need**.

Another key mechanism—developing, piloting, refining, and supporting new family-inspired, evidence-based curricula—includes multiple iterations to ensure quality. We begin by piloting in high-need areas to target underserved families, assisting them in meeting the educational needs of all family members. We will pilot the training and provide technical assistance to help area LEAs, schools, and CBOs who serve those disadvantaged families,

providing specific strategies for high impact family engagement, parent leadership programs, and the practical implementation of practices and policies that remove barriers. All regional project activities/outcomes will be shared back with the AR•SFEC for evaluation (Bellwether) and consortium/ADE dissemination regionally then statewide.

Parent Nation is yet another key mechanism, leading to the development of a statewide network of Parent Leaders. AR•SFEC will identify, recruit and support parents for participation in *Parent Nation* leadership programs and opportunities, becoming paid peer-to-peer trainers, and engaging in allowance-based service (AmeriCorps/VISTA).

The AR•SFEC will provide an annual conference with tracks for families, educators and CBOs and an online resource hub. These platforms will further disseminate research-based resources, programs, policies, and practices to assist parent, and those that engage them, in managing issues related to the pandemic and to future learning landscapes and transition points.

Our ongoing partnership with the ADE is also a key mechanism. Together, we will work to embed the capacity-building strategies into the support structures and processes at both the SEA and LEA levels including training, professional development, teaching and learning, curriculum, and collaboration. As a core AR•SFEC partner, ADE will: (a) work with LEAs, schools, educators and parents to determine parental needs and the best means for delivery of services to address such needs; (b) engage in policy discussions and initiatives to identify and remove barriers to family engagement in education and support school reform efforts; (c) connect the AR•SFEC and its partners with LEAs and schools as a primary resource for professional learning in family engagement practices and programming; (d) share online resources developed by AR•SFEC efforts and networks with LEAs, schools, CBOs, and partner agencies; and (e) provide access to relevant data for program evaluation purposes.

Finally, every mechanism in our project—from our asset mapping of state COVID-19 impacts and identification of barriers for families and children (page 15) to the final disseminated report of our third-party evaluation—informs a **new statewide framework** for family engagement that is essential for sustaining SFEC impact. For example, the regional sites allow us to stage and refine activities, providing the time, space, and focus of staff, partners, families, and evaluators that would be cumbersome as a statewide process. This pilot format will enable a continuum of services to be developed for high-need populations, help us identify best practices and programs to share statewide, and inform the new, sustainable ADE framework for family engagement.

(B4) Time commitments of the PD, other key personnel are appropriate...

AR•SFEC will provide services to all Arkansas families. The number of personnel and their time commitments are adequate for the size and complexity of this SFEC. The time commitments of project director and key personnel were determined based on STC and PRI's experience implementing federal and state programs of similar size and scope.

As required by a program of this scope and scale, **a project director will spend 100% of their effort on AR•SFEC (page 25)**. To ensure their success, the project director and Dreama Gentry, J.D., PRI CEO, or her designee, will meet formally each month and will communicate regularly in less formal ways (calls, emails). The two will work closely to ensure effective implementation, and continuous improvement.

Given the size and scope of SFEC, **two site coordinators, a trainer and an instructional designer will dedicate 100% of their time to the project**. The site coordinators will lead the regional centers and ensure family and LEA engagement in these areas of highest need. The instructional designer and the trainer will develop and disseminate materials, curricula and trainings, both in-person and virtual. Sufficient support personnel (two program

associates at 100% time) are included to ensure effective and efficient program implementation.

(B5) Ensuring a diversity of perspectives are brought to bear ...

Our continuous improvement plan (Figure 4) ensures a diversity of perspectives influences project operation. The plan provides multiple opportunities for stakeholders, including parents, teachers, and students, to provide input and for that input to influence project operation. In addition to the experts brought to the project, our Consortium will establish an **Advisory Council**. Parents from diverse backgrounds will comprise the majority of the Advisory Council (>50%) as required. **The executive director of the Arkansas Support Network, a statewide organization focused on supporting students with disabilities and their families, will participate on Advisory Council as will their parent representatives.** Membership will include representatives of the education, business, and non-profit sectors including, but not limited to: students of diverse backgrounds and abilities, early childhood care professionals; teachers; community organizations that serve racially and ethnically diverse students as well as refugee students and families and non-English speaking populations; adult educators, postsecondary education representatives, college access outreach programs, school administrators, business representatives, and representatives from ADE. STC and PRI will convene the AR•SFEC Advisory Council quarterly to: provide direction to grant planning and implementation (statewide, regional levels), especially as it pertains to targeting and engaging underserved families; analyze project data and outcomes and provide feedback to inform continuous improvement in grant services and deliverables; and, inform policy recommendations based on project outcomes and activities to remove barriers to family engagement at all levels.

C. Project Personnel

Upon funding notification, as with any vacancies, steps will be taken to ensure nondiscriminatory

employment practices are followed and that applications are encouraged from persons traditionally underrepresented. We will advertise broadly in Arkansas for all positions with an emphasis on the Delta and Outer Delta (regional sites). Position announcements will be placed on the STC, PRI, and partner websites, and other job sites such as indeed.com. Applicants will fill out a detailed application; a PRI-appointed search committee will screen applicants for professional staff positions and identify candidates most qualified. Select applicants will be interviewed, and a candidate will be named by the search committee. Final approval will be given by Dreama Gentry, J.D., PRI CEO. All things being equal, preference will be given to persons who are members of traditionally underrepresented groups based on race, color, national origin, gender, age or disability.

(C1) Qualifications, including relevant training and experience, of the project director

Project Director (1 position, 1.0 FTE, 12 months). Upon notification of funding, Dr. Dreama Gentry, J.D., PRI CEO, will begin the process to hire a Project Director, who will live and work in Arkansas. The Project Director (PD) is a key full-time position directing the AR•SFEC grant, with 100% of time dedicated to the project. The PD will be a PRI employee and will report to PRI CEO Dreama Gentry, J.D., or her designee. The PD will work closely with partners and school systems to ensure all stakeholders are adequately informed of activities and services. The PD will lead a team to design and implement activities and services aimed at ensuring students experience academic success, with an emphasis on career pathways and college awareness. The PD will have the responsibility for the management of the project and programs and for developing and refining program operations to ensure that objectives are met, and programs comply with grant guidelines. The PD will manage daily operation of programs by hiring, supervising, training, and guiding staff in the development, implementation, and evaluation of

project activities. **Project director qualifications** include a master's degree (minimum) in Educational Administration or related field. **Relevant experience** includes a minimum 10 years' experience in personnel, program, and fiscal management; demonstrated experience with federal grant management, including budget responsibility; demonstrated knowledge and leadership in parent engagement; and belief that all students can succeed. Preference will be given to candidates with lived experience working with families and communities from low-income and marginalized populations. **Training** should include family engagement, including familiarity with the Dual Capacity-Building Framework, as well as accounting and budgeting, project management, human resource management, and other similar training areas.

(C2) Qualifications, including relevant training and experience, of key project personnel

In addition to Project Director, noted above, key project personnel—to be hired—include an Instructional Designer, Trainer, and Site Coordinators (2).

Instructional Designer (1 position, 1.0 FTE, 12 months). The Instructional Designer (ID) is a full-time position with 100% time dedicated to the AR•SFEC. The ID will report to the project director, be an employee of PRI, and work with the PD, ADE staff, and key partners (e.g., Mapp, Epstein), to design AR•SFEC curricula for parents, LEAs, the SEA, and CBOs. Each product will be designed for multiple formats including convenings, online/in-person events, and train-the-trainer and peer-to-peer events. The ID will be responsible for designing the online resource hub. The ID will utilize the research of the Dual Capacity Framework, the NNPS (Epstein) model, and *Parent Nation*, as well as other identified strategies to remove barriers and support student success along the cradle-to-career path. **ID qualifications** include a master's degree in education or a related field. **Required experience** includes at least five years as a curriculum developer related to the training of adult learners; 10 years in education, family engagement,

outreach/wrap-around services, or a similar field; and demonstrated work with federal/state grant projects. Exceptional graphic design and computer-related skills are also required. **Relevant training** should include training on adult learning strategies, curriculum design for adults and content training connected to family engagement.

Trainer (1 position, 1.0 FTE, 12 months). The Trainer is a full-time position with 100% time dedicated to the AR•SFEC. The Trainer will be a PRI employee, work directly with the project director, other SFEC staff, schools/LEAs, and key partners, to deliver training sessions including state convenings and localized and online trainings on the Mapp Framework, the NNPS/Epstein model, and, beginning in Year 2, the AR•SFEC cradle-to-career curricula. Trainings will be delivered to parents for their own learning and to help them develop as peer-to-peer leaders, and to schools and LEAs directly and in train-the-trainer formats. The trainer will work in face-to-face and online settings and will provide resources and training to SFEC staff, school personnel, families and community partners related to evidence-based practices. **Trainer qualifications** include a bachelor's degree in education or related field (required). **Experience** must include at least five years as a trainer of educators and/or parents focused on improving educational outcomes, event planning, and working collaboratively with stakeholders, AR educators, and/or AR families. **Relevant training** should include facilitation and adult learning frameworks (e.g. Results Based Facilitation), project management, and virtual learning best practices.

Site Coordinators (2 positions, 2.0 FTE, 12 months). The Site Coordinator is a full-time position with 100% time dedicated to the AR•SFEC. Two coordinators will be hired—one for each of the two Regional Centers. Coordinators will report to the project director and will be employees of STC. They will work closely with partners and schools/LEAs in their assigned region to ensure stakeholders and families are adequately informed of SFEC activities. Site

Coordinators will engage in joint planning with all AR•SFEC staff and the Advisory Council to support curricula development, training events, and the recruiting, and retaining, of families and educators to SFEC in-person and virtual trainings and events. Most critically, they will work individually with families and with educators to find ways to remove barriers to family engagement to ensure families have equitable access to supports, including academic, social-emotional, and health supports. **Qualifications** include a bachelor's degree (minimum); a master's degree is preferred. **Experience** must include a minimum of five years' experience in program management, three years of supervision of staff, and documented experience with working in communities, with schools, with residents, and with CBOs. Lived experience in their region with residents from these communities preferred. **Relevant training** includes community organizing, resident engagement, and partnership building, or similar professional learning.

In addition to the key personnel, two program associates will provide administrative support. **Positions descriptions are included for each position.**

(C3) Qualifications, including relevant training & experience (contractors, consultants)...

Partners for Rural Impact plays a major role in the STC | PRI Consortium to create the AR•SFEC. PRI has for 27 years supported the educational aspirations of rural students across America by building the capacity of residents and local leaders to develop, implement and sustain place-based solutions to the challenges they face. PRI also builds partnerships at the regional and national level to enhance support from governmental and philanthropic sources for all rural communities. PRI will provide oversight and management to the SFEC including employing and supervising the project director and other key personnel. PRI founder and CEO Dreama Gentry, J.D., will oversee the project to ensure effective program implementation. PRI's skilled and effective specialists in family engagement, Rochelle Garrett and Grace McKenzie

(resumes attached), are key in PRI's work as co-developers of the Kentucky Family Engagement Center and will contribute their time to the AR•SFEC as match.

Bellwether Education Partners will conduct the evaluation of the AR•SFEC Project.

Bellwether is a national nonprofit focused on changing education and life outcomes for underserved children. Bellwether's team of evaluators help clients integrate evaluation into planning and implementation efforts so they can get good information, reflect on the equity implications of their choices, and use data to drive what they do. Bellwether's academic and program strategy team helps schools and networks diagnose emerging challenges and gaps, improve results, and grow with quality. This work includes assessing school quality, examining achievement gaps and other manifestations of inequity, and developing a comprehensive approach to school culture. Melissa King, Ph.D., and Daniela Gibney, Ed.D., will lead the Bellwether team; vitae are attached outlining their qualifications for this critical work.

Additional Consultants from our partner organizations—Dr. Karen Mapp, Dr. Joyce Epstein (NNPS), and the *Parent Nation*'s lead motivator, Yoli Flores—will each support the project.

Bios for each are attached.

D. ADEQUACY OF RESOURCES **(D1) Relevance and demonstrated commitment of each partner ...**

As the lead applicant, STC is committed to the success of the SFEC. STC has effectively administered US DOE programs. Our experiences - implementing complex US DOE grants, seeing the positive changes resulting in schools from programming that authentically engages families, and seeing the needs in Arkansas, particularly in our targeted regions - have led us to develop this SFEC. Our expertise and our deep Arkansas partnerships at the state level with the Arkansas Department of Education and at the community level with partners and funders, particularly in the Delta, will ensure adequate resources are provided to SFEC. To illustrate, we

will arrange for space for the SFEC statewide and regional offices. STC will connect the SFEC to other Arkansas initiatives that can align and share resources, and to our partners.

Our consortium has engaged a range of partners in the planning, design, and development of the AR•SFEC. Our partners, Figure 5 will have a direct role in the delivery of grant services and/or the integration of project outcomes into policy or systemic structures to ensure sustainability. **Our partnerships will help maximize resources, avoid duplication of services, and reach the optimal number of families and school professionals.**

Figure 5 AR•SFEC Partners Our project has state, regional and local reach—possible only through the commitments of these partners.	PRI	AR Dept. of Ed.	NNPS/Epstein	AR Head St./HHSCO	AR Support Network	Curricula Concepts
Consortium member with STC (see MOU): leading curricula design, policy, national dissemination	X	X				
Developing a statewide family engagement framework	X	X				
Sharing information and outcomes on the project	X	X		X	X	X
Partnership network development, professional learning		X	X	X	X	X
Ongoing curricula development/implementation support	X	X				X
Ensure inclusion of all families including the underrepresented	X	X		X	X	X
Advisory Council member (organizational representative)	X	X		X	X	X
Contribute to AR•SFEC online resource hub development	X		X		X	
Communicate family engagement resources and professional development opportunities to stakeholders	X	X		X	X	X
Disseminate resources & leadership opportunities to families	X	X		X	X	X

Our partners represent state, regional and local entities across AR committed to: (a) contribute to AR•SFEC’s efforts to identify and scale innovative programs and proven practices in family engagement by sharing information about their organization’s efforts, initiatives and outcomes; (b) communicate and disseminate AR•SFEC resources and professional learning opportunities with their constituencies and stakeholders and; (c) identify, recruit and support

families for participation in AR•SFEC parent leadership programs and opportunities. **Letters of commitment** are attached.

Arkansas Department of Education (ADE). The ADE is the State Educational Agency for primary and secondary education and partners with districts, schools, and education shareholders to provide service, support, and leadership to ensure student success.

National Network of Partnership Schools (NNPS) Joyce L. Epstein, Ph.D., developed the Framework of Six Types of Involvement for Comprehensive Programs of Partnership and Sample Practices—the “how to” of family engagement and a key evidence-based model foundational to the AR•SFEC. In 1995, she established NNPS, which provides professional learning for leaders to develop research-based programs of family and community engagement.

Arkansas Head Start Association / Head Start State Collaborative Office (HSSCO). The Arkansas Head Start Association/HSSCO promotes structured leadership and collaboration on the state and local levels by planning, informing, advocating, and delivering innovative and quality trainings, technical assistance, and support to Head Start, Early Head Start, Early Head Start Child Care Partnerships and Migrant/Seasonal Head Start directors, staff, and families.

Arkansas Support Network (ASN). ASN is the state’s parent information center. ASN is a leader in family support, education advocacy, and education resources for individuals with disabilities. ASN supports and engages the families of children with developmental disabilities. The organization’s board of directors is comprised mostly of parents of children with disabilities aged birth to twenty-six from the community served.

Curricula Concepts, Inc. Curricula Concepts promotes positive relationships between educators, children, and their families. They facilitate the learning of new skills using dynamic and innovative models and provide professional development, technical assistance, and

coaching to early educators focused on meaningfully engaging families.

(D2) Costs are reasonable in relation to the objectives, design, and potential significance

Our project design includes a thorough approach for building a statewide infrastructure. We will create a statewide center with two regional centers and an online resource hub that will impact all parents and students in AR and will provide specific focus on high-need populations (e.g., rural youth, students of color, refugees) and create an AR•SFEC Advisory Committee to expand policy and advocacy that will decrease barriers to family engagement and increase the number of parents participating in education policy and systems development. Each budget line item has been carefully calculated using the Uniform Guidance (2 CFR 200), as well as our aligned standard procedures and principles for budget preparation to include vendor estimates, and targeted historical and researched cost estimates. The project builds on state, school, and community resources—providing both direction and funding to meet the proposed levels and scale of services along a comprehensive cradle-to-career engagement system for change. As required, we have **allocated annually** to ensure that more than:

- 65% of funds serve LEAs and CBOs serving high concentrations of disadvantaged students.
- 30% of funds to establish and expand technical assistance for evidence-based parent education.

Program costs are reasonable in relation to the statewide scope and to the enduring change that will occur from the services provided. We will provide a solid return on the federal investment through improved outcomes for youth and the developed statewide infrastructure. We are committed to meeting project goals and objectives and to sustaining best practices after funding. Our Consortium has committed [REDACTED] in non-federal dollars over the 5-year project.

Costs are also reasonable as we are developing a first-of-its-kind cradle-to-career curricula for family engagement based on both sides of the dual framework (schools, families), designed with the What Works Clearing House in mind. Historically, families and schools work

independently of each other. To shift this pattern, our project will build the capacity of families and schools to join forces and work collaboratively to help students succeed. The costs of the program are reasonable given the potential for this project to shift the prevailing behaviors of school and family relationships and support parents in being educational advocates for their children.

(D3) Costs are reasonable in relation to the number served, anticipated results...

Given the capacity building nature of the project, the federal investment for this statewide project is reasonable and remarkably cost-effective. For instance, the policy development and advocacy activities will have a broad impact on **704,268 children and students in the state**, their schools, and families. In addition, the project will build the knowledge base of teachers, school administrators, community-based organizations, and families. Once the skills of our families and schools are strengthened and their competencies and abilities are developed, the learning gained during the project will continue to positively impact children statewide for years to come.

The costs of the project are also reasonable in relation to anticipated results and benefits. Our clearly defined project goals, objectives, and performance measures (p. 7) reflect the scale and intensive scope of our services and deliverables. We will increase high-impact activities and evidence-based practices for students and increase opportunities for parents to improve their knowledge about educational choice. Our project will reduce barriers to family engagement through policy development and refined LEA practices that support family engagement as well as **specific strategies and supports** to both support and mobilize parents and families. Funds will be used to increase parent participation in decision making and for parents to serve in educational leadership roles. The cost per student is **less than** [REDACTED] **year** and is reasonable given the long-term, sustainable results and benefits that will be derived from the program.

E. Quality of the Project Evaluation

Bellwether Education Partners (Bellwether), a national nonprofit with a mission to dramatically change education and life outcomes for underserved students, will conduct an independent evaluation of the AR•SFEC program. Bellwether has extensive experience conducting rigorous quasi-experimental, correlational, and implementation evaluations of multi-year federal grant programs. Bellwether’s evaluation of the AR•SFEC program will provide:

- Moderate evidence that meets WWC standards with reservations of the impact of the NNPS/Epstein-aligned **AR•SFEC curriculum** on students
- Descriptive evidence of the impact of the NNPS/Epstein-aligned **AR•SFEC curriculum** on school staff, and parent outcomes in the regional sites (Delta, Outer Delta)
- Descriptive evidence of the impact of *Parent Nation* on parent skills, knowledge, and confidence in working with schools and CBOs to remove barriers for their children
- Formative **feedback on implementation**.

Consistent with the logic model (p. 4), the evaluation addresses our research questions (Fig. 6).

Figure 6, Key Research Questions	
Impact of AR•SFEC Curricula on Students (NNPS/Epstein model)	
1.	QED. Do students enrolled in schools participating in the AR•SFEC curricula pilot (NNPS) have higher overall attendance and lower chronic absenteeism relative to a matched comparison group of students from non-participating schools? Do program impacts differ for students in rural versus urban areas? For students in different age bands (elem., middle, hs)
2.	QED. Do students enrolled in schools participating in the AR•SFEC curricula pilot (NNPS) have higher ELA and math achievement relative to a matched comparison group of students from non-participating schools? Do program impacts differ for students attending schools in rural versus urban areas? For students in different age bands (elementary, middle)
Impact of AR•SFEC Curricula on Parents and School Staff (NNPS/Epstein model)	
3.	Descriptive. Do parents participating in the AR•SFEC curricula pilot have improved knowledge, attitudes, and behaviors related to engaging with the school to support their child’s academic and developmental needs compared to baseline?
4.	Descriptive. Do school staff participating in the AR•SFEC curricula pilot have improved knowledge, attitudes, and behaviors related to engaging with parents to meet the academic and developmental needs of their children compared to baseline?
Impact of AR•SFEC Parent Nation/Parent Villages on parents	
5.	Descriptive. Do parents participating in AR•SFEC <i>Parent Nation</i> have improved knowledge, attitudes, and behaviors—including increased confidence and voice—related to their own abilities to identify and remove barriers that support their children’s development?

Impact of AR•SFEC Curricula on Parents and School Staff (NNPS/Epstein model)
6. Descriptive. Do parents participating in the AR•SFEC curricula pilot have improved knowledge, attitudes, and behaviors related to engaging with the school to support their child’s academic and developmental needs compared to baseline?
7. Descriptive. Do school staff participating in the AR•SFEC curricula pilot have improved knowledge, attitudes, and behaviors related to engaging with parents to meet the academic and developmental needs of their children compared to baseline?
Impact of AR•SFEC Parent Nation/Parent Villages on parents
8. Descriptive. Do parents participating in AR•SFEC Parent Nation have improved knowledge, attitudes, and behaviors—including increased confidence and voice—related to their own abilities to identify and remove barriers that support their children’s development?
Implementation of SFEC Programming
9. Does AR•SFEC implement <i>Parent Nation</i> as intended? What factors facilitate or hinder quality implementation?
10. Does AR•SFEC implement the NNPS curricula pilot as intended? What factors facilitate or hinder quality implementation?
11. Is AR•SFEC support for the SEA’s creation of a statewide infrastructure for meaningful parent engagement implemented as intended? What factors facilitate/hinder quality implementation?
12. How do parents and SEA, LEA, school, and CBO staff perceive the quality and effectiveness of AR•SFEC programming and support?

(E1) Use of objective performance measures clearly related to intended outcomes, producing quantitative and qualitative data...

Quantitative and qualitative data will be collected and analyzed to ensure our objective performance measures—including on page 7—will be (formative) and are (summative) met. We restate those outcomes here and more thoroughly **note specific measures** as they align to the evaluation’s Research Questions. These data from multiple sources and stakeholders will provide systematic, rigorous information to Bellwether related to progress toward goals and outcomes; they will use the quantitative and qualitative data to triangulate findings for increased validity.

Figure 7, <u>Outcomes</u> Crosswalk to Research Questions and Data Sources		
RQ	Outcome Measures	Quantitative Qualitative
Goal 1	Increase student engagement and achievement for students in piloting LEAs	
RQ 1, 2	Estimated program effect on student attendance and student achievement (ELA and math)	State/District wide data for treatment & control schools <i>(Y4 baseline, Y5 outcome)</i>

Attendance (RO1). We will use end-of-year (2027, Y5) and prior-year attendance data (2026, Y4) for students in grades K-12 assigned to treatment and control schools in Year 5. Bellwether will measure attendance using both a continuous variable indicating the number of days a student was absent during one school year as well as a dichotomous variable indicating whether a student was chronically absent (i.e., missing 10% of school days for any reason [USDE]).

Academic Achievement (RO2). We will use student-level state standardized test score data for 2025-26 (Y4, baseline) and 2026-27 (Y5, outcome). AR’s state assessment measures success with state standards and include assessments in mathematics and ELA (grades 3-8). Data include the student's scale scores, which are measured as continuous variables.

PPM 3: # of activities/services implemented to ensure parents are trained and effectively engage in activities that will improve student academic achievement

PPM 4: # of parents receiving AR•SFEC services who report enhanced capacity to work with schools, providers in meeting needs of their children

PPM 5: # of high-impact activities/services to train LEA, school, and CBO staff to effectively engage families to improve student academic achievement

PPM 6: % of LEA/School staff with enhanced capacity to engage families

Goal 2 Increase parent skills, confidence, and voice that leads to effective engagement at the local school and beyond

RQ 5	Change in parent knowledge, attitudes, and behaviors in identifying and removing barriers for their children	Targeted pre/post surveys – <i>Parent Nation</i> participants – LEA parent participants (<i>Fall Y2-Y5, baseline; Spring Y2-Y5 outcome</i>)
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Parent Knowledge, Attitudes, Beliefs (RO5). Bellwether will administer **two** targeted project-designed surveys in the spring of years 2-5 capturing families’ self-reported change in knowledge, attitudes, and behavior aligned with the *Parent Nation* curriculum and families’ engagement with schools and LEAs. Constructs include parent knowledge of child’s cognitive development and parent’s capacity to advocate for improved supports for their children (TMW, 2021). Also see RQ3 survey information, below.

PPM 1: # of parents participating in high-impact AR•SFEC activities

PPM 3: # of activities/services implemented to ensure parents are trained and effectively engage in activities that will improve student academic achievement

PPM 4: # of parents receiving AR•SFEC services who report enhanced capacity to work with schools, providers in meeting needs of their children

PPM 5: # of high-impact activities/services to train LEA, school, and CBO staff to effectively engage families to improve student academic achievement

PPM 6: % of LEA/School staff with enhanced capacity to engage families

Goal 3 Increase LEAs’ meaningful engagement with parents

Goal 4 Increase SEA’s meaningful engagement with parents

RQ 3	Change in parent knowledge, attitudes, and behaviors related to supporting their child’s academic and developmental needs	Targeted pre/post survey (<i>Fall Y2-Y5, baseline; Spring Y2-Y5 outcome</i>)
RQ 4	Estimated program effect on teacher knowledge, attitudes, and behaviors related to engaging parents to support their child’s academic and developmental needs	Targeted School Staff Survey (<i>Fall Y2-Y5, baseline; Spring Y2-Y5 outcome</i>)
<p><u>Parent knowledge, skills, and attitudes related to engaging with the school (RO3).</u> Bellwether staff will measure parent knowledge, skills, and attitudes related to engaging with the school using a project-designed survey administered in the fall and spring of years 2-5. The survey will include items aligned to Epstein’s framework for family engagement, which include understanding, awareness, and confidence related to parenting & child development; communication with school staff; volunteering at school; supporting learning at home; providing input into school policies; and accessing community resources (Epstein, et al., 2018).</p> <p><u>School staff knowledge, skills, and attitudes (RO4).</u> Bellwether will use a project-designed survey to measure school staff (i.e., leaders and teachers) knowledge, skills, and attitudes related to engaging with parents, aligned to Epstein’s framework for family engagement, which include understanding families’ background and views of their children; increased diversity and use of communications with families; readiness to involve families in new ways (Epstein, et al., 2018). Surveys will be administered in the fall and spring of years 2-5.</p> <p>PPM 2: # of activities/services that build Arkansas’ infrastructure for systemic family engagement, including SEA- & LEA-level leadership support and capacity building</p> <p>PPM 5: # of high-impact activities/services to train LEA, school, and CBO staff to effectively engage families to improve student academic achievement</p> <p>PPM 6: % of LEA/School staff with enhanced capacity to engage families</p>		

(E2) Performance feedback and periodic assessment of progress toward outcomes

To contextualize the findings of the impact study and provide ongoing performance feedback to AR•SFEC staff, Bellwether will conduct an implementation study throughout the grant period, focused on the scope and quality of project activities and services, as well as fidelity to evidence-based practices. The study will examine early indicators of progress toward intended outcomes; assess the fidelity of program implementation; and explore factors that facilitate or hinder quality implementation. Bellwether will provide findings related to program quality and impact for all students enrolled in schools or programs implementing the AR•SFEC curriculum, including those not eligible to participate in the impact study (E3, pg. 39). In year 1, Bellwether will work closely with AR•SFEC to develop implementation standards for the major project components.

Figure 9 shows alignment to our logic model, implementation measures, and proposed data sources, which include administrative records, post-event surveys, surveys of school staff and parents, and interviews with AR•SFEC, LEA, school, & CBO staff, and parents (Qualitative, Quantitative).

Figure 9, Implementation Crosswalk to Research Questions and Data Sources	
Implementation Fidelity Measures	Qualitative Quantitative
<p><u>SEA statewide infrastructure</u>: Completion of statewide asset mapping; Creation of statewide family engagement framework and implementation plan; # of high-impact activities/services to build infrastructure (GPRA 2); # of high-impact activities and services to build capacity of LEA, school, CBO staff (GPRA 5); Increased # of opportunities for parents to be involved in SEA decision making; Description of factors that support/hinder fidelity, outcomes</p>	<p>AR•SFEC admin. data</p> <p>Post-Event Survey <i>(following every event offered at state level, Y1-Y5)</i></p> <p>Interviews w/AR•SFEC and SEA staff (<i>Spring Y1-Y5</i>)</p>
<p><u>NNPS Curricula Pilot</u>: # high-impact activities/services to build capacity of LEA, school, CBO staff (GPRA 5, 6); # school, CBO staff participating in high-impact activities & services; Improved implementation of high-quality family engagement strategies (GPRA 4); Description of factors that support/hinder implementation fidelity, outcomes.</p>	<p>AR•SFEC administrative data (<i>Quarterly Y1-Y5</i>)</p> <p>Interviews/focus groups with AR•SFEC, LEA, school, CBO staff, parents (<i>Spring Y1-Y5</i>)</p>
<p><u>Parent Nation pilot</u>: # high-impact activities & services to ensure parents are trained and can effectively engage in activities to improve student academic achievement (GPRA 3); # parents participating high-impact activities/services (GPRA 1); Factors that support or hinder implementation fidelity and outcomes.</p>	<p>AR•SFEC administrative data (<i>Quarterly Y1-Y5</i>)</p> <p>Interviews with AR•SFEC staff, parents (<i>Spring of each year</i>)</p>
<p><u>Across all project activities</u>: Perceptions of quality of AR•SFEC activities and services</p>	<p>All interviews; School Staff & Family Surveys (<i>Spring Y1-Y5</i>); Post-Event Survey <i>following state events, Y1-5</i></p>
<p>– <u>Project Administrative Records</u>. Bellwether and AR•SFEC will create a Performance Indicator Dashboard to track metrics (e.g., # of activities and services statewide & regionally; #/type of participants). The dashboard—updated monthly by AR•SFEC—will facilitate data sharing and ensure consistent performance feedback. Dashboard data will be analyzed using descriptive methods (e.g., means, standard deviations, counts, crosstabs); and reviewed monthly and quarterly by staff and the Advisory Council, respectively.</p> <p>– <u>Interviews</u>. Each spring (Y1-Y5), Bellwether will conduct site visits in a sample of schools, districts, and CBOs receiving AR•SFEC supports to conduct individual interviews with key project and SEA staff, and focus groups with LEA staff, school staff, CBO staff, and parents. Semi-structured protocol topics will include implementation, perceived quality and</p>	

utility of services provided, perceived impacts of the activities or services, and factors supporting or hindering quality implementation. Bellwether researchers will code the interview transcripts, identify emerging themes, and distill key findings.

- **Post-Event Surveys.** Bellwether will design a post-survey to administer to all participants immediately following each AR•SFEC statewide activity and event. The brief post-program survey will include items to capture participants’ assessment of event quality and effectiveness, and participant characteristics (demographics, geographic region, role). Bellwether will analyze survey data using descriptive methods.

Bellwether will use **multiple modes of communication** to share implementation findings and impact with AR•SFEC and other stakeholders year-round. The dashboard serves as an initial tool for ongoing informal communication on implementation progress; Bellwether will **meet quarterly** with AR•SFEC to share feedback from participants in the curriculum pilots and to reflect on formative findings related to performance and progress toward goals. Findings from each year’s data collection and analysis will be summarized in an **annual evaluation report** (Years 1-4) and a final **summative report** (Year 5), which will address the research questions and include lessons learned for continuous improvement. AR•SFEC and its Advisory Council will use findings to refine each curriculum pilot and continuously improve statewide training.

(E3) Methods to produce promising evidence

Bellwether’s evaluation will assess the degree to which there is **moderate evidence** that meets WWC standards with reservations of a relationship between project activities and student attendance and achievement (RQ1, RQ2). **This evidence will surpass the requirement for promising evidence.** The remaining research questions (RQ3-RQ9) will be addressed using descriptive or qualitative methods that may be used to demonstrate a rationale, described above.

To gauge impacts on student attendance and achievement (RQ1-RQ2), Bellwether will use propensity score matching to identify a matched comparison for grade-eligible (4-8 in reading, math) students enrolled in schools in Y5 that implemented the AR•SFEC curriculum for grades 1-4 or grades 5-8 for at least two years. We anticipate a minimum of 3 elementary schools

and one middle school in both the Delta and Outer Delta regions in the treatment group, for a treatment group size of at least 750 students per location. Bellwether's analysis is constrained by current and prior year outcome data available from AR includes attendance data for students K-12 and yearly data on achievement for students in grades 3-8. As a result, the analysis of achievement outcomes will only include estimates of the impact of AR•SFEC programming on students enrolled in schools implementing the elementary and middle school AR•SFEC curricula and analysis of attendance outcomes will only include estimates of the impact of SFEC programming on students enrolled in schools implementing the early learning, elementary, and middle school SFEC curricula. Students will be matched on prior measures of the outcomes, student-level demographics (e.g., student race/ethnicity, gender, grade level, special education status, ELL status, and free or reduced-price lunch), and school characteristics (e.g., location, size; concentrations of minority, special education, ELL; # of years the school implements the AR•SFEC curriculum). After matching, Bellwether will examine the quality of the match on these characteristics and will also include them in the models, to increase precision. Bellwether will examine baseline equivalence between treatment and matched comparison groups for each baseline outcome measure (prior year attendance and achievement measures). The treatment effect will be estimated at the school level using multi-level models (logistic, multi-level models; chronic absenteeism), with parents nested in schools, controlling for parent- and school-level characteristics, and with region (Delta, Outer Delta) fixed effects.

Other Attachment File(s)

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Appendix A – Resumes of Key Personnel

Position Descriptions

- Instructional Designer
- Program Associate
- Project Director
- Site Coordinators
- Trainer

Resumes

- Rochelle Garrett, co-Developer of the Kentucky Family Engagement Center
- Dreama Gentry, Founder and CEO, Partners for Rural Impact
- Grace McKenzie, co-Developer of the Kentucky Family Engagement Center

Evaluation Resumes

- Daniela Torre Gibney, Senior Associate Partner, Bellwether Education Partners
- Melissa King, Partner, Bellwether Education Partners

Expert Bios

- Joyce Epstein, Director of the Center on School, Family, and Community Partnerships and Professor of Education in the Johns Hopkins University School of Education
- Karen Mapp, Senior Lecturer on education at the Harvard Graduate School of Education (HGSE) and the faculty director of the Education Policy and Management Master's Program
- Yolie Flores, National Campaign Director, Parent Nation at TMW Center, University of Chicago

Human Resources

POSITION DESCRIPTION

Position Title: Instructional Designer

Department:

Title of Immediate Supervisor/Leader to Whom This Position Reports: Project Director

*Expected Daily Work Hours: 8:00am – 5:00pm *Expected Weekly Work Schedule: Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Master's degree in education or related field

Experience required to ensure success in this position:

- Five years' experience in developing curricula for training and facilitating adult learning, required
- Ten years' experience in one of the following specialties: elementary education, middle grades education, secondary and postsecondary education, family engagement, outreach/wrap-around services
- Experience in family engagement best practices
- Experience in multiple school types (e.g., rural, urban)
- Understanding of first generation, low-income children and their families
- Experience managing multiple tasks and meeting ambitious deadlines
- Commitment to families from diverse economic, social, racial, ethnic, and cultural backgrounds
- Knowledge of Results Based Accountability

Special skills, knowledge and abilities:

- Experience developing and delivering successful training experiences
- Strong organizational skills
- Belief that all students can succeed
- Strong verbal presentation skills
- Excellent written and oral communication skills

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work with in a high-energy office
- Ability to travel independently by car and/or plane throughout the state and the United States

Environmental conditions:

- Work primarily in an office setting
- Professional office environment with interruptions and noise due to frequent visitors, staff and callers
- Frequent travel to partner and program sites required in all seasons

Ability to operate the following vehicles or equipment:

- Standard Office Equipment – computer, telephone, fax machine, photocopier, etc.
- Motor vehicle

Brief summary of this position:

The Instructional Designer (ID) will report to the project director. The ID will work directly with the PD, other staff, school districts, and key partners, to design curricula to ensure the family’s success in identifying and supporting educational options and supports for students. The ID will lead opportunities for partnership with schools and key grant partners to develop parent, LEA, SEA, CBO, and other trainings related to the Dual Capacity Framework, the NNPS (Epstein) model, and Parent Nation, as well as other identified strategies to remove barriers and support student success along the cradle-to-career path. This position will integrate Results Based Facilitation and Accountability frameworks in partnership meetings, improvement strategies, and project design activities.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Demonstrate a working knowledge of SFEC goals and objectives.
- Design curricula to ensure the family’s success in identifying and supporting educational options and supports for students.
- Lead opportunities for partnership with schools and key grant partners to develop parent, LEA, SEA, CBO and other trainings related to Dual Capacity Framework, the NNPS (Epstein) model, and Parent Nation, as well as other identified strategies.
- Integrate Results Based Facilitation and Accountability frameworks in partnership meetings, improvement strategies and project design activities.
- Ensure compliance with federal grant policies and procedures paying particular attention to risk management.
- Perform other duties as assigned.

Other roles/duties will be assigned as necessary to assist the program in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? No
If yes, how many? _____
- Does the person in this position directly supervise students? No
If yes, how many? _____

APPROVED BY:

Supervisor: _____ (Signature) _____ Date: ____/____/____

Staff Member Serving in this Role: _____ (Signature) _____ Date: ____/____/____

(To be completed by HR Staff)

Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 2/1/2022

Human Resources

POSITION DESCRIPTION

Position Title: Program Associate (2)

Department: _____

Title of Immediate Supervisor/Leader to Whom This Position Reports: Project Director

*Expected Daily Work Hours: 8:00am – 5:00pm *Expected Weekly Work Schedule: Monday-Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Associate’s degree, required

Experience required to ensure success in this position:

- A minimum of one year experience working in the areas of finance, human resources, office management, grants development or grants management, higher education, financial aid, college access or related field, required
- Experience in a professional office setting with knowledge of data entry, word processing, managing correspondence, filing, event planning and meeting preparation.

License, certification, or registration necessary:

- Valid driver’s license
- Background check, including social media check

Physical requirements:

- Occasionally lift or carry up to 20 lbs.
- Ability to courier throughout campus to deliver and pick up correspondence or materials for the office
- Ability to work within a high energy office all day
- Strong verbal presentation skills
- Ability to travel independently

Environmental conditions:

- Work primarily in office setting.
- Professional office environment with interruptions and noise due to frequent visitors, staff and callers

Ability to operate the following vehicles or equipment:

- Standard office equipment – computer, telephone, fax machine, ten-key calculator, copier, etc.
- Motor vehicle

Brief summary of this position:

The full-time Program Associates (PA) will manage SFEC program related records and files, schedule meetings and planning events, coordinate data entry, monitor and track receipts for spending, purchase supplies, and provide event and office support to the SFEC team. PAs will welcome visitors and guests, schedule visits, and prepare for visits. PAs will provide general clerical support for activities such as correspondence, office supply orders, resource purchasing, and travel arrangements. They will also answer phone calls and questions as necessary; administer mailings to schools, parents and program participants; and run, review, and prepare various reports for the PD.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Creates and maintains processes to manage all program paper and electronic files including service reports and grant documentation
- Provides general clerical support for activities such as correspondence, office supply orders, resource purchasing, travel arrangements and arranging for the pickup, sorting and delivery of mail for program
- Welcomes all visitors and guests; schedule visits and provide and plan preparation for visits
- Answers phone and answers questions as necessary
- Administers mailings to schools, parents, and program participants
- Maintains the programs Box site for information sharing, including setting up folders and keeping calendar, documents, and other items updated
- Reviews purchase card reports and travel requests prior to Director approval including working with Finance department to make certain expenses are allowable, reasonable and necessary to meet the goals and objectives of the program
- Collaborates with the Director regarding grant management/development, and operational issues
- Run, review, and prepare various reports for the Director
- Prepares for meetings including scheduling, refreshments and set up; provides onsite meeting support including registration and taking minutes; sends agenda, minutes and handouts electronically to participants
- Reviews and refines departmental policies and procedures to ensure consistency with work flow and follow office administration best practices
- Provides assistance with campus events involving program staff and students
- Serves on committees, as necessary, and represents program at meetings
- Provide building maintenance reports where applicable and ensure building is properly maintained

Other roles/duties will be assigned as necessary to assist the program in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? Yes No
If yes, how many? _____
- Does the person in this position directly supervise students? Yes No
If yes, how many? _____

APPROVED BY:

Supervisor: _____ (Signature) _____ Date: ____/____/____

Staff Member Serving in this Role: _____ (Signature) _____ Date: ____/____/____

(To be completed by HR Staff) Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 2/1/2022

Human Resources

POSITION DESCRIPTION

Position Title: Project Director

Department:

Title of Immediate Supervisor/Leader to Whom This Position Reports: PRI CEO

*Expected Daily Work Hours: 8:00am – 5:00pm *Expected Weekly Work Schedule: Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Master's Degree required in educational administration, or related field, PhD preferred

Experience required to ensure success in this position:

- Ten years' experience in personnel, program, and fiscal management
- Demonstrated experience with federal grants management, including budget responsibility

Special skills, knowledge and abilities:

- Demonstrated knowledge and leadership in the areas of school reform, parent engagement and evaluation
- Belief that all students can succeed
- Familiarity with the Dual Capacity-Building Framework for Family-School Partnerships

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work with in a high-energy office
- Ability to travel independently by car and/or plane throughout program area and the United States

Environmental conditions:

- Work primarily in an office setting
- Professional office environment with interruptions and noise due to frequent visitors, staff and callers
- Frequent travel to partner and program sites required in all seasons

Ability to operate the following vehicles or equipment:

- Standard Office Equipment – computer, telephone, fax machine, photocopier, etc.
- Motor vehicle

Brief summary of this position:

The Project Director (PD) is a key full-time position directing the NH•SFEC grant, with 100% of time dedicated to the project. The PD, who will report to the Principal Investigator, will work closely with partners and school systems to ensure all stakeholders are adequately informed of activities and services. The PD will lead a team to design and implement activities and services aimed at ensuring students experience academic success, with an emphasis on career pathways and college awareness. The PD will have the responsibility for the management of the project and programs and for developing and refining program operations to ensure that objectives are met, and programs comply with grant guidelines. The PD will manage daily operation of

programs by hiring, supervising, training, and guiding staff in the development, implementation, and evaluation of project activities. Additional responsibilities include using the Results Based Accountability (RBA) model, and engaging stakeholders in aligning contributions and braiding funding to achieve the project objectives.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Develop and refine project operations; supervise staff hiring, development, and performance evaluation; oversee budget planning
- Work closely with partners and school systems to ensure all stakeholders are adequately informed of activities and services
- lead a team to design and implement activities and services aimed at ensuring students experience academic success, with an emphasis on career pathways and college awareness
- Ensure services as proposed in the grant applications are being effectively and efficiently delivered
- Manage project budgets and work with lead agencies to ensure that all expenditures are allowable and within the scope of the work
- Audit and approve all required reports
- Work with independent evaluator as necessary to ensure fidelity in delivery of services, alignment to logic model and progress toward outcomes
- Ensure data is collected in a timely and efficient manner and provide feedback to key stakeholders

Other roles/duties will be assigned as necessary to assist the program in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? Yes No
If yes, how many? 6
- Does the person in this position directly supervise students? Yes No
If yes, how many? _____

APPROVED BY:

Supervisor: _____ (Signature) Date: ____/____/____

Staff Member Serving in this Role: _____ (Signature) Date: ____/____/____

(To be completed by HR Staff) Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 2/1/2022

HUMAN RESOURCES
POSITION DESCRIPTION

Position Title: Site Coordinator (2)

Department:

Title of Immediate Supervisor/Leader to Whom This Position Reports: Project Director

***Expected Daily Work Hours:** 8:00am – 5:00pm ***Expected Weekly Work Schedule:** Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Bachelor's degree required, master's degree preferred

Experience required to ensure success in this position:

- A minimum of five years of experience in program management, three years' of supervision of staff
- Experience with grant implementation, evaluation/data collection, or similar tasks

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work within a high energy office all day, ability to occasionally lift up to 20 pounds; strong verbal presentation skills; able to travel independently.

Environmental conditions:

- Routine office environment with interruptions and noise due to frequency of visitors, students, staff, faculty, and callers.

Ability to operate the following vehicles or equipment:

- Standard office equipment – computer, telephone, fax machine, ten-key calculator, copier, etc.
- Motor Vehicle

Brief summary of this position:

These are two full-time positions, one to lead each Regional Site, will report to the Project Director. Site Coordinators will work closely with partners and school systems in their assigned region to ensure stakeholders are adequately informed of SFEC activities and services, while also watching for duplication of services. Site Coordinators will manage all activities of the SFEC including coordinating evaluation/data collection, training events, meetings with partners and families, recruiting participants to the project (e.g., schools, LEAs, families, CBOs), and more. The Site Coordinator will guide and direct all regional activities to support the Project Director, Instructional Designer, Trainer, and Evaluation Team. They will meet regularly with families to support their learning and the identification/removal of barriers for their children—connecting families to specific strategies and support agencies.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Engage in joint planning that entails a full-time commitment and ensures children are: 1) achieving academically from cradle to career, and 2) safe, healthy, and supported by engaged parents.
- Coordinate academic, social, and health services through partnerships between elementary and secondary schools, LEAs, and community-based organizations, nonprofit organizations, and other public or private entities.

Other roles/duties will be assigned as necessary to assist the program in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? Yes No

If yes, how many? _____

- Does the person in this position directly supervise students? Yes No

If yes, how many? _____

APPROVED BY:

Supervisor: _____

Date: ____/____/____

Staff Member Serving in this Role: _____

Date: ____/____/____

(To be completed by HR Staff) Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 2/1/2022

Human Resources

POSITION DESCRIPTION

Position Title: Trainer

Department:

Title of Immediate Supervisor/Leader to Whom This Position Reports: Project Director

*Expected Daily Work Hours: 8:00am – 5:00pm *Expected Weekly Work Schedule: Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Bachelor's degree in education or related field is required

Experience required to ensure success in this position:

- Five years' experience providing training to educators or parent

Special skills, knowledge and abilities:

- Ability to collaborate effectively, work as part of a team and coordinate events

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work with in a high-energy office
- Ability to travel independently by car and/or plane throughout Kentucky and the United States

Environmental conditions:

- Work primarily in office setting
- Professional office environment with interruptions and noise due to frequent visitors, students, staff, faculty and callers
- Frequent travel to partner and program sites required in all seasons

Ability to operate the following vehicles or equipment:

- Standard Office Equipment – computer, telephone, fax machine, photocopier, etc.
- Motor vehicle

Brief summary of this position:

The Trainer is a full-time position with 100% time dedicated to the NH•SFEC and paid for by the SFEC grant. The Trainer will work directly with the project director, other SFEC staff, school districts, and key partners, to ensure families have training to successfully identify and support adjustment to post-secondary education or training for their student. This position will provide training related to the developed curricula, Parent Nation peer-to-peer leaders, LEAs (train-the-trainer), and statewide events. The trainer will provide resources and training to SFEC staff, school personnel, families and community partners related to evidence-based practices, evaluate activities for effectiveness, and work with key partners to offer additional research-based family engagement programming.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Demonstrate a working knowledge of SFEC goals and objectives.
- Work with the project director, other SFEC staff, school districts, and key partners, to ensure families have training to successfully identify and support adjustment to post-secondary education or training for their student.
- Provide training related to the developed curricula, Parent Nation peer-to-peer leaders, LEAs (train-the-trainer), and statewide events.
- Provide resources and training to SFEC staff, school personnel, families and community partners related to evidence-based practices, evaluate activities for effectiveness and work with key partners to offer additional research-based family engagement programming.
- Work closely with NHDOE, Regional Centers, schools, staff, partners/community-based organizations, and families to deliver the dual capacity building framework, help develop curriculum on parent engagement, educational choice, and use of technology, and facilitate training sessions statewide.
- Ensure data from each training session is collected, disseminate results, and continually identify and share trends or patterns in school or parent trainings to drive policy development strategies.
- Work closely with the regional center staff and stakeholders and the PD to ensure program activities/services are informed by the feedback received from quantitative and qualitative data and collaborate with all CBOs to build the capacity of parents and educators
- Perform other duties as assigned.

Other roles/duties will be assigned as necessary to assist the program in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? No
If yes, how many? _____
- Does the person in this position directly supervise students? No
If yes, how many? _____

APPROVED BY:

Supervisor: _____ (Signature) _____ Date: ____/____/____

Staff Member Serving in this Role: _____ (Signature) _____ Date: ____/____/____

(To be completed by HR Staff)

Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 2/1/2022

LAURA ROCHELLE GARRETT

Director of Programs

EDUCATION

University of Kentucky

August 1992 – December 1995
Master of Science in Social Work

Eastern Kentucky University

August 1979 – August 1983
Bachelor of Science in Social Work

WORK EXPERIENCE

Berea College Partners for Education Director of Programs

2019–Present

Provide oversight to a portfolio of wrap around services & programs to remove obstacles to student success. Serve on the Partners for Education senior leadership team and to achieve the result, *all Appalachian students succeed.*

Berea College Partners for Education Director of Family Engagement & Early Childhood Services

2013–2019

Provided oversight to family engagement and early childhood programs in Appalachian Eastern Kentucky

Berea College Partners for Education Associate Director

2012–2013

Lead implementation of research-based parent engagement programs in partnership with school districts and community organizations

Berea College Partners for Education GEAR UP Partnership OJJDP Program Coordinator

2009–2012

Recruited OJJDP students, parents, and partners to provide educational parent engagement mentoring. Collected, tracked, and evaluated data on educational progress of participants to assess goals and objectives of the program.

PROFILE

A first generation college graduate

CONTACT

SKILLS

Dreama Gentry, J.D.

Dreama Gentry leads Berea College’s outreach into rural Appalachian Kentucky. With an annual budget of [REDACTED] and a staff of 400, Gentry provides leadership to federally and privately funded programs that improve educational outcomes of rural Appalachian youth and their families. Realizing that positive educational outcomes for youth relates to both what happens inside and outside the school, Gentry collaborates with communities to design programs that meet the needs of rural youth, parents and schools.

Since 1999, Gentry has designed and implemented programs that connect Berea College with school districts in 31 Appalachian Kentucky counties serving 50,000 rural Kentucky youth. Federally funded programs include GEAR UP partnerships, Promise Neighborhood, Full Service Community Schools, AmeriCorps programs, AmeriCorps VISTA, Upward Bound, Upward Bound Math and Science, and Talent Search.

A first generation college graduate from rural Appalachia, Gentry holds a B.A. in Political Science from Berea College and a Juris Doctor from the University of Kentucky College of Law.

Professional Experience

Founder and Executive Director of Partners for Rural Impact (Formerly known as Partners for Education) Berea College, Berea, Kentucky	1995-present
Institutional Compliance Officer Berea College, Berea, Kentucky	2005-2010
Assistant Director of Government Relations National Tour Association, Lexington, Kentucky	1995
Attorney Stuart & Broz, Bowling Green, Kentucky	1992-1995
Adjunct Professor Draughons Junior College, Bowling Green, Kentucky	1993-1995

Education

Juris Doctor, University of Kentucky College of Law, Lexington, Kentucky, 1992

Bachelor of Arts in Political Science, Berea College, Berea, Kentucky, 1989



Leadership Roles

Member , Kentucky Equity Council	2017-present
Board Member , Fahe	2017-present
Board Member , Pine Mountain Settlement School	2016-present
Member , Governor’s Early Childhood Advisory Council	2014- 2019
Board Member , College for Every Student	2014-2019
Board Member , Berea Community School Family Resource Center	2009-2012
National Coordinator , Project Meet Me Halfway	2009--2012
Chair & Charter Board Member , Kentucky College Access Network	2007-2010
Parent Representative , KY Education Commissioners Parent Advisory Council	2006-2010
Scenario Planning Committee Member , Berea College	2009
Graduate , Higher Education Resource Services (HERS) Leadership Program	2009
Elected Co-Chair , Berea College Staff Forum	2007-2010
Elected Member , Berea College Strategic Planning Council	2006-2009
Parent Representative , Berea Elementary Site Based Council	2004-2009
Member , Kentucky Bar Association	1992-2009
Board Member , Kentucky Association of School Councils	2006-2008
Board Member , Berea Arts Council	2000-2004
Founding Board Member , Madison County Boys and Girls Club, Berea, Kentucky	1999-2001
Board Member , Mount Maternal Health League/Planned Parenthood	1999-2001
Member , Pew Civic Entrepreneurs Leadership Program Lexington Team	1998-2000
Member , Berea College Team of the Brushy Fork Leadership Institute	1998-1999
Graduate , Leadership Kentucky	1998

Honors

Annie E. Casey Foundation, Children and Family Fellow	2016
Berea College Rodney Bussey Award of Special Merit	2015
Kentucky Advocates for Higher Education’s Outstanding Alumnus of Kentucky Award	2013
University of Kentucky College of Law Alumni Service Award	2012
Kentucky GEAR UP Advocate	2011
Inducted into the School-To-Work Hall of Fame , Local Labor Market #16	1999



Speaking Engagements

“Rural Missouri & Community Support Services.” Fireside Chat with resource experts at The Hunt Institute’s Missouri Legislators Retreat. October 21, 2021.

“Networks and Neighborhoods: Needs and Opportunities for Partnership.” Panel discussion at Harlem Children’s Zone’s William Julius Wilson Institute *Leveraging the Power of Place: Strengthening the Field from Networks to Neighborhoods* Virtual Summit. January 19, 2021.

“Arts Summit Episode 1: Education.” Speaker at The Kennedy Center’s 2021 Arts Summit: Know Better. Do Better. July 30, 2021.

“Youth as Community Change Agents.” Speaker at Changing Life Trajectories: Brilliant Pathways National Conference, Bolton Landing, NY, November 1, 2019.

“National Service in Rural Communities.” Panel discussion at Service Year Alliance Community Change Makers Summit, Washington, DC, September 25, 2019.

“Policy Work to Address Disparities.” Panel Discussion at StriveTogether Cradle to Career Network Convening, Washington, DC, September 11, 2019.

“The Radical Nature of Educational Equity.” Speaker at TEDx Corbin, KY, August 25, 2019.

“Access and Equity: Ideas from the second Rural Summit.” Speaker at National Council for Community and Education Partners, San Francisco, CA, July 14, 2019.

“Advancing College Access in Rural Communities.” Speaker at Philanthropy Ohio, Portsmouth, OH, May 29, 2019

“Families and Communities Engaged to Strengthen Their Children's Education: Organizing Success.” Speaker at National Coordinating Committee on School and Health Safety, Rockville, MD, May 22, 2019.

“Engaging Appalachian Families and Communities as Partners” Speaker at National Coordinating Committee on School and Health Safety, Rockville, MD, May 22, 2019.

“Welcome.” Host and Speaker at Rural College Access and Success Summit, Lexington, KY, April 30, 2019.

“Promise Neighborhoods at 10 Years Old.” Speaker at Yale School of Management: Education Leadership Conference, New Haven, CT, April 4, 2019.

“Creativity and Rewriting Funding Dynamics.” Panel discussion at ReWrite Grant Professionals Association, Lexington, KY, March 27, 2019.

“Partner Profiles.” Speaker at Prichard Committee: KY Statewide Family Engagement Center Grant, Lexington, KY, January 22, 2019.



“Rural Education and Technology Workshop.” Speaker at Save the Children Convening, Washington, DC, December 12, 2018.

“Plenary Session of Education.” Speaker at Anchor Institutions Task Force Annual Conference, New York, NY, November 15, 2018.

“How to Sustain Your Program Using Resources from State and Local Agencies.” Speaker at Promise Neighborhoods Conference, Arlington, VA, October 25, 2018.

“Higher Ed Perceptions of Rural Communities.” Speaker at College Board Forum, Dallas, TX, October 22, 2018.

“Food Insecurity.” Speaker at Urban Institute, Washington, DC, October 2, 2018.

“Aspen Postsecondary Achievement for Parents Initiative Roundtable” Speaker at The Aspen Institute, Washington, DC, August 18, 2018.

“Welcome.” Host and Speaker at Rural College Access and Success Summit, Lexington, KY, May 14, 2018.

“Twenty-Five Years of Place-Based Work: Lessons for Continued Success.” Speaker at PolicyLink National Equity Summit, Chicago, IL, April 13, 2018.

“Supporting Healthy Childhood Development to Achieve Positive, Life-long Impacts.” Speaker at National Association of Counties, Memphis, TN, January 27, 2018.

“Organization and Leadership: Results Count Leadership I.” Speaker at Promise Neighborhood: Keeping the Promise Conference, Arlington, VA. December 13, 2017.

“Health and Public Safety: Rural Crime Reduction: Tools to Address the Hidden Reality” panel speaker at the 2017 Rural Local Initiative Support Corps Annual Seminar, Bozeman, Montana, August 29, 2017.

“GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs.” Speaker at International Integration of Academic and Technical Education Conference, Beaver Creek, CO, August 1, 2000.

“Technical Assistance Workshop.” Speaker at GEAR UP Grant Writing, Harrgate, TN, February 29, 2000.

“Connecting Classrooms, Communities and Careers: The Formation of Effective Partnerships.” September 28, 1998.

Podcasts Appearances

“**Together for Change: Redefining Rural.**” StriveTogether with Tiny Pipa. October 20, 2021. <https://podcasts.apple.com/us/podcast/redefining-rural/id1524482117?i=1000539185064>

“**Building a Library System in Rural Communities: A Visit with Berea College.**” Education Talk Radio, Host: Larry Jacobs. January 6, 2021. <https://ace-ed.org/building-a-library-system-in-rural-communities-a-visit-with-berea-college/>



“Supporting Educational Equity for Rural Students During the COVID Crisis.” Education Talk Radio, Accessibility, Compliance, & Equity. Host: Larry Jacobs. April 9, 2020. <https://www.blogtalkradio.com/edutalk/2020/04/09/supporting-educational-equity-for-rural-students-during-the-covid-crisis>

“Berea College’s Partners for Education with Dreama Gentry.” Rural Matters. Host: Michelle Rathman. March 9, 2020. <https://podcasts.apple.com/us/podcast/berea-colleges-partners-for-education-with-dreama-gentry/id1271598048?i=1000467662429>

“Post Secondary Opportunities for Rural Students.” The Rural Scoop. Host: Melissa Sadorf. January 9, 2020. <https://www.listennotes.com/podcasts/the-rural-scoop/season-3-episode-3-john-2za6LJyuqiD/>

“Supporting Rural Students.” SwampEd. Host: Eric Waldo. December 11, 2019. <https://swamped.libsyn.com/304-supporting-rural-students>

“Cradle to Career: Closing the Rural Education Gap.” Rural Spark Podcast. Host: Helen Murphy. December 6, 2019. <https://podcasts.apple.com/ca/podcast/cradle-to-career-closing-the-rural-education-gap/id1449859399?i=1000459377849>

“College Access and Success for Rural Students.” Education Talk Radio, Accessibility, Compliance, & Equity. Host: Larry Jacobs. August 22, 2019. <https://www.blogtalkradio.com/edutalk/2019/08/22/college-access-success-for-rural-students>

Other Appearances

“One to One: Dreama Gentry.” PBS. Host: Bill Goodman. February 16, 2014. <https://video.pbswisconsin.org/video/one-one-dreama-gentry/>

Webinars

“Conversations for Action.” Host of Partners for Education webinar series. June 2020-September 2021. <https://www.berea.edu/pfe/events/ruralsummit/>

“TI Talks Series: Partners for Education at Berea College.” Texas Instruments webinar series. December 3, 2020. <https://education.ti.com/en/resources/funding-and-research/partners/ti-talks/dreama-gentry>

“Country Roads Take Me... To College: Meeting the Unique Needs of Rural Students.” Florida College Access Network. Co-Presenter: Sara White. May 4, 2020. <http://floridacollegeaccess.org/events/key-takeaways-from-country-roads-take-meto-college-meeting-the-unique-needs-of-rural-students/>

Publications



“Country Roads Take Me... To College: Meeting the Unique Needs of Rural Students.” Florida College Access Network. Co-Presenter: Sara White. May 4, 2020. <http://floridacollegeaccess.org/events/key-takeaways-from-country-roads-take-meto-college-meeting-the-unique-needs-of-rural-students/>

“A Model for Partnership: How Colleges Can Anchor Rural Schools and Communities.” *Accessibility, Compliance & Equity*. March/April 2020. https://issuu.com/acecommunications/docs/ac_e-0320

Private Grants

Awarded 2021 StriveTogether

Move PFE to systems change by 2022 in the areas of early childhood, infrastructure for C2C efforts, and Identify policy priorities.

Awarded 2021 Service Year Alliance

Participate in the Service Year Alliance's High School Transitions in Service Years Learning Cohort. Cohort supports the goal of increasing the number and quality of service year positions that offer recent high school graduates a strong postsecondary transition pathway.

Awarded 2020 Ballmer Foundation

To accelerate the number of StriveTogether rural communities “Transforming Systems” through coaching, technical assistance, and talent development.

Awarded 2020 Blue Meridian Appalachia C2C

Funding is provided to support the development of Partners for Education's comprehensive plan for economic and social mobility in southeastern Kentucky, build the necessary internal capacity, and support key initiatives and partners.

Awarded 2020 William R. Kenan, Jr. Charitable Trust

Advance equitable recovery and economic and social mobility across the eight counties of the Southeastern Kentucky Promise Zone. Support cradle to career outcomes for all children and youth by launching two COVID-19 recovery funds and by aligning multi-sector partners around a shared cradle to career policy and resource development agenda.

Awarded 2020 StriveTogether

Improve educational outcomes for Appalachian Kentucky students. Will support efforts to improve community-level outcomes and close disparity gaps by providing dedicated personnel to engage stakeholders regarding the current data and research, collect and analyze data (quantitative and qualitative), convene partners and advocates for the work, and establish communication plans that make certain multiple stakeholders have the information needed to understand the factors that are influencing current results for youth and families.

Awarded 2020, 2018 Annie E. Casey Foundation

Developed a coordinated plan for arts education for the Promise Zone, the use of Myers-Briggs (MBTI) in Results County hub work, capacity support.



Awarded 2020, 2019, 2018 Save the Children

Consultant and professional services agreement, Rural Accelerator Community Engagement and Rural Collective Impact Initiative (capacity building and training).

Awarded 2019 Continuing the Conversation

Award granted to 2018 Service Year + Opportunity Youth Summit participants to allow them to Continue Conversation inspired by the Summit in their communities.

Awarded 2019 StriveTogether Cradle to Career Community Challenge – Promising Practices

Through this Challenge, StriveTogether provided both direct funding to cradle-to-career partnerships, as well as intensive and tailored coaching and strategic assistance to build and strengthen efforts around its seven capacities.

Awarded 2018 Service Year Alliance

Funds to support the designation of a Service Year Impact Community.

Awarded 2018, 2016 W.K. Kellogg Foundation

Funding to support ongoing work in our Rural IMPACT site in Knox County, Kentucky for their two-generation program Parenting for Success, mobile classroom called “Readiness Bus”

Awarded 2017 Service Year Impact Community

Increase the number of service opportunities in the areas of education, workforce development, health and substance abuse prevention/recovery in the Promise Zone.

Awarded 2017 PMI Educational Foundation

The PMIEF grant served 6 communities in Appalachian Kentucky, 2 communities in Appalachian Tennessee and 1 community in Appalachian Ohio. The grant promoted creating a youth leadership curriculum to share within the communities.

Awarded 2017 Bezos Family Foundation - Vroom

Partners for Education acted as a backbone organization using the “Vroom surround strategy” to saturate Appalachian Kentucky with Vroom messages and tools to build awareness of developing brains and to increase the incidence of brain building moments. As the Anchor Partner Partners for Education will work with organizations and community partners to participate in this initiative.

Awarded 2016 Elgin Children’s Foundation

Contribution toward match for W.K. Kellogg Readiness Bus.

Awarded 2016 American Academy of Pediatrics (with support from W.K. Kellogg Foundation)

Funding to support our Rural IMPACT site in Knox County Kentucky in their two-generation work.

Awarded 2016 AT&T Foundation

Supported Lee County Connecting High School Student to Career program activities from Summer 2016 -



May 2017 by providing stipends to participating youth for training, job shadowing, and community/technical school visits.

Awarded 2014 Steele Reese Foundation

To support AmeriCorps program in Knox and Leslie Counties.

Awarded 2019 Continuing the Conversation

Award granted to 2018 Service Year + Opportunity Youth Summit participants to allow them to Continue Conversation inspired by the Summit in their communities.

Principle Investigator on Federal Grants

Awarded 2021 GEAR UP Promise Zone 2021

This program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides multi-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

Awarded 2021 Corporation for National and Community Service - AmeriCorps PartnerCorps STEM

This is a continuation request for AmeriCorps PFE. This grant will place AmeriCorps members in persistently low achieving schools (lowest 5% in the state) as mentors, college guides and tutors. Serving Knox, Perry, Leslie, Bell, counties and Jackson Independent Schools in Kentucky.

Awarded 2020 U.S. Department of Education – Full-Service community Schools Program

Leslie County Schools: Encourages coordination of academic, social, and other services through partnerships between public schools and nonprofit organizations in order to provide comprehensive academic, social and other services for students, students' family members, and community members that will result in improved educational outcomes for children.

Awarded 2021 TRIO Talent Search

To Identify qualified individuals from disadvantaged backgrounds with potential for education at the postsecondary level and encourage them to complete secondary school and undertake postsecondary education.

Awarded 2020 Institute of Museum and Library Sciences National Leadership Grant

Project Grant-support the development , implementation and evaluation of work that transforms how libraries and archives serve the nation.



Awarded 2020 NEA CARES Act

CARES= Coronavirus Aid, Relief, and Economic Security ACT. Goal is to help retain jobs and keep the doors open to arts facilities.

Awarded 2020 National Endowment for the Arts - Art Work

To support Appalachian Teaching Artist Fellowship, Berea College will collaborate with a core group of partners to provide professional development for artists from our rural Appalachian service area through local workshops and mentorship in place-based arts integration.

Awarded 2019 Corporation for National and Community Service - AmeriCorps PartnerCorps STEM

PartnerCorps STEM provided tutoring and homework assistance in Algebra while connecting mathematics to STEM career pathways.

Awarded 2019 Corporation for National and Community Service AmeriCorps PARTNERS FOR EDUCATION

Place AmeriCorps members in persistently low achieving schools (lowest 5% in the state) as mentors, college guides and tutors. Serving Knox, Perry, and Clay counties in Kentucky. This proposal also allowed us to continue SOARCorps, a dedicated group of AmeriCorps members serving as mentors to all Leslie County High School Students and allowing us to build on the successes of the School Turnaround.

Awarded 2018 U.S. Department of Education – Full Service Community Schools Program

Encourages coordination of academic, social, and other services through partnerships between public schools and nonprofit organizations in order to provide comprehensive academic, social and other services for students, students' family members, and community members that will result in improved educational outcomes for children.

Awarded 2018 U.S. Department of Education – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - Opportunity

Implemented this program which was designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Awarded 2018 U.S. Department of Education – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - SOAR

Implemented this program which was designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Awarded 2018 National Endowment for the Arts - Artworks

Support Arts Connect Appalachian Youth, a collective impact project in rural southeastern Kentucky counties that include the distressed Kentucky Promise Zone communities. Established partners were invited educators and youth to join in a regional summit focusing on arts education as a means of developing youth leadership and communication skills.



Awarded 2018 U.S. Department of Education – Full Service Community Schools Program

Encouraged coordination of academic, social, and other services through partnerships between public schools and nonprofit organizations in order to provide comprehensive academic, social and other services for students, students' family members, and community members that will result in improved educational outcomes for children.

Awarded 2018 U.S. Department of Education – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - Opportunity

Implemented this program which is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Awarded 2018 U.S. Department of Education – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - SOAR

Implemented this program which was designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Awarded 2018 Institute of Museum and Library Services (IMLS) – National Leadership Grants for Libraries

In collaboration with rural Promise Zone (PZ) libraries found in Roosevelt Roads Puerto Rico, South Carolina Low Country, Southeastern Kentucky, and Southwest Florida, Berea College, the lead applicant, requested \$50,000 in planning funds. The objective of the project was to design a community anchor framework for use by rural librarians and to pilot the framework at a culminating professional development gathering attended by librarians from rural PZs.

Awarded 2018 Corporation for National Community Service AmeriCorps – PartnerCorps STEM

PartnerCorps STEM provided tutoring and homework assistance in Algebra while connecting mathematics to STEM career pathways.

Awarded 2018 Corporation for National and Community Service AmeriCorps - VISTA Summer Associates

Added five summer VISTA members. Two assigned to the Pine Mountain Settlement School summer feeding program project, (“PMSS Project”); one assigned to Partners for Education at Berea College summer feeding project, (“Berea PARTNERS FOR EDUCATION Project”); and two assigned to the Grow Appalachia Berea Kids Eat summer feeding program project, (“BKE Project”).

Awarded 2018 KAC Interim Grant

Assisted with student transportation cost to Creative Asset Symposium in Hazard, KY.

Awarded 2018 U.S. Department of Agriculture Distance Learning Telemedicine Grants

This program improved Distance Learning or Telemedicine Services in Rural America by funding equipment that allowed rural residents to access distance learning or telemedicine services from hub sites located in larger urban or suburban areas, reduced the need to travel long distances for medical services or educational opportunities.

Awarded 2018 National Endowment for the Arts - Artworks

Supported Arts Connect Appalachian Youth, a collective impact project in rural southeastern Kentucky counties that included the distressed Kentucky Promise Zone communities. Established partners will invite



educators and youth to join in a regional summit focusing on arts education as a means of developing youth leadership and communication skills.

Awarded 2018 Corporation for National and Community Service AmeriCorps – PartnerCorps School Turnaround

Placed AmeriCorps members in persistently low achieving schools (lowest 5% in the state) as mentors, college guides and tutors. Served Knox, Perry, and Clay counties in Kentucky.

Awarded 2018 Corporation for National and Community Service AmeriCorps – PartnerCorps SOAR

This proposal allowed us to continue SOARCorps, a dedicated group of AmeriCorps members serving as mentors to all Leslie County High School Students and allowed us to build on the successes of the School Turnaround.

Awarded 2018 Corporation for National and Community Service AmeriCorps – PartnerCorps SOAR

This proposal allowed us to continue SOARCorps, a dedicated group of AmeriCorps members serving as mentors to all Leslie County High School Students and allowing us to build on the successes of the School Turnaround.

Awarded 2017 U.S. Department of Education – Promise Neighborhood

This program provided services to 8,495 students in Perry County, Kentucky. The purpose is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.

Awarded 2017 U.S. Department of Education – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Two grants were submitted. This is Grant 2 - GEAR UP East KY. This program was designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Awarded 2017 U.S. Department of Education TRIO – Upward Bound Math Science

A new and continuation grant submitted. The continuation grant included the following Kentucky counties: Clay, Estill, Jackson, Lee, Owsley, & Rockcastle. The new grant included Perry and Breathitt counties. This program strengthened math and science skills of participating students. The goal of the program was to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

Awarded 2017 U.S. Department of Education TRIO – Upward Bound Program

Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.



Awarded 2017 U.S. Department of Housing and Urban Development – Youth Homelessness Demonstration Programs

HUD selected up to 10 communities, and at least three rural sites, to participate in the Youth Homelessness Demonstration Program (YHDP) to develop and execute a coordinated community approach to preventing and ending youth homelessness.

Awarded 2017 KAC Pilot Partnership in Arts Education

This statewide pilot program provided and/or supported arts education services to 15 public schools, of which Berea College selected 5, for afterschool, school break and/or summer programs serving Kentucky public school students outside of the standard school schedule.

Awarded 2017 Corporation for National and Community Service AmeriCorps – PartnerCorps School Turnaround

Placed AmeriCorps members in persistently low achieving schools (lowest 5% in the state) as mentors, college guides and tutors. Serving Knox, Perry, and Clay counties in Kentucky.

Awarded 2017 Corporation for National and Community Service AmeriCorps – PartnerCorps STEM

PartnerCorps STEM provided tutoring and homework assistance in Algebra while connecting mathematics to STEM career pathways.

Awarded 2017 Local Initiatives Support Corporation (LISC)

Funding to attend the 2017 Rural LISC Annual Seminar on August 28-31, 2017 in Bozeman, Montana and to speak on the “Health and Public Safety: Rural Crime Reduction: Tools to Address the Hidden Reality” panel.

Awarded 2017 Corporation of National and Community Service AmeriCorps – VISTA Summer Associates

Added five summer VISTA members. Three worked with the Pine Mountain Settlement School Summer Feeding Program Startup project and two worked with the Berea College Upward Bound Math/Science Summer Experience project.

Awarded 2017 Kentucky State Department of Education Grant

Berea College Partners for Education managed multiple teaching artist residencies serving K-12 students involved in the public education system in the Kentucky Promise Zone in southeastern Kentucky. These residencies provided high quality arts instruction in multiple arts disciplines as well as professional learning in arts instruction.

Awarded 2017 Institute of Education Sciences Regional Educational Laboratory Program

This was a subcontract with SRI. SRI was writing the proposal to serve Owsley, Jackson, Clay, and Knox counties. When funded, we received a half-time data analyst position to serve as a liaison with the districts and SRI.

Awarded 2016 U.S. Department of Education – Promise Neighborhood

The purpose was that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that prepared them to attain an excellent education and successfully transition to college and a career. Served Knox County.



Awarded 2016 U.S. Department of Education TRIO – Talent Search Program

The Talent Search program identified and assisted individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provided academic, career, and financial counseling to its participants and encouraged them to graduate from high school and continue on to and complete their postsecondary education.

Awarded 2016 U.S. Department of Education – Innovative Approaches to Literacy (IAL) Program

This was focused in Knox and Owsley Counties. Built local capacity to provide high-quality school library projects that increased access to a wide range of literacy resources, provided learning opportunities for all elementary school students, provided high quality early literacy programs to ensure all children enter Kindergarten ready to learn and engaged families in their child’s learning. We affected 2,700 students enrolled in 8 rural, high-poverty elementary schools and 10% of all children ages 3 – 5 in the community.

Awarded 2016 National Endowment of the Arts - Artworks

The purpose of this program was to support Professional Development in Arts Integration for Early Childhood Educators within the First Rural Promise Zone. It provided local workshops for 136 early childhood educators demonstrating best practices for arts integration with math and language content at the preschool level.

Awarded 2016 Smart & Secure Children – a partnership with Morehouse School of Medicine

The Smart & Secure Children (SSC) is a product of the Satcher Health Leadership Institute (SHLI). Neighborhood Healthy Child Development project was designed with parents through a community participatory study to increase quality parenting as a way to strengthen vulnerable families raising children 0-5 years old who may have been exposed to negative childhood experiences. Research has shown that quality parenting can help to lessen up to 50% of the negative impact of poverty on children’s development. We received a sub-grant from Morehouse School of Medicine to pilot SSC in Owsley County.

Awarded 2016 U.S. Department of Education TRIO – Education Opportunity Centers Program

The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. We will serve Appalachian counties within the Partners for Education footprint that are not currently served by an EOC - Casey, Clinton, Cumberland, Garrard, Lincoln, Madison, McCreary, Pulaski, Rockcastle, and Wayne.

Awarded 2016 CNCS PartnerCorps VISTA Continuation

25 VISTA members. PartnerCorps VISTA continued providing support for improving education outcomes for Appalachian Kentucky youth from early childhood to career.

Awarded 2016 Corporation for National and Community Service AmeriCorps – PartnerCorps School Turnaround

Placed AmeriCorps members in persistently low achieving schools (lowest 5% in the state) as mentors, college guides and tutors.

Awarded 2016 Corporation for National and Community Service AmeriCorps – PartnerCorps SOAR



This proposal allowed us to build SOARCorps, a dedicated group of AmeriCorps members serving as mentors to all Leslie County High School Students and allowed us to build on the successes of the (ending) School Turnaround grant. To improve services, an emphasis on academic intervention, specifically in reading, was added.

Awarded 2016 Corporation for National and Community Service AmeriCorps – PartnerCorps STEM

PartnerCorps STEM provided tutoring and homework assistance in Algebra while connecting mathematics to STEM career pathways.

Awarded 2016 VISTA Summer Associates

Working with Kentucky Director of VISTA to added five summer VISTA members. Three summer VISTA members worked with the Pine Mountain Settlement School Summer Feeding Program Startup project and two worked with the Berea College Upward Bound Math/Science Summer Experience project.

Awarded 2015 U.S. Department of Education – Performance Partnership Pilots

Assisted the Workforce Investment Board in designing a program to meet the educational needs of disconnected youth (age 14 - 24) within the Promise Zone. Workforce Investment Board is the lead agency and Partners for Education may do some contractual work (capacity building) thru this grant.

Awarded 2015 Byrne Criminal Justice Innovation Program

Funding available as part of a larger, interagency effort across multiple federal agencies to assist distressed communities to both build capacity and revitalize neighborhoods.

Awarded 2015 National Endowment for the Arts – Our Town

Cultural Asset Mapping of the Promise Zone with focus on the arts, cultural, creative assets of the PZ.

Awarded 2015 National Endowment for the Arts – Art Works Education

To support the capacity of Partners for Education to use Results Count to achieve results.

Awarded 2015 Rural IMPACT

The Rural IMPACT Demonstration focused on providing technical support for rural and tribal communities to incorporate a two-generation approach, with the goal of reducing child poverty.

Awarded 2015 VISTA

Worked with Kentucky Director of VISTA to develop a comprehensive plan on how VISTA could help with the Partners for Education work, cradle to career.

Awarded 2015 CNCS National Civilian Conservation Corps

Developed a proposal to utilize 8-10 service members full-time during summer 2015 to support a traveling STEM camp.



Awarded 2014 Corporation for National and Community Service AmeriCorps – PartnerCorps STEM

Developed a coordinated plan for arts education for the Promise Zone.

Awarded 2014 U.S. Department of Education – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Promise Zone

Provided GEAR UP services to Promise Zone counties and counties contiguous to current GEAR UP region.

Awarded 2014 U.S. Department of Education – Full Service Community Schools Program

Encouraged coordination of academic, social, and other services through partnerships between public schools and nonprofit organizations in order to provide comprehensive academic, social and other services for students, students' family members, and community members that resulted in improved educational outcomes for children.

Technical Assistance Provider

Awarded 2018 U.S. Department of Education – Statewide Family Engagement Centers

This program provided funding to carry out parent education and family engagement in education programs and provided comprehensive training and technical assistance districts and schools to support family-school partnerships, and other such programs.

Awarded 2018 Kentucky Department of Education – 21st Century Community Learning Centers

This project continued to address the educational, social, and health challenges of the students & families in Leslie County's WB Munch Elementary School. This project consisted of before and after-school focus of homework assistance, tutoring and increased connections to the students. In addition, this project provided opportunities for artistic and cultural enrichment.

Awarded 2016 Kentucky Department of Education – 21st Century Community Learning Centers

Provided out-of-school academic, artistic and cultural enrichment opportunities for children. Provided students with homework assistance and a broad array of activities that can complement their regular academic programs while also promoting youth development; and to offer literacy and other educational services to the families of participating children.

Grace Todd McKenzie



Education:

University of Louisville, Kent School of Social Work

Master of Science in Social Work, Grad. May 2019; GPA 3.84/4.0

Berea College

Bachelor of Arts in *English Education* with minor in French, Grad. Feb 2009; overall GPA 3.77/4.0
major GPA 3.85/4.0, *Magna Cum Laude*

Employment History:

Associate Director of Family Partnership

Berea College, Partners for Education; Berea, KY (Nov. 2013-Present)

- *Oversight of Statewide Family Engagement Center grant (August 2021-present)*
- *Advising project directors of grants to support them in meeting Family Engagement Performance Measures (2019-Present)*
- *Train and support Partners for Education staff in Family Engagement best practices (2019-Present)*
- *Supervise 10 Family Engagement Specialists serving throughout Appalachia KY (2016-2019)*
- *Manage implementation and budget of two grants (2013-2015)*

Academic Specialist

Berea College, Promise Neighborhood Grant; Jackson Co. Middle School (Sept. 2011- Nov. 2013)

- *Mentor a caseload of 50 students to help them reach their full potential*
- *Work with teachers and families of caseload students to build a team of support for these students*
- *Help students and families understand course selection and tests that lead to college admissions*
- *Incorporate College Bound curriculum by assisting with classroom instruction and embedding college planning materials among core content.*

Honors:

- *Phi Kappa Phi- National Honor Society*
- *Sigma Tau Delta- English Honor Society*

DANIELA TORRE GIBNEY, PhD

Senior Associate Partner | Policy and Evaluation Practice | Bellwether Education Partners

SPECIALIZED PROFESSIONAL COMPETENCE

Quantitative, qualitative, and mixed-methods program evaluation including experimental and quasi-experimental design; extant and survey data analyses; instrument development including surveys, observation protocols, and interview protocols; technical assistance in research design and continuous improvement. Leading studies related to teacher preparation, teacher professional development, and teaching quality; English learners and immigrant students.

ACADEMIC BACKGROUND

Ph.D., Leadership and policy studies (Education), 2015, Vanderbilt University, Nashville, TN

M.A., Teaching English to speakers of other languages, 2008, American University, Washington, DC

B.A., International studies and Spanish literature, 2006, Washington University in St. Louis, St. Louis, MO

PROFESSIONAL EXPERIENCE

Senior Associate Partner, Bellwether Education Partners. (2021-Present). Co-lead the evaluation practice, including developing strategy and contributing to business generation. Lead and manage evaluation and strategic consulting projects funded by the federal government and private foundations.

Senior Education Researcher, Center for Education Research and Innovation, SRI International, Menlo Park, CA. (2020-2021). Led and managed multiple program evaluations and technical assistance projects. Led and contributed to new business development, including writing proposals for federal grant and foundation funding. Directly supervised two junior staff.

Senior Education Researcher, Center for Education Research and Innovation, SRI International, Menlo Park, CA. (2015-2020). Contributed to, led, and managed program evaluation and technical assistance projects. Contributed to new business development. Directly supervised two junior staff.

Researcher, Evaluation of Peabody/Metropolitan Nashville Partnership Supporting English Learners, (2013–2017), U.S. Department of Education’s Office of English Language Acquisition. Managed and analyzed project data and estimated impact of teacher professional development on EL student achievement using a quasi-experimental design.

Researcher, Vanderbilt University, National Center on Scaling Up Effective Schools, Nashville TN, (2012–13). Interviewed subjects, coded interviews, and analyzed data for project reports. Published findings in peer-reviewed journal.

Teacher, 3rd grade, Leadership Preparatory Bedford Stuyvesant Charter School, New York, NY, (2011–12).

PROFESSIONAL EXPERIENCE (CONTINUED)

ESL/Bilingual Teacher, 3rd–6th grade, H.D. Cooke Elementary School, District of Columbia Public Schools, Washington, DC, (2006–11).

REPRESENTATIVE RESEARCH PROJECTS AT BELLWETHER

Primary Investigator, Kansas City Metro Area Staffing Survey; Hall Family Foundation (2022). Lead a team of 3 researchers to design, administer, and synthesize data from two surveys: one for school staff and one for school leaders over a period of 10 weeks. Survey topics include future employment plans, working conditions, and desired supports. Survey data analyzed descriptively and shared with district and Foundation leadership.

Project Director, Walton Family Foundation Consulting; U.S. Department of Education (2021-Present). Manage a team of 3 researchers to develop metrics and a data collection plan to support the Walton Family Foundations K-12 Advocacy Innovation Team in measuring progress towards Key Performance Indicators. Create tools and processes for supporting an annual plan, do, study, act cycle around key learning questions.

Project Director, Evaluation of Collegiate Academies' Charter School Program (CSP) Grant; U.S. Department of Education (2021-Present). Manage a team of 3 researchers to design and execute an implementation and outcomes evaluation of a charter school organizations' expansion and replication. Implementation study activities include developing a logic model as well as collecting and analyzing survey and interview data from students and CMO staff. Impact study uses a quasi-experimental design to estimate effect of enrollment on postsecondary outcomes.

Project Director, Evaluation of Crescent City Schools' Charter School Program (CSP) Grant; U.S. Department of Education (2021-Present). Manage a team of 3 researchers to understand the impact of a charter school organization's expansion and scaling. Coordinated with the Louisiana Department of Education to collect administrative data on PreK to 3rd grade students in all urban districts in the state. Will estimate the impact of enrollment in the CMO on ELA and math outcomes using a quasi-experimental design.

Project Director, Crown Family Philanthropies Consulting (2021). Managed a team of 3 researchers to support the organizational capacity of the Crown Family Philanthropies Education Portfolio (worth approximately ██████████ per year). Developed and facilitated 3 virtual workshops, developed interview protocols, conducted interviews with grantees and organizational leaders, analyzed interview data, and developed a logic model to inform the development of a dynamic dashboard to measure progress towards organizational goals.

REPRESENTATIVE RESEARCH ASSIGNMENTS AT SRI

Project Director, Study of a New Generation of Educators for California, S.D. Bechtel Foundation (2015–20). Led evaluation of a teacher preparation reform initiative across 11 California State Universities. Analyzed extant survey data and observation rubric scores. Prepared reports and presentations related to observation tool selection, observer calibration, and data use for dissemination to various stakeholders. Conducted interviews with program directors and program participants and provided technical assistance using a continuous improvement framework to two campuses.

REPRESENTATIVE RESEARCH ASSIGNMENTS AT SRI (CONTINUED)

Co-Principal Investigator, Evaluation of CSU Chico’s Teacher Quality Program (TQP) Grant, U.S. Department of Education (2019–24). Co-led mixed-methods evaluation of implementation and outcomes related to a STEM teacher residency. Responsible for evaluation design, managing a team of four researchers, and liaising with client. Developed survey instruments and interview protocols. Analyzed survey and extant data using HLM to understand outcomes. Designed database to track survey data over time for continuous improvement.

Project Director, Evaluation of Mathematics, 3D Printing, and Computational Thinking (MPACT) Program (2019–23). Managed and co-led mixed-methods evaluation of implementation and impact of a math and stem curriculum and professional development program. Designed quasi-experimental approach to estimating impact of MPACT on student and teacher outcomes. Managed timeline and budget for all project activities, including survey development, interview protocol development, and data collection.

Co-lead, REL Appalachia Cross-State Partnership on Using Data to Facilitate Action (2019–21). Coached district and school practitioners in a data-driven continuous improvement process. Collaborated with state agency and district stakeholders to create data analysis and visualization tools.

Principal Investigator, Evaluation of Long Beach Unified School District Skills for Success Program; US Department of Education (2015–19). Led mixed-methods evaluation of socio-emotional learning curriculum implemented across a large urban district. Analyzed extant survey and administrative data to estimate impact of participation on student achievement and socio-emotional outcomes using a quasi-experimental design.

Survey Analysis Lead, Evaluation of National Writing Project’s College-Ready Writers Program Investing in Innovation (i3) Scale-Up Grant (2017–20). Developed surveys and teacher instructional logs to measure teacher perceptions of program and instructional practices. Managed the administration of teacher surveys and logs and analysis of all survey and log data. Collected and analyzed implementation data to measure program fidelity. Conducted interviews and qualitative data analysis.

Quantitative Lead, Evaluation of CSU Chico’s Teacher Quality Program (TQP) Grant; U.S. Department of Education (2015–19). Developed surveys to measure graduate and school leader perceptions of teacher quality and analyzed survey data. Coordinated the administration of a student perceptions survey and analyzed student perception survey data to assess student perceptions of teacher quality.

Quantitative Lead, Evaluation of IDEA’s Charter School Program (CSP) Grant; U.S. Department of Education (2015–18). Developed survey items and analyzed survey and extant data to understand impact of expansion on the retention and satisfaction of teachers and school leaders. Estimated impact of enrolling in IDEA student achievement using multi-level models and validated measures from locally used assessments. Created qualitative interview protocols and interviewed school staff and leaders.

REPRESENTATIVE RESEARCH ASSIGNMENTS AT SRI (CONCLUDED)

Researcher, Evaluation of the Pathway Schools Initiative (PSI); McKnight Foundation (2015–18). Developed a classroom observation tool to measure the behaviors of teachers and students during their daily literacy block and analyzed observation tool data to show how teachers and students used instructional time. Analyzed extant student level data to show trends in student persistence. Developed interview protocols, conducted interviews and focus groups, and analyzed qualitative data to understand program implementation and its impact on teachers and school leaders.

Researcher, U.S. DOE Task Order 27–The National Study of English Learners and Digital Learning Resources (NSELD); U.S. Department of Education (2015–18). Developed qualitative interview, demonstration, and observation protocols. Conducted interviews and observations. Developed coding scheme and led a team of researchers to analyze qualitative data.

OTHER PROFESSIONAL TRAINING

IES Summer Research Training Institute: Cluster-Randomized Trials, July 18–28, 2016, Northwestern University

HONORS AND FELLOWSHIPS

AERA Division L, Education Politics and Policy Dissertation of the Year Award, 2016

American Association of Hispanics in Higher Education, Graduate Student Fellow, 2013

University Council for Educational Administration, Barbara L. Jackson Scholar, 2011 – 13

TNTP, DC Teaching Fellow, Washington, DC, 2006 – 08

PUBLICATIONS AND PRESENTATIONS

Peer Reviewed Articles

Torre Gibney, D. (2020). Who teaches English learners? A study of the effectiveness, experience and credentials of teachers of English learners. *Teaching and Teacher Education*.

Torre Gibney, D., Drake, T., Preston, C., Cannata, M. & Goldring, E. (2017) Bringing student responsibility to life: Avenues to personalizing high schools for student success. *Journal of Education for Students Placed at Risk*, 22(3), 129-145.

Torre, D. & Murphy, J. (2015) A different lens: Changing perspectives using Photo-Elicitation Interviews. *Education Policy Analysis Archives*, 23(123), 1-22

Torre, D. & Murphy, J. (2014) Communities of parental engagement: New foundations for school leaders' work. *International Journal of Educational Leadership*, 19(2), 203-223

Murphy, J. & Torre, D. (2014) Vision: Essential scaffolding. *Educational Management, Administration & Leadership*, 43(2), 177-197

PUBLICATIONS AND PRESENTATIONS (CONTINUED)

Reports

- Rutherford-Quach, S., Torre Gibney, D., Ballen Riccards, J., Garcia, E., Hsiao, M., Kelly, H., Pellerin, E., Kassner, L. (2020). *Bilingual Education Across the Nation*. CCNetwork.
- Torre Gibney, D., Rutherford-Quach, S., Ballen Riccards, J. (2020) *The Bilingual Teacher Shortage in New Jersey*. CCNetwork.
- Torre Gibney, D., Rutherford-Quach, S., Hirschboeck, K., & White, M.E. (2020). [*Strengthening the clinical orientation of teacher preparation programs*](#). WestEd
- Torre Gibney, D., Rutherford-Quach, S., Milby, A., Lam, A., & White, M.E. (2020). [*Building strong partnerships to improve clinically oriented teacher preparation*](#). WestEd
- White, M.E., Hirschboeck, K., Donahue, C., & Torre Gibney, D. (2020). Strengthening the data use and continuous improvement capacity of teacher preparation programs. WestEd.
- White, M.E., Milby, A., Tejwani, J., Hirschboeck, K., & Torre Gibney, D. (2020). The NGEI approach to improving teacher preparation in the CSU through a system of supports. WestEd.
- Campbell, A., Torre Gibney, D., McMurchy, M., & Rutherford-Quach, S. (2019). *Residency in Secondary Education (RiSE): Participant Experiences and Program Outcomes Evaluation of CSU, Chico's Teacher Quality Partnership Grant, Year 4 Report*. Menlo Park, CA: SRI International.
- Torre Gibney, D., Princiotta, D., Garcia Maisonet, I., & Bosetti, K. (2019). *Long Beach Scholars 2.0 Final Evaluation Report*. Menlo Park, CA: SRI International.
- White, M. E., Torre Gibney, D., & Milby, A. (2019). *Developing systems for high-quality feedback to teacher candidates: Lessons learned from 11 California State University teacher preparation programs*. San Francisco, CA: WestEd.
- Campbell, A., & Torre Gibney, D. (2018), *RiSE and non-RiSE Completer Perceptions: Findings from the Educator Quality Center Completer Survey: Evaluation of CSU, Chico's Teacher Quality Partnership Grant, Year 3*. Menlo Park, CA: SRI International.
- Torre Gibney, D., McMurchy, M., Milby, A., Campbell, A. (2018). *Outcomes of the RiSE Program Evaluation of CSU, Chico's Teacher Quality Partnership Grant Year 3 Report*. Menlo Park, CA: SRI International.
- United States Department of Education. (2018). *Educator and developer toolkits on using digital learning resources to support English learners*. <https://tech.ed.gov/edtech-english-learner-toolkits/educators/>
- Torre Gibney, D., White, M., & Gallagher, A. (2017). *New generation of educators initiative evaluation cycle report: Using the CTQ completer survey to support data-driven continuous improvement*. San Francisco, CA: SRI International and WestEd.

PUBLICATIONS AND PRESENTATIONS (CONTINUED)

Torre, D., Gallagher, A., White, M., (2017) New generation of educators initiative issue brief: Examining classroom observation rubric data. San Francisco, CA: SRI International and WestEd.

Torre Gibney, D., Gallagher, A., McMurchy, M., Harless, E., Campbell, A. (2017). *Outcomes of the RiSE Program Evaluation of CSU, Chico's Teacher Quality Partnership Grant Year 2 Report*. Menlo Park, CA: SRI International.

Campbell, A., Torre, D., & Gallagher, A. (2016) *PRISMS: RiSE and NGMT: Teacher Preparation Reforms Evaluation of CSU, Chico's Teacher Quality Partnership Grant*. Menlo Park, CA: SRI International.

Golan, S., Woodworth, K., Cassidy, L., Torre, D., Chen, W., Schmidt, R., Williamson, C. (2015). *Evaluation of The McKnight Foundation Pathway Schools Initiative Year 3 Indicator Report*. Menlo Park, CA: SRI International.

Golan, S., Woodworth, K., Cassidy, L., Chen, W., Harless, E., Nunn, S., Schmidt, R., Williamson, C. (2015). *Evaluation of the Pathway Schools Initiative Annual Report 2015–16*. Menlo Park, CA: SRI International.

Cannata, M. et. al. (2012) *Reaching for rigor: Identifying practices of effective high schools*. Nashville, TN: Vanderbilt University, National Center for Scaling Up Effective Schools.

Conference Presentations

Torre Gibney, D., Patel, P., and King, M. *Re-envisioning Postsecondary Supports: The Implementation and Impact of a College and Career Bridge Program on College Matriculation and Persistence*. Paper presented at the 2022 Association for Education Finance and Policy Annual Conference, Denver, CO.

Flores, S., Pray, L., & Torre Gibney, D. (2019). *Mentoring matters: Findings from a five-year English learner professional development grant program*. Paper presented at the 2019 American Education Research Association Annual Conference, Toronto, Canada.

Patel, D., Yee, K, Young, V., Luck, A., Torre Gibney, D., & Howell, R. (2019). *Taking Human Capital Management to Scale: Lessons From a Growing Charter Network*. Paper presented at the 2019 American Education Research Association Annual Conference, Toronto, Canada.

White, M. E., Torre Gibney, D., & Milby, A. (2019). *Developing a System for High-Quality Feedback to Support a Practice-Based Teacher Education*. Paper presented at the 2019 American Education Research Association Annual Conference, Toronto, Canada.

Torre, D. (2016) *How teacher experience and credentialing impacts the achievement of English learners*. Paper presented at the 2016 Association for Education Finance and Policy Annual Conference, Denver, CO.

Torre, D. (2015). *How class contexts impact English learner achievement in new immigrant destinations*. Paper presented at the 2015 Association for Education Finance and Policy Annual Conference, Washington, DC.

PUBLICATIONS AND PRESENTATIONS (CONCLUDED)

Attridge, J. & Torre, D. (2014). *The construction and amending of charter school authorization policies: 1991-2010*. Paper presented at the 2014 Association for Education Finance and Policy Annual Conference, San Antonio, Texas.

Torre, D. (2014) *Attitudes, skills, and actions: Resilience and improvisation in the teachers of English learners*. Paper presented at the 2014 American Sociological Association Conference, San Francisco, CA.

Torre, D. (2014) *Teacher labor markets in new immigrant destinations*. Paper presented at the 2014 Association for Education Finance and Policy Annual Conference, San Antonio, Texas.

Torre, D. (2014) *The spatial distribution of bilingual schools for English learners in North Carolina*. Paper presented at the 2014 Annual University Council for Educational Administration, Washington, DC.

Torre, D. (2013) Virtual charter schools: Realities and unknowns. *The Journal of Distance Education/Revue de l'Éducation à Distance*, 27(1).

Chapters and Books

Murphy, J. & Torre, D. (2014) *Creating productive cultures in schools: For students, teachers, and parents*. Thousand Oaks, CA: Corwin Press.

Vasquez-Heilig, J, Lopez, F, & Torre, D. (2013) Examining teacher quality, educational policy and English Language Learners in Latina/o growth states. In C. Wilson and S. Horsford (Eds.) *Advancing equity and achievement in America's diverse schools: Inclusive theories, policies, and practices*. New York, NY: Routledge.

SKILLS

Methodology: Multiple Regression and Correlation, Propensity Score Matching, Analysis of Variance, Factor Analysis, Multilevel Modeling, Logistic Regression, Qualitative Content Analysis, Mixed Methods, Program Evaluation

Programs: Stata, ArcGIS, Dedoose, NVivo, Microsoft Office, and Smartsheet

Languages: Fluent in conversational and written Spanish

MELISSA STEEL KING

EDUCATION

Ed.D.: Harvard University Graduate School of Education, Cambridge, MA
Doctor of Education, Human Development and Psychology, 2007

M.A.: Teachers College, Columbia University, New York City, NY
Master of Arts, Elementary Education, 1998
Obtained New York City Conditional License, Common Branches and Early Childhood
Obtained New York State Provisional Certification in Elementary Education (K-6)

B.A.: Williams College, Williamstown, MA
Bachelor of Arts, *magna cum laude*, 1995

RESEARCH AND EVALUATION EXPERIENCE

Bellwether Education Partners, Washington, DC

Partner, September 2021 – present; Senior Associate Partner, February 2020 – August 2021; Associate Partner, August 2015 – January 2020

- Lead research and analysis teams to develop innovative solutions and provide insights on policy issues that impact the education field.
- Develop reports, white papers, and articles on policy challenges and solutions.
- Supervise junior staff on policy and thought leadership projects.
- Build relationships and contribute to high-impact proposals to support business development related to Bellwether's mission.
- Current and past projects include: managing the evaluations of a federal Comprehensive Center Program grant & six federal Charter School Program expansion grants; evaluation capacity-building for equity-focused education nonprofits; developing a diagnostic protocol to assess professional strengths and areas for development for CEOs of charter networks; evaluating implementation fidelity for education technology firm; conducting case study research on schools implementing comprehensive student development approach; co-writing report proposing new agenda for research on teacher preparation; analyzing 11 years of teacher data to develop a profile of the Illinois teacher workforce for the Joyce Foundation.

Center for Human Services Research, State University of New York at Albany, Albany, NY

Senior Research Scientist and Assistant Research Professor, May 2012 – June 2015

- Responsibilities included: guiding development of theories of change and logic models; preparing grant applications; designing program evaluation studies; collecting data; conducting qualitative and quantitative analyses; interpreting data with program staff; writing evaluation reports; and presenting results to stakeholders.
- Projects included:
 - Evaluations of Albany Promise (a city-wide cross-sector partnership to improve cradle-to-career educational outcomes for Albany children), of a community-based parent education program, and of a youth restorative justice initiative;
 - Multi-year evaluations of three federally-funded grant programs: the Magnet Schools Assistance Program and the School Improvement Grant Program at Albany High School, and the 21st Century Learning Community Centers Program in six Albany public schools;
- Evaluation work included data collection through school district data management systems (PowerSchool), federal and state data sources, surveys, focus groups, interviews, and observations; data were analyzed using SPSS, Excel, and qualitative methods.

Scholastic Inc., New York, NY

Research Manager, Scholastic Research & Validation Department, August 2007 – April 2012

- Managed and conducted evaluation studies of Scholastic curriculum products. Responsibilities included: recruiting school districts to participate in studies; developing research design; organizing implementation

support for teachers; facilitating communication among districts, research firms, and Scholastic staff; collecting and analyzing data; and reporting and presenting findings.

- Collaborated with Council of the Great City Schools and American Institutes for Research to conduct a qualitative investigation of the practices that sustain on-model implementation of an adolescent literacy intervention (*READ 180*) in five urban school districts; supervised activities of independent researchers and Scholastic implementation support team, and contributed to analysis and reporting of findings.
- Wrote, edited, and published research reports reviewing literature on best practices and describing program evaluation studies conducted by the Scholastic research team or independent research firms.

The ASPIRE Program, Harvard Graduate School of Education (HGSE), Cambridge, MA
Training Director and Research Assistant, September 2002-May 2004

Harvard Educational Review, Cambridge, MA
Editorial Board Member, May 2002-May 2004.

Judge Baker Children’s Center, Boston, MA
Research Assistant, July-December 2002

Harvard Family Research Project, Cambridge, MA
Graduate Research Assistant, February-May 2002

Center for Ecoliteracy, Berkeley, CA
Administrative and Research Assistant, November 1995-July 1996

TEACHING EXPERIENCE

Moral and Social Development Course, Harvard Graduate School of Education, Cambridge, MA
Teaching Fellow, Fall 2004 and 2005

“Educating for Democracy Through Facing History and Ourselves” Course, Harvard Graduate School of Education, Cambridge, MA
Teaching Fellow, Spring 2005

Neighborhood House Charter School, Boston, MA
Kindergarten Teacher, September 2000-June 2001

P.S. 241: The Family Academy, New York City, NY
First Grade Teacher, September 1998-July 2000

P.S. 207 and P.S. 234, New York City, NY
Student Teacher, Third and Fourth Grade, September 1997-May 1998

SELECTED PUBLICATIONS AND PRESENTATIONS

Lewis, B., King, M.S., & Schiess, J.S. (2020). *Language counts: Supporting early math development for dual language learners*. Washington, DC: Bellwether Education Partners.

O’Keefe, B., King, M.S., & Aldeman, C. (2019). *An uneven path: Student achievement in Boston Public Schools, 2007-2017*. Washington, DC: Bellwether Education Partners.

Libetti Mitchell, A. & King, M.S. (2016). *A new agenda: Research to build a better teacher preparation program*. Washington, DC: Bellwether Education Partners.

King, M.S. (2014). *Evaluability of the 21st Century Community Learning Centers Program*. Presentation at the American Evaluation Association Annual Conference, Denver, CO, October 15-18.

- King, M.S. & Kennard, L. (2010). *On-model and on track: A descriptive study of READ 180 in urban middle schools*. Paper presented at the Council of the Great City Schools Curriculum and Research Directors' Joint Meeting, San Francisco, CA, July 15-17.
- King, M.S. and Keefer, B. (2009). *System 44 and READ 180: Research-based literacy instruction for special education*. New York, NY: Scholastic Inc.
- Feigenberg, L. F., King, M. S., Barr, D. J., & Selman, R. L. (2008). Belonging to and exclusion from the peer group in schools: Influences on adolescents' moral choices. *Journal of Moral Education, 37*(2), 165-184.
- King, M.S. & Yepes-Baraya, M. (2007). *READ 180: An evaluation of a community college pilot (Impact Study)*. New York, NY: Scholastic Inc.
- Selman, R. L., Barr, D. J., Feigenberg, L., Bermudez, A., King, M. S. (2005). *Methods to assess how students understand their choices in situations of discrimination, ostracism, and exclusion*. Professional Development Workshop presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 11-15.
- King, M. S. (2004). Voices of progressive charter school educators. In E. Rofes and L. M. Stulberg (Eds.), *The emancipatory promise of charter schools: Toward a progressive politics of school choice* (pp. 159-185). Albany, NY: State University of New York Press.
- Selman, R. L., Barr, D. J., Feigenberg, L., King, M. S., Bermudez, A. (2004). *Ostracism/discrimination/exclusion: Promoting tolerance/preventing prejudice through interdisciplinary curricula*. Workshop presented at the Association for Moral Education Annual Conference, Dana Point, CA, November 10-13.
- King, M. S. (2000). Class act. In M.P. Sadker & D.M. Sadker, *Teachers, Schools, & Society*. 5th ed. (p. 421). Boston: McGraw Hill.

AWARDS AND HONORS

- Spencer Foundation Research Training Grant, 2003-2006
- Roy E. Larsen Entering Award, Harvard University Graduate School of Education, 2001
- Student Speaker, Masters Convocation, Teachers College, May 1998
- Walter E. Sindlinger Award for Excellence in Writing, Teachers College, 1998
- Rockefeller Brothers Fund Fellowship for Minorities Entering the Teaching Profession, 1994

Joyce L. Epstein, Ph.D.

Joyce L. Epstein, Ph.D. is the Director of the Center on School, Family, and Community Partnerships and Professor of Education in the Johns Hopkins University School of Education. In 1995, she established the National Network of Partnership Schools (NNPS), which provides professional development for leaders to develop research-based programs of family and community engagement. Dr. Epstein was named a Fellow of the American Educational Research Association in 2009 and received the Elizabeth Cohen Award for Applied Research (2009) from AERA's Sociology of Education Special Interest Group. In all of her work she is interested in the connections of research, policy, and practice.

Dr. Epstein holds a Ph.D. in sociology from Johns Hopkins University and an Ed.M. in human development from Harvard Graduate School of Education.

She has over 150 publications including *School, Family, and Community Partnerships: Your Handbook for Action*, 4th Edition (2019) and a textbook for college courses, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, 2nd Edition (2011); *Multicultural Partnerships: Involve All Families* (2012); *Family Reading Night* (2015); *School, family, and community partnerships in teachers' professional work* (2018); and *Engaging families in the high school transition: Initial findings from a continuous improvement initiative*.

Karen L. Mapp, Ed.D.

Karen L. Mapp, Ed.D., is a senior lecturer on education at the Harvard Graduate School of Education (HGSE) and the faculty director of the Education Policy and Management Master's Program. Over the past twenty years, Dr. Mapp's research and practice focus has been on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement. She served as the co-coordinator with Professor Mark Warren of the Community Organizing and School Reform Research Project and as a core faculty member in the Doctorate in Educational Leadership (Ed.L.D.) program at HGSE. She is a founding member of the District Leaders Network on Family and Community Engagement as well as the National Family and Community Engagement Working Group, is a trustee of the Hyams Foundation in Boston, MA, and is also on the board of the National Association for Family, School, and Community Engagement (NAFSCE) and the Institute for Educational Leadership (IEL) in Washington, DC. From 2011 to 2013, Dr. Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement.

She joined HGSE in January of 2005 after serving for eighteen months as the Deputy Superintendent for Family and Community Engagement for the Boston Public Schools (BPS). While working with the BPS, she continued to fulfill her duties as president of the Institute for Responsive Education (IRE). She joined IRE in 1997 as Project Director, was appointed vice-president of IRE in May of 1998 and served as president from September 1998 to December 2004. Dr. Mapp holds a Doctorate and Master's of Education from the Harvard Graduate School of Education, a Master's in Education from Southern Connecticut State University, and a Bachelor's degree in Psychology from Trinity College in Hartford, CT.

Dr. Mapp is the author and co-author of several articles and books about the role of families and community members in the work of student achievement and school improvement including: *A New Wave Of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (2002); "Having Their Say: Parents Describe How and Why They are Engaged in Their Children's Learning" (2003); *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (2010); "Debunking the Myth of the Hard to Reach Parent" (2010); "Title I and Parent Involvement: Lessons from the Past, Recommendations for the Future" (2011); *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* (2011), "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships" (2014), and "From Private Citizens to Public Actors: The Development of Parent Leaders through Community Organizing" (2015) and "Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success" (2017).

Yolie Flores

Yolie Flores is the Secretary of the Board of Directors for The Education Trust and National Campaign Director, Parent Nation at TMW Center, University of Chicago. Parent Nation is a mobilization effort, rooted in science, to help push for a society that better supports parents in their role as children's first and most important teachers.

Previously, Yolie served as the chief program officer for the Campaign for Grade-Level Reading. Before that, she was president and CEO of Communities for Teaching Excellence, a national education advocacy organization.

Yolie is a member of the LAUSD Board of Education, the second largest school district in the nation. Elected in 2007, Yolie represents 115,000 students and 116 schools across a district that is reflective of her own experience as an English learner and low-income student of immigrant parents. It is through this perspective and her deep concern that for too long, too many children of similar background have been denied a quality education that she has championed some of the most significant reforms at LAUSD.

In the past three years, Yolie has led the fight to reform LAUSD and challenge the culture of failure for poor children and children of color. Yolie authored the Public School Choice resolution, creating a sense of urgency for change, challenging the status quo, and demanding quality educational plans for new schools and low-performing schools. She also authored the Teacher Effectiveness resolution, again challenging the status quo on issues of evaluation, seniority, tenure, and pay. Other key efforts included her Small Schools and World Languages resolutions. Yolie's most current work on parent engagement reform calls for parents to be equal partners in their children's education.

Yolie has twice been named Social Worker of the Year and has received numerous other recognitions for her work on behalf of children and families. She was an inaugural member of the Annie E. Casey Foundation's Children and Family Fellowship program; was a Coro City Focus Fellow, and a member of the MALDEF Leadership program.

Yolie earned her master's in social welfare from the University of California, Los Angeles.

Appendix B – Indirect Cost Rate Agreement



NEGOTIATED INDIRECT COST RATE AGREEMENT

November 12, 2020

ORGANIZATION

Save the Children Federation, Inc.
 501 Kings Highway East, Suite 400
 Fairfield, CT 06825

The rates approved in this Agreement are for use on grants, contracts and other agreements with the Federal Government to which 2 Code of Federal Regulations (CFR) 200 applies, subject to the conditions in section II.A, below. The rate(s) were negotiated by the U.S. Agency for International Development in accordance with the authority contained in Appendix IV, Paragraph C.2(a) of the CFR.

SECTION I: NEGOTIATED INDIRECT COST RATES

TYPE	EFFECTIVE PERIOD		INDIRECT COST RATES		
	FROM	THROUGH	FRINGE BENEFITS (a)	SUBAWARD ADMINISTRATION (b)	G&A (c)
Final	01-01-18	12-31-18	26.33%	5.40%	21.34%
Final	01-01-19	12-31-19	27.39%	6.79%	21.63%
Provisional	01-01-20	Until Amended	27.58%	6.79%	21.60%

Base of Application

- (a) Total regular US and TCN salary costs
- (b) Total direct subcontract/subaward costs to entities other than Save the Children International
- (c) Total costs including Save the Children's/US's portion of Save the Children/International's expenses; but excluding cost of goods sold, capital equipment greater than [REDACTED] donated commodities and associated freight, internal transportation, storage and handling (ITSH) under Title II FFP program, interest, grants to other organizations (privately funded), foreign currency conversion, subgrant/subcontract costs to entities other than SC/International, and directly charged security costs in excess of the first [REDACTED] per award, per year).

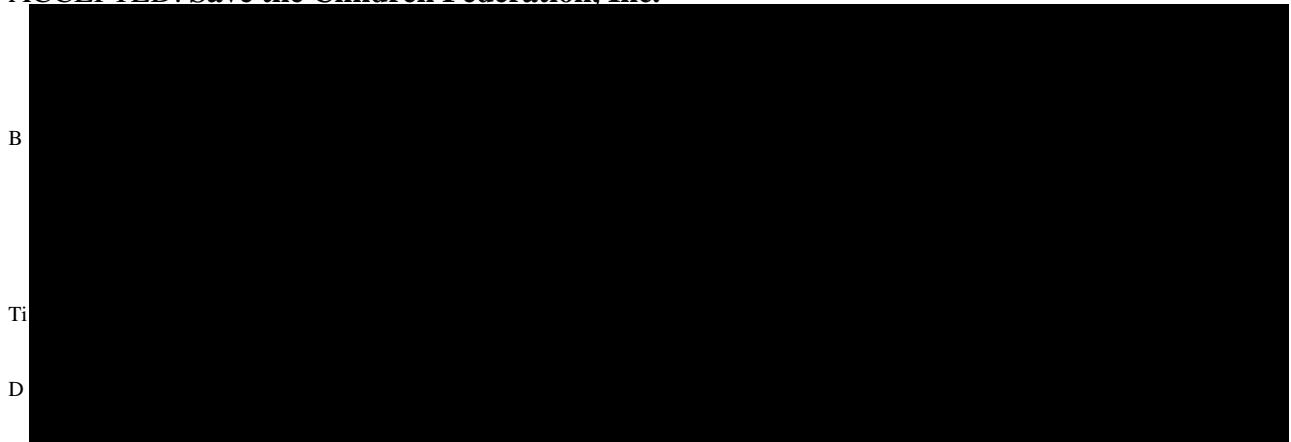
SECTION II: GENERAL

- A. LIMITATIONS: Use of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rate(s) agreed to herein is predicated upon the following conditions:
1. That no costs other than those incurred by the grantee/contractor or allocated to the grantee/contractor via an approved central service cost allocation plan were included in its indirect cost rate proposal and that such incurred costs are legal obligations of the grantee/contractor and allowable under the governing cost principles,
 2. That the information provided by the grantee/contractor which was used as a basis for acceptance of the rate(s) to herein is not subsequently found to be materially inaccurate,
 3. That the same costs that have been treated as indirect costs have not been claimed as direct costs, and
 4. That similar types of costs have been accorded consistent treatment.
- B. ACCOUNTING CHANGES: The grantee/contractor is required to provide written notification to the indirect cost negotiator prior to implementing any changes which could affect the applicability of the approved rates. Any changes in accounting practice to include changes in the method of charging a particular type of cost as direct or indirect and changes in the indirect cost allocation base or allocation methodology require the prior approval of the Office of Overhead, Special Cost and Closeout (OCC). Failure to obtain such prior written approval may result in cost disallowance.
- C. NOTIFICATION TO FEDERAL AGENCIES: A copy of this document is to be provided by this organization to other Federal funding sources as a means of notifying them of the Agreement contained herein.
- D. PROVISIONAL-FINAL RATES: The grantee/contractor must submit a proposal to establish a final indirect cost rate within nine months after its fiscal year end. Billings and charges to Federal awards must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

E. SPECIAL REMARKS:

1. Indirect costs charged to Federal grants/contracts by means other than the rate(s) cited in the agreement should be adjusted to the applicable rate(s) cited herein which should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
2. Grants/contracts providing for ceilings as to the indirect cost rate(s) or amount(s), which are indicated in Section I above, will be subject to the ceilings stipulated in the grant, contract or other agreement. The ceiling rate(s) or the rate(s) cited in this Agreement, whichever is lower, will be used to determine the maximum allowable indirect cost on the grant or contract agreement.
3. The rates hereby approved are subject to periodic review by the Government at any time their use is deemed improper or unreasonable. You are requested to advise the Government promptly of any circumstances, which could affect the applicability of the approved rates.
4. You are directed to submit adjustment or final financial expenditure reports (SF-425) for all flexibly priced grants and other agreements; or adjustment or final vouchers for all flexibly priced contracts within 120 days after settlement of the final annual indirect cost rates. Audit adjustments should be clearly delineated so as to be readily identifiable for verification by this office. Care should be taken that amounts claimed do not exceed award limitations or indirect cost rate ceilings. USAID will deobligate any remaining funds if the required financial expenditure reports or vouchers are not submitted within 120 days. Once the money is de-obligated, it will not be reinstated.

ACCEPTED: Save the Children Federation, Inc.



Appendix D – Works Cited

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Appendix E – Memorandum of Understanding

Statewide Family Engagement Centers Memorandum of Understanding

This document represents a memorandum of understanding signed by the consortium organization, Partners for Rural Impact, is committed to a collaborative effort with Save the Children to plan and implement a Statewide Family Engagement Centers program. The Partner is Partners for Rural Impact. Save the Children is the lead applicant and shall serve as the fiscal agent for the grant.

Research has consistently linked school achievement with the influence and involvement of families. Family, school, and community engagement leads to improvement in student and school outcomes and contributes to meeting the needs of all students including low-achieving students and students in poverty. We strive to surround each student with integrated students supports, expanded learning time and opportunities, and family and community engagement. Our statewide effort will coordinate and integrate evidence-based educational, developmental, family, and other comprehensive services through community-based organizations and public and private partnerships. We will provide access to such services in school to students, families, and the community, including access during the school year as well as during the summer.

Our theory of action for this project is that a well-coordinated collaboration of partners working with parents, implementing well-designed programs and closely monitoring services will positively impact the lives of children and their families. We recognize creating transformative change in our Statewide Family Engagement Center project is an effort; and in this effort there will be no room for excuses as good results will matter, not good intentions. We see this as a platform for exploring and learning more about the long-term effectiveness of academic and social service interventions and practices and identifying the systemic and structural problems that need to be addressed to create a true community of opportunity accessible to all children in a given area.

Partners for Rural Impact and Save the Children agree that the project will be framed by specific indicators, as described in the proposal, in connection with the following outcomes:

- Parents participate in SFEC activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions.
- High-impact activities or services are provided to build a statewide infrastructure for systemic family engagement that includes support for SEA- and LEA-level leadership and capacity-building.
- High-impact activities or services are implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, to

include an understanding of how they can support learning in the classroom with activities at home or outside the school generally, as well as how they can participate in State and local decision-making processes.

- Parents and families receiving SFEC services report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.

Partners for Rural Impact and Save the Children agree to leverage funding to create and implement a pipeline of services -- a continuum of coordinated supports, services, and opportunities for children and their families from birth through entry into and success in postsecondary education, and career attainment. Such services shall include, at a minimum, strategies to address through services or programs the following:

- a) Work with SEAs, LEAs, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs.
- b) Based on the needs, provide training and technical assistance to SEAs, LEAs, and organizations that support family-school partnerships, and activities, services, and training for LEAs, school leaders, educators, and parents.
- c) Implement evidence-based parent education and family engagement in education programs.
- d) Provide direct services to parents and families through evidence-based activities.
- e) Provide families with evidence-based strategies for promoting literacy.
- f) Provide families with the information and tools they need to make important decisions regarding the educational choice that is most appropriate for their children.
- g) Provide direct support to parents, teachers, and others that strengthen the relationship between parents and their children's school, foster greater engagement, and assist them in meeting the educational needs of children.
- h) Provide comprehensive training and technical assistance to build capacity at the SEA, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such programs to develop and implement policies, programs, and activities that are inclusive of families and lead to improvements in student development and academic achievement.
- i) Conduct sufficient outreach to assist parents, including parents who may have a difficult time engaging with a school or LEA.
- j) Conduct outreach to low-income students and parents, including low-income students and parents who are not proficient in English.
- k) Develop and implement, in partnership with ADE, statewide family engagement in education policy and systemic initiatives that will provide a continuum of services to remove barriers for family engagement in education and support school reform efforts.

- l) Develop and implement parental involvement policies under the ESEA - participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;
 - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - d. that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). [Section 9101(32), ESEA.]

Partners for Rural Impact and Save the Children agree to collaboratively develop a data-sharing plan such that evidence suggesting the effectiveness of any solution will be readily available for assessment and evaluation. This data-sharing plan will be designed so it will be possible to track services and impact to individual children as well as sub-groups of children.

Partners for Rural Impact and Save the Children agree to establish a special advisory council consisting of parents, who shall constitute a majority of the members of the special advisory council; representatives of education professionals with expertise in improving services for disadvantaged children; representatives of local elementary schools and secondary schools, including students; representatives of the business community; and representatives of SEAs and LEAs.

Within the first twelve months of the project, Save the Children will work with Partners for Rural Impact to submit a final MOU, signed by each partner that details each partner’s financial, programmatic, and long-term commitment.

Upon receipt of funding, Save the Children will work with Partners for Rural Impact to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, October 1, 2022 – September 30, 2027.

A description of each partner and their specific commitment to this project follows:

Save the Children

Save the Children is the leading independent organization creating lasting change in the lives of children in need in the United States and around the world. Recognized for our commitment to accountability, innovation and collaboration, our work takes us into the heart of communities, where we help children and families help themselves. We work with other organizations, governments, non-profits and a variety of local partners while maintaining our own independence without political agenda or religious orientation.

The organizational strategy is grounded in a shared vision of a world in which every child attains the right to survival, protection, development and participation, Save the Children's new mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives. This new global vision, mission, values and strategy are very much a part of Save the Children's longstanding principles and are consistent with our strategic priorities.

Each and every staff member and volunteer of Save the Children shares the values that, either individually or through teamwork, drive our breakthroughs for children.

Save the Children's theory of change is centered on the following:

- **Accountability:** We take personal responsibility for using our resources efficiently, achieving measurable results and being accountable to supporters, partners, and most of all, children;
- **Ambition:** We demand the best of ourselves and our colleagues, set high goals and firmly commit to improving the quality of everything we do for children.
- **Collaboration:** We respect and value each other, thrive on our diversity and work with partners to leverage our global strength in making a difference for children.
- **Creativity:** We are open to new ideas, embrace change and take disciplined risks to develop sustainable solutions for and with children.
- **Integrity:** We aspire to live to the highest standards of personal honesty and behavior; we never compromise our reputation and always act in the best interests of children.

Save the Children has several current activities aligned with the continuum of solutions proposed for the Statewide Family Engagement Center. These include:

- Early Steps to School Success;
- Raising a Reader Book Bag Exchange Program;
- Helping parents support child development;
- Fostering positive connections between families and schools;
- Transition to school activities;
- Community connections;
- Literacy tutoring for elementary students; and
- Partnerships with schools to create 21st Century Community Learning Centers.

As the Lead Applicant of the Statewide Family Engagement Centers effort, Save the Children will

Partners for Rural Impact

Partners for Rural Impact supports the educational aspirations of rural students across America by building the capacity of residents and local leaders to develop, implement and sustain place-based solutions to the challenges they face. We also build partnerships at the regional and national level to enhance support from governmental and philanthropic sources for all rural communities. Originally an initiative of Berea College, we launched as an independent nonprofit in 2022.

Partners for Rural Impact's theory of change for the project is one that is inclusive of all voices within the community and is centered on the recognition of the value of place and culture in community change, and that vests ownership of change within the community.

Partners for Rural Impact has many current activities that are aligned with the continuum of solutions. These include:

- An AmeriCorps Program that places AmeriCorps members in high need schools. Members serve for one year as mentors, college advisors, family connectors and tutors to students.
- Family Partnership at Partners for Rural Impact which has a strong engagement team that provides training, support and resources to families through resources such as FAST and PowerMyLearning.
- Full-Service Community Schools program that provides students with comprehensive services and interventions including tutoring, service learning opportunities, job training, and career counseling. Services provided to families of students include improving access to and use of social service programs and providing programs that promote family financial stability.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) which follows a cohort of students and emphasizes college readiness through academic success and the building of a college-going culture. Services include in-school tutoring, summer academies, career exploration, test preparation, college visits, career site visits, mentoring, educator professional development, and family engagement activities.

As a Partner of the Statewide Family Engagement Centers effort, Partners for Rural Impact will:

- Offer statewide parent leadership training for parents and families;
- Provide statewide opportunities for training and technical assistance to Arkansas Department of Education (ADOE), LEAs, schools, and community-based organizations through an annual conference;
- Convene a statewide AR•SFEC Advisory Committee to guide all project efforts and advise ADOE on policy initiatives to remove systemic barriers to family engagement;
- Hire a Project Director, Instructional Designer, Trainer and Program Associate to assist in implementation of the grant objectives; and
- Provide an annual conference for parents and an online statewide resource hub for family engagement by identifying and disseminating research-based resources, programs, policies, and practices in family engagement.

Partners for Rural Impact commits resources to the Statewide Family Engagement Centers. Our

financial and in-kind contribution is estimated currently at [REDACTED] per year as reflected by the table below:

Match – Partners for Rural Impact					
	YR 1	YR 2	YR 3	YR 4	YR 5
Personnel	[REDACTED]				
Fringe					
Travel					
Equipment					
Supplies					
Contractual					
Construction					
Other					
Indirect					
Total					

By signing below, I affirm Partners for Rural Impact’s commitment to the goals of the Statewide Family Engagement Centers project:

[REDACTED]

Dreama Gentry, CEO, Partners for Rural Impact

3/3/2022

Date

Appendix F – Evidence Form



U.S. Department of Education

Evidence Form

OMB No. 1894-0001

Exp. 05/31/2022

1. Level of Evidence

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

Demonstrates a Rationale
 Promising Evidence
 Moderate Evidence
 Strong Evidence

2. Citation and Relevance

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

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Epstein, J.L., Galindo, C.L., & Sheldon, S.B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. <i>Educational Administration Quarterly</i>, 47(3), 462-495. Retrieved from: http://journals.sagepub.com/doi/pdf/10.1177/0013161X10396929</p>	<p>The study intervention and that being proposed (AR•SFEC) are equivalent. The proposed intervention includes family engagement activities and incorporating written action plans for partnerships. The study indicates statistically significant effects and includes appropriate controls. The study found schools were more likely to create and implement family engagement action plans when districts (LEAs) were trained and providing support during the process. From the study, page 19 states: "Figure 2 shows that, compared to the [NNPS] schools with district assistance for 3 consecutive years, lower percentages of comparison schools conducted basic partnership program implementation activities. For example, the graph shows that, in 2007, district supported schools were more likely to write a One-Year Action Plan for Partnerships."</p>	<p>The proposed study and the intervention overlap in the areas of populations (urban, suburban, and rural) and settings (local school districts). Dr. Epstein established the National Network of Partnership Schools (NPPS) and incorporated those schools in the study, from page 29: "The districts, located in urban, suburban, and rural communities, included from 6 to 45 schools that were members of the National Network of Partnership Schools (NNPS) in 2006."</p>
<p>Sheldon, S.B. (2007). Improving student attendance with school, family, and community partnerships. <i>The Journal of Educational Research</i>, 100(5), 267-275. Retrieved from https://doi.org/10.3200/JOER.100.5.267-275</p>	<p>The proposed intervention will implement NNPS with student achievement and attendance included. The quasi-experimental design study found (from page 272): "Regression models predicting change in students' daily attendance from 2000 to 2001 show that NNPS schools experienced greater improvement in student attendance during that period than did the comparison group of schools."</p>	<p>The proposed study and the intervention overlap in the areas of populations and settings. From page 269: "The NNPS elementary schools were located in varied settings, including large urban (29.4%), small urban (23.5%), suburban (23.5%), and rural (23.5%) communities. The schools served many students from low-income families. Most of the schools (80.9%) received either targeted or school-wide Title I funding. The NNPS schools served a student population that was, on average, 69.9% White, 24.8% African American, and 5.4% Hispanic. The schools had been members of NNPS an average of 3 to 4 years (3.7 years); the range was from 1 to 5 years."</p>

Appendix G – Dr. Mapp’s Framework

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Appendix C – Letters of Commitment

- Arkansas Department of Education: Division of Elementary and Secondary Education
- Arkansas Head Start Association/ Head Start State Collaboration Office
- Arkansas Support Network
- Center on School, Family, and Community Partnerships/The National Network of Partnership Schools (NNPS)
- Curricula Concepts, Inc.
- Partners for Rural Impact



Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Secretary

March 10, 2022

Dr. Ivy Pfeffer
Deputy
Commissioner

Ms. Ruth Ryder, Deputy Assistant Secretary
Office of Elementary and Secondary Education

Stacy Smith
Deputy
Commissioner

United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

**State Board of
Education**

To whom it may concern:

Ouida Newton
Poyen
Chair

The Arkansas Department of Education – Division of Elementary and Secondary Education would like to offer its support for Save the Children Statewide Family Engagement Center Grant that is being submitted to the U.S. Department of Education.

Dr. Sarah Moore
Stuttgart
Vice Chair

Save the Children is an organization dedicated to improving the lives of children across the state as well as across the globe. This grant will allow them to continue providing services to children and families. We know strong families leads to strong communities.

Charisse Dean
Little Rock

The goal for the Arkansas Department of Education – Division of Elementary and Secondary Education is to lead the nation in student-focused education. Save the Children aligns with that goal by providing support and assistance for students.

Dr. Fitz Hill
Little Rock

Kathy McFetridge
Springdale

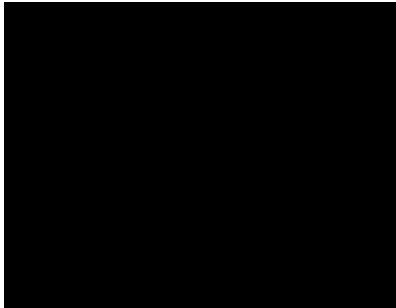
We support Save the Children’s grant application and will help them by committing to be active and collaborative partners.

Steve Sutton
Marion

Adrienne Woods
Rogers

Dr. Beth Anne Rankin
Magnolia

Randy Henderson
Blytheville





Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

February 10, 2022

Johnny Key
Secretary

Dr. Ivy Pfeffer
Deputy
Commissioner

Ms. Ruth Ryder
Deputy Assistant Secretary
Office of Elementary & Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

Stacy Smith
Deputy
Commissioner

To Whom It May Concern:

**State Board of
Education**

The Arkansas Department of Education is pleased to offer support for Save the Children's Statewide Family Engagement Center grant that is being submitted to the U.S. Department of Education.

Ouida Newton
Poyen
Chair

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education. The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

Dr. Sarah Moore
Stuttgart
Vice Chair

The Arkansas Department of Education is committed to being an active and collaborative partner with the Arkansas Statewide Family Engagement Center and will:

Charisse Dean
Little Rock

- Provide one organizational representative to serve on the Arkansas Statewide Family Engagement Center Advisory Committee
- Contribute to the project's efforts to identify and scale innovative programs and proven practices in family engagement by sharing information about outcomes and elements of our efforts and initiatives
- Communicate and disseminate family engagement resources and professional development opportunities developed by this project with our practitioners and stakeholders
- Identify, recruit and support parents and families for participation in statewide parent leadership programs and opportunities
- Participate as a member of the Arkansas Family Engagement Coalition
- Ensure work is inclusive of all families; especially those traditionally underrepresented.

Dr. Fitz Hill
Little Rock

Kathy McPetridge
Springdale

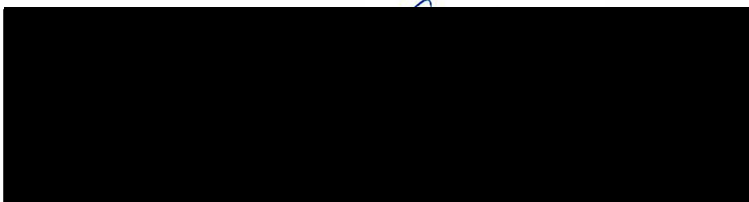
Steve Sutton
Marion

Adrienne Woods
Rogers

**Dr. Beth Anne
Rankin**
Magnolia

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Arkansas.

Randy Henderson
Blytheville





Arkansas Head Start Association/ Head Start State Collaboration Office

March 4, 2022

Mission Statement

The Arkansas Head Start Association's mission is to promote structured leadership and collaboration on the state and local levels by planning, informing, advocating, and delivering innovative and quality trainings, technical assistance, and support to Early Head Start, Head Start, and Migrant-Seasonal Head Start directors, staff, parents, and friends in the state of Arkansas.

Vision Statement

The vision of the Arkansas Head Start Association is to demonstrate excellence through Early Head Start, Head Start, Migrant-Seasonal Head Start, and local communities, exhibiting compliance in providing high-quality services to children birth to five and their families, while maintaining a strong commitment to building competent and dependable staff.

Ms. Ruth Ryder
Deputy Assistant Secretary
Office of Elementary & Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

To Whom It May Concern:

The Arkansas Head Start Association/HSSCO is pleased to offer support for Save the Children's Statewide Family Engagement Center grant that is being submitted to the U.S. Department of Education.

The Arkansas Head Start Association/HSSCO is working smarter so that Arkansas could improve things by addressing racial equity in early childhood, family engagement, quality services, and by providing a child-focused education. The Arkansas Head Start Association/HSSCO provides leadership, support, and service to Early Childhood and Head Start programs so that all children, birth to five will receive comprehensive services and family support.

The Arkansas Head Start Association/HSSCO is committed to being an active and collaborative partner with the Arkansas Statewide Family Engagement Center and we will:

- Provide one organizational representative to serve on the Arkansas Statewide Family Engagement Center Advisory Committee
- Contribute to the project's efforts to identify and scale innovative programs and proven practices in family engagement by sharing information about outcomes and elements of our efforts and initiatives
- Share our story and provide updated information about our children and families in EHS/Head Start programs.
- Communicate and share family engagement resources and professional development opportunities developed by Arkansas Head Start State Collaboration Office, our practitioners and stakeholders
- Participate as a member of the Arkansas Family Engagement Coalition
- Recommend racially diverse representatives that make up the children and families that are served in our EHS/Head Start programs.

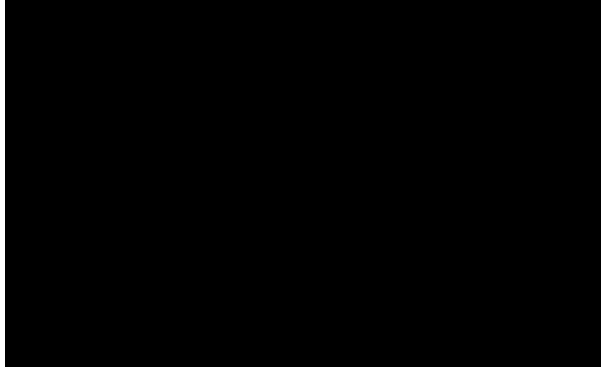
Union Station Building ● 1400 West Markham, Ste 406 ● Little Rock, AR 72201

PR/Award # S310A220034

(501) 371-0740 ● Fax: (501) 370-9109 ● www.arheadstart.org

Page 3

Thank you for including the Arkansas Head Start Association/HSSCO as a partner in this proposal and making this opportunity available to improve services for the children and families in Arkansas.



JG

February 22, 2022

Ms. Ruth Ryder
Deputy Assistant Secretary
Office of Elementary & Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

To Whom It May Concern:

Arkansas Support Network is pleased to offer support for Save the Children's Statewide Family Engagement Center grant that is being submitted to the U.S. Department of Education.

At Arkansas Support Network, our vision is a future where individuals with developmental disabilities have: power and choice in making decisions and directing their lives; relationships with people whom they love and care about and who love and care about them; recognition for the gifts that they bring to our community; active involvement in the communities where they live; meaningful employment, which is free of discrimination and maximizes their employment capacity; opportunities to live healthy, safe, and enjoyable lives.

Arkansas Support Network was established in May of 1988 as Family Support Services, Inc. A small group of parents and volunteers incorporated and were licensed by the state to provide support and assistance to families who had children with disabilities living in the home with them.

Since 1988, we have added a number of programs and services to complement our original Family Support program. Our guiding principle in 1988 was the belief that individuals who have disabilities and their families should be in control of service delivery. Our job is to assist, not to control. With every service that we have added since 1988, we have tried to adhere to this philosophy.

We believe that every person has the right to live in a home and in the community as an active and accepted member. Our intent is to support the presence and participation of children and adults with developmental disabilities in their homes and communities.

Arkansas Support Network is committed to being an active and collaborative partner with the Arkansas Statewide Family Engagement Center and will:

- Designate one organizational representative to participate as an active member of the Statewide Family Engagement Center.
- Contribute to the AR SFEC's efforts to create a statewide resource hub for family engagement by sharing information about outcomes and elements of our efforts and initiatives.
- Communicate and disseminate AR SFEC family engagement resources and professional development opportunities with our stakeholders.
- Communicate and disseminate AR SFEC parent resources and leadership opportunities to parents/families served by our organization.

- Ensure work is inclusive of all families; especially those traditionally underrepresented.

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families of Arkansas.



Director
Arkansas Support Network
www.supports.org
Cell (479)957-4460 Phone (479)927-4100 Fax (479)927-1373
614 E Emma Ave. Suite 127
Springdale, AR 72764



Center on School, Family, and Community Partnerships

Johns Hopkins University
TEL: 410-516-8807

2800 North Charles Street, Suite 420
www.partnershipschools.org
National Network of Partnership Schools (NNPS)

Baltimore MD 21218

February 17, 2022

Ms. Dreama Gentry
CEO, Partners for Rural Impact
101 Chestnut St
Berea, KY 40404

Dear Dreama:

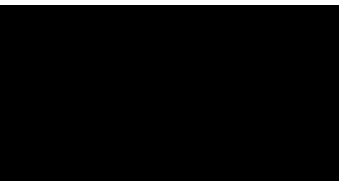
The National Network of Partnership Schools (NNPS) at Johns Hopkins University strongly supports the team at Berea College in its proposal for grant from the U.S. Department of Education to conduct the Arkansas Statewide Family Engagement Center.

The Arkansas SFEC plans to prepare families to be effective advocates for their children's education. Your proposal outlines a process to develop a network of skilled and confident parents and other family members, along with school and community leaders who are engaged as partners in grassroots efforts to improve the achievement, behavior, and positive development of all students in Arkansas schools. This is an ambitious agenda that can, in fact, be implemented with evidence-based strategies for effective and equitable programs of family and community engagement.

NNPS was established at Johns Hopkins University in 1995 and provides schools, districts, organizations, and states with research-based resources, tools, training, and support to strengthen connections of schools, families, and communities. The goal is to enable all educators to develop and sustain partnership programs that engage all families in ways that support student success in school. We use a framework of six types of involvement and an action team approach that enable preschools, elementary, middle, and high schools to engage parents, other family partners, and community members in goal-linked activities connected to their own School Improvement Plans. When families and community partners are involved in productive ways—at home, at school, and in the community—more students follow a path to high school graduation and postsecondary education.

If the Arkansas Statewide Family Engagement Center is funded, NNPS will be pleased to be an active partner in your efforts to create a statewide resource hub for family engagement and literacy. We will share NNPS resources and information about national initiatives. In turn, the results of your work in Arkansas on family engagement in rural areas will be of great interest to many members of NNPS across the country. We look forward to a productive partnership with the talented team at Berea College and the Arkansas SFEC.

Best of luck with your proposal.



Professor of Education and
Director, National Network of Partnership Schools (NNPS)

PR/Award # S310A220034

Page e127

Page 7

February 24, 2022

Ms. Ruth Ryder
Deputy Assistant Secretary
Office of Elementary & Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

To Whom It May Concern:

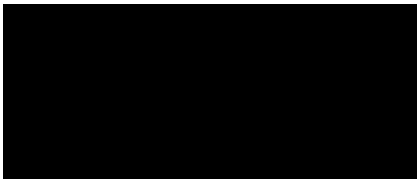
Curricula Concepts, Inc. is pleased to offer support for Save the Children's Statewide Family Engagement Center grant that is being submitted to the U.S. Department of Education.

Curricula Concepts, Inc. is intentional in making connections and building relationships with early educators, home visitors, and families of young children. Curricula Concepts provides professional development, technical assistance, and coaching to early educators focused on meaningfully engaging families. In addition, education opportunities are provided to parents/families of young children across the state in a variety of settings.

Curricula Concepts, Inc. is committed to being an active and collaborative partner with the Arkansas Statewide Family Engagement Center and will:

- Provide one organizational representative to serve on the Arkansas Statewide Family Engagement Center Advisory Committee
- Partner with the project's efforts to identify and scale innovative programs and proven practices in family engagement
- Communicate and disseminate family engagement resources and professional development opportunities developed by this project with our practitioners and stakeholders
- Identify, recruit and support parents and families for participation in statewide parent leadership programs and opportunities
- Participate as a member of the Arkansas Family Engagement Coalition
- Ensure work is inclusive of all families; especially those traditionally underrepresented.

Thank you for including our team as a partner in this proposal and making this opportunity available to children and families of Arkansas.



President
Curricula Concepts, Inc.

March 9, 2022

Ms. Ruth Ryder
Deputy Assistant Secretary
Office of Elementary & Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

To Whom It May Concern:

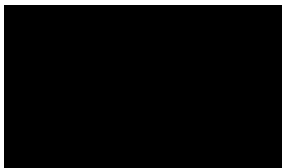
Partners for Rural Impact is pleased to offer support for the Statewide Family Engagement Center grant that is being submitted to the U.S. Department of Education.

Partners for Rural Impact (PRI) has for 27 years supported the educational aspirations of rural students across America by building the capacity of residents and local leaders to develop, implement and sustain place-based solutions to the challenges they face. PRI also builds partnerships at the regional and national level to enhance support from governmental and philanthropic sources for all rural communities.

Partners for Rural Impact is committed to being an active and collaborative partner with the Statewide Family Engagement Center and will:

- Participate as a consortium member with the SFEC: leading curricula design, policy and national dissemination
- Develop a statewide family engagement framework
- Provide ongoing curricula development and implementation support
- Provide one organizational representative to serve on the Statewide Family Engagement Center Advisory Committee
- Contribute to the project's efforts to identify and scale innovative programs and proven practices in family engagement by sharing information about outcomes and elements of our efforts and initiatives
- Communicate resources and opportunities to stakeholders
- Disseminate resources and leadership opportunities to families
- Contribute to the online resource hub development

Thank you for including our team as a partner in this proposal and making this opportunity available to students and families.



Founder and CEO
Partners for Rural Impact

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**AR•SFEC Budget Narrative
Federal Budget**

A five-year budget narrative detailing costs is included with the grant application. The project budget supports the project implementation activities, and the cost is reasonable compared to the long-lasting, systemic change we expect from the project. Each line item has been carefully calculated, using Save the Children’s costing principles, procedures, guidelines, restrictions and limitations, as well as the EDGAR and OMB 2 CFR 200. The project budget has followed the procedures for procurement under 2 CFR 200.317-200.326.

Our budget and budget narrative display a clear link between the specific project activities and the proposed budget items. All items listed in the budget are also detailed in the project narrative. The budget narrative and worksheet support all costs included in the budget and explain how the costs of goods and services are determined and how they will fulfill the overall program objective.

All costs are linked to required and allowable activities. Over the five-year project, we anticipate more than 704,268 ARSFEC youth and their families will receive services by the project and the annual federal investment is less than [REDACTED] student. Additionally, the program will enable training of families, teachers and community partners to ensure the project's outcomes are sustainable past the federal funding period. Federal dollars are matched 10% each year by funds controlled by the lead applicant and our consortium

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
<p>Site Coordinators (SC): (2 positions, 2.0 FTE, 12 months). The SCs will work closely with partners and school systems in their assigned region to ensure stakeholders are adequately informed of SFEC activities and services, watching for duplication of services. The SCs will spend 100% of their time on the project with a salary of [REDACTED]. The annual salary includes an annual 3% cost-of-living increase and is based on STC's human resources' salary matrices and position classifications. LEA/CBO Services for Disadvantaged Students.</p>						

AR•SFEC Budget Narrative
Federal Budget

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>Program Associates (PA): (2 positions, 2.0 FTE, 12 months). The PAs will provide general clerical support and will manage SFEC program related records and files, schedule meetings and planning events, coordinate data entry, monitor and track receipts for spending, purchase supplies, and provide event and office support to the program team. The PAs will spend 100% of their time on the project with a salary of [REDACTED]. The annual salary includes an annual 3% cost-of-living increase and is based on STC's human resources' salary matrices and position classifications. One PA is a PRI position and will be paid from the PRI contractual line below.</p>						
<p>Project Director (PD): (1 position, full-time, 12 months, 100% of time on project). The PD will manage and coordinate staff and community partners and oversee the project. The PD will spend 100% of their time on the project. This is a PRI position and will be paid from the PRI contractual line below.</p>						

**AR•SFEC Budget Narrative
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>Trainer: (1 position, 1.0 FTE, 12 months). The Trainer will work directly with the PD, other SFEC staff, schools/LEAs and key partners to deliver training sessions including state convenings and localized and online trainings. The Trainer will spend 100% of their time on the project. This is a PRI position and will be paid from the PRI contractual line below.</p>						
<p>Instructional Designer (ID): (1 position, 1.0 FTE, 12 months). The ID will work with the PD, other staff and key partners to design all SFEC curricula for parents, LEAs and schools, the SEA and CBOs. The ID will spend 100% of their time on the project. This is a PRI position and will be paid from the PRI contractual line below.</p>						
<p>Total Personnel</p>						
<p>Fringe</p>						
<p>Fringe Benefits: Save the Children's fringe benefits average 27.58% of wages and include employer-paid taxes (7.65%), insurance (9.58%), unemployment and worker's compensation (2.35%) and retirement (8%).</p>						
<p>Total Fringe</p>						
<p>Travel</p>						

**AR•SFEC Budget Narrative
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Annual Statewide Convenings: Save the Children will host an annual convening to disseminate best practices to families and partners. The cost includes lodging, meals and transportation for statewide participants.						
Local Travel: Three staff will travel within the SFEC footprint including meetings and trainings for an average of 500 miles per month for all staff. The reimbursement rate is [REDACTED] per mile.						
National Travel: Travel for Professional Development and convenings with national partners. The cost is [REDACTED] per trip and includes: airfare [REDACTED], lodging ([REDACTED]), meals [REDACTED] and ground transportation [REDACTED].						
NNPS Annual Conference Travel: School participants will travel to the National Network of Partnership Schools' annual conference. The cost is [REDACTED]0 per participant and includes: Registration ([REDACTED]), flight [REDACTED] lodging [REDACTED], Meals ([REDACTED]) and ground transportation [REDACTED]).						
Total Travel						
Equipment						
Not Applicable						
Total Equipment						
Supplies						

**AR•SFEC Budget Narrative
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>Office Supplies: Office supplies will be purchased for SFEC staff based on cost estimates for similar programs. Supplies are estimated at [REDACTED] per month for an annual total of [REDACTED]. This cost is based on historical costs for similar programs.</p>						
<p>Convening Training Supplies: We will prepare materials for Partnership meetings, parent convenings, and advisory council groups. This cost is based on historical costs for similar programs.</p>						
<p>Total Supplies</p>						
<p>Contractual</p>						
<p>Evaluation: Bellwether Education Partners will serve as the evaluors for this grant. Bellwether is a national nonprofit focused on changing education and life outcomes for underserved children. Bellwether’s team of evaluators help clients integrate evaluation into planning and implementation efforts so they can get good information, reflect on the equity implications of their choices, and use data to drive what they do.</p>						
<p>English-Language Learner Services: The SFEC will provide services to participants who are non-English speaking. These services will cost [REDACTED] hours per year for a total cost of \$ [REDACTED] annually. This cost is based on historical costs for similar programs.</p>						
<p>LEA/CBO Services for Disadvantaged Students.</p>						

**AR•SFEC Budget Narrative
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>NNPS School Memberships: One hundred schools will become members of the National Network of Partnership Schools. The cost is [REDACTED]/school for year 1 and [REDACTED]/school for years 2-5. This cost is based on a quote from NNPS. LEA/CBO Services for Disadvantaged Students. Expand TA for evidence-based programs.</p>						
<p>Longitudinal Data System: Through the evidence-based longitudinal data system, Save the Children will use the A-B-C One-to-One Case Management System to monitor student data on such early warning indicators as: attendance, behavior and course performance to identify struggling students and potential dropouts. This cost is based on historical costs for similar programs.</p>						
<p>NNPS Professional Development: The National Network of Partnership schools will provide four professional development opportunities. The cost is [REDACTED] per opportunity and includes the consultant and travel arrangements for the consultant. LEA/CBO Services for Disadvantaged Students. Expand TA for evidence-based programs.</p>						

**AR•SFEC Budget Narrative
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Partners for Rural Impact: Contractual costs include staff (Project Director, Instructional Designer, Trainer and Program Associate), travel, materials, supplies and overhead. Applicant member of the consortium, PRI, is allocated funding to higher staff and develop a dual track of family and LEA-specific training curricula and support through informed and improved evidence-based frameworks and expert specialists. LEA/CBO Services for Disadvantaged Students. Expand TA for evidence-based programs.						
Total Contractual						
Construction						
Not Applicable						
Total Construction						
Other						
Information Dissemination/Awareness Materials: We will publish reports regarding the program implementation. As well as, creating an online resource hub website. The cost is based on historical charges for similar projects.						
Printing and Postage: Special publications and printing will be necessary to document activities and to distribute information to the community and to project partners. The cost is estimated at [REDACTED] per year based on historical costs for similar projects.						

**AR•SFEC Budget Narrative
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Background Checks: A criminal background check will be requested for each staff person to ensure the protection of the students. Each background check is [REDACTED]						
Phones and wireless: Two personnel will receive a smartphone with wireless connection to ensure ongoing contact schools and other project staff. The cost is [REDACTED] month x 12 months x 2 staff.						
Total Other						
Total Direct Costs						
Indirect Costs: Our Federally approved indirect cost rate is 6.79% for subawards and 21.6% for all other costs.						
Training Stipends						
Total Costs						

**AR•SFEC Budget Narrative
Non-Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total						
Personnel												
Partners for Rural Impact Personnel: Employees of Partners for Rural Impact (PRI) will provide leadership and direction to the SFEC program to ensure resources and personnel are available for project success.												
Save the Children Personnel: Employees of Save the Children will provide leadership and direction to the SFEC program to ensure resources and personnel are available for project success.												
Total Personnel												
Fringe												
Fringe Benefits: PRI and Save the Children's fringe benefits average 30% of wages and include employer-paid taxes (7.65%), insurance (12%), unemployment and worker's compensation (2.35%) and retirement (8%).												
Total Fringe												
Travel												
Partners for Rurual Impact Travel: PRI employees will travel to SFEC meetings, convenings and events.												
Save the Children Travel: Save the Children employees will travel to SFEC meetings, convenings and events.												
Total Travel												
Equipment												
Not Applicable												

**AR•SFEC Budget Narrative
Non-Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total Equipment						
Supplies						
Save the Children Supplies: Save the Children will provide supplies and materials to increase awareness and attain objectives for the SFEC grant.						
Total Supplies						
Contractual						
Not Applicable						
Total Contractual						
Construction						
Not Applicable						
Total Construction						
Other						
Not Applicable						
Total Other						
Total Direct Costs						
Indirect Costs						
Training Stipends						
Total Costs						



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

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

Name of Institution/Organization

Save the Children Federation, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	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 # S310A20004

Page e141

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	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 Save the Children Federation, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
--	---

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								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Save the Children Federation, Inc.

* Street 1: 501 Kings Highway East Street 2: Suite 400

* City: Fairfield State: CT: Connecticut Zip: 06825-4861

Congressional District, if known: CT-004

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Statewide Family Engagement Centers
	CFDA Number, if applicable: 84.310

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Kathryn Wagner

* Name: Prefix: * First Name: EID Middle Name: * Last Name: Natour Suffix: Title: Associate VP, Finance and Operations Telephone No.: Date: 03/10/2022

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