

## Introduction

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Though Colorado is most often associated with the Rocky Mountains and an abundance of outdoor beauty, our state is in fact a complex tapestry of distinct communities that span the full spectrum of small rural to very large suburban and urban geographies. Colorado’s education landscape reflects this range, with 178 different school districts representing over 883,000 students, 55,000 teachers, and 3,600 school leaders (additional details on Colorado’s statewide facts and figures available in Appendix J on page 66). Each community has its own unique educational assets and context, and as such, requires a combination of universal best practices and tailored support. In order to meet the diverse needs of our students and families across our state, we are proud to submit this proposal to establish the Colorado Statewide Family Engagement Center (CO-SFEC).

Our team at the Keystone Policy Center (KPC) has assembled an exceptional coalition of best-in-class local and national partners in order to provide the combination of universal and tailored support necessary for this effort to be successful and sustainable. This coalition includes National Association for Family, School, and Community Engagement (NAFSCE), Colorado Department of Education—Office of Family School Community Partnerships (CDE), Center for Rural School Health and Education (CRSHE) at the University of Denver, Family Leadership Training Institute (FLTI), Coaction Collective (CC), Colorado Association for Bilingual Educators (CO-CABE), Colorado Humanities, RM Consulting (RM) and our evaluator Dr. Steve Sheldon of Johns Hopkins University. This group combines unparalleled expertise in family-school-community-partnership (FSCP) with an unmatched fluency in understanding and navigating Colorado’s local and state-level education systems and contexts.

Although Colorado has spent the past decade establishing foundational infrastructure and supports at the state level around FSCP, the reality is that FSCP is still widely viewed in communities across our state as a “nice-to-have” rather than an essential foundation for school improvement and student success. However, the COVID-19 pandemic and its impacts on schools and districts have accelerated understanding of the essential role that families play in students’ success. At the same time, the sudden changes created by the pandemic illuminated the significant gaps in schools’ and districts’ systems and staff’s ability to cultivate authentic and sustained partnerships with

families. These gaps were made abundantly clear when the Colorado Department of Education (CDE) conducted a statewide needs inventory in the spring of 2020 to collect information from districts and school leaders throughout the state on the challenges they were facing as a result of the pandemic and what supports were needed. Through this effort, four priority needs were identified across all regions of the state. The first two related to technical support for educators around remote learning. The other two universal priorities were support for students' social-emotional well-being and family engagement practices for educators.

These data are just the latest in a mountain of evidence demonstrating the demand for training and tools for educators and building, district, and state leaders across our state to effectively partner with families. Another factor informing the shifts we are seeing across the education ecosystem is the backdrop of both a national and local conversation about the need and opportunity to upend systems that have historically omitted, dismissed, or silenced families, particularly those with marginalized identities. The pandemic has highlighted incredible opportunities for innovation in education and communities are eager to lead the way to redesign education in pursuit of racial equity. Our overall approach and structure to the CO-SFEC has been designed as a direct response to these local and state needs.

Our team's collective experience indicates that all of these skills and structures can be learned and developed with the right supports, and the CO-SFEC coalition is uniquely positioned to build the capacity of individuals and institutions to realize their potential for systems change. Through the programming and approach outlined in this proposal, we will create systems that work to strengthen relationships, communication, academic partnership, and collaborative decision-making between families and education institutions. We refer to our engagement strategies as family-school-community partnerships. This language is intentional. The CDE defines FSCP as follows: "Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth." This definition aligns with our team's beliefs and values. We collaborate to build relationships as well as systems and structures among families, educators, and leaders that are based on mutual respect and shared power.

As we will explain in the project design section of this proposal, the CO-SFEC is organized around a set of nine goals (see Figure 1 below) that represent the outcomes we will achieve across four distinct levels of intervention: State, District, School Building, and Household. We have organized our project in this manner to reflect what research and experience tells us: a coordinated and integrated approach to FSCP at each of these levels is essential to transforming our education institutions into spaces where all Colorado students and families can thrive.

<b>Figure 1: Project Goals</b>	
<b>State Level Goals</b>	
<b>Goal 1</b>	The Colorado Department of Education (CDE) has a clear and comprehensive set of expectations in place to guide internal offices as well as districts for foundational FSCP practices and structures.
<b>Goal 2</b>	CDE staff have the belief in and capacity to integrate and deliver high-impact FSCP strategies and structures across the department and to district partners throughout the state.
<b>District Level Goals</b>	
<b>Goal 3</b>	Districts have a clear and comprehensive set of expectations in place to guide internal teams as well as school buildings for foundational FSCP practices and structures.
<b>Goal 4</b>	District staff and leadership have the belief in and capacity to integrate and deliver high-impact FSCP strategies and structures across their teams and to school buildings throughout their communities.
<b>Building Level Goals</b>	
<b>Goal 5</b>	School buildings have a clear and comprehensive set of expectations in place to guide staff for foundational FSCP practices and structures.
<b>Goal 6</b>	School building leaders and staff consistently implement high-impact FSCP strategies and structures to authentically partner with a wide range of families.
<b>Household Level Goals</b>	
<b>Goal 7</b>	Colorado families have the self-belief, knowledge, and skills necessary to monitor their children’s progress and support their literacy development and academic success.
<b>Goal 8</b>	Colorado families are active and collaborative partners in decision-making at the school building and district level.
<b>Goal 9</b>	Students have increased sense of well-being and belonging at school resulting in higher attendance and lower behavior referrals

The design of the CO-SFEC meets and exceeds all of the application requirements as well as all four of the Competitive Preference Priorities (CPPs) detailed in the application notice. Throughout this narrative, we have bolded the ways our programming and supports address the CPPs. You will find a complete list of the ways we address the CPPs in Appendix K on page 67.

## Quality of the Project Design (25 points)

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**Our Approach & Conceptual Framework**—The Colorado Statewide Family Engagement Center (CO-SFEC) is designed around a conceptual model (see Item A appended on page 43-44) that is rooted in the research and approach of the Dual Capacity-Building Framework developed by Dr. Karen Mapp and 50+ years of family engagement research. As Dr. Mapp’s model and research lays out, in order to realize the transformative power of “effective partnerships that support student and school improvement,” we must build the capacities of the leaders and staff of our education institutions as well as the capacities of our families. Therefore, the CO-SFEC is organized around a model of support for four levels: the state, school districts, school buildings, and households.

This design not only fulfills all of the requirements of the grant, but it also creates a vertical alignment across programming to ensure that all stakeholders operate with a common vision and complementary structures for family-school-community partnerships (FSCP). Our intentional approach to drive outcomes at all four levels is also rooted in the data gathered in the spring of 2020 through two mechanisms: 1) the aforementioned statewide needs inventory conducted by the Colorado Department of Education (CDE), and 2) the Family Engagement Opportunity Canvas, a comprehensive review of family and community engagement opportunities in Colorado conducted by the National Association for Family School-Community Engagement (NAFSCE) in partnership with CDE. The latter report laid out the need and opportunities for strengthening FSCP programming, policies, and structures across our state and serves as a roadmap for the CO-SFEC as a whole. Grounded in this context, we have defined a set of outcomes for each of the four levels and designed corresponding activities to drive us towards those project goals, as you will see in our logic model (appended on pages 43-44).

Furthermore, we recognize that education institutions and communities across our state have varying needs and capacities to prioritize this work and in turn require a range of differentiated

intervention and support. We also want to ensure we prioritize the greatest level of time and attention in districts that serve high concentrations of disadvantaged students, while ensuring all communities have access to the high-impact strategies for FSCP. Therefore, our approach will provide three tiers of programming within each of the four levels (State, District, Building, Household). Our tiered approach is illustrated through Figure 2.

<b>Figure 2: Tiered Approach</b>	
<b>Tier 3</b>	Individualized, multi-session training and coaching for state/district leaders as well as educators and families on mindsets and skills—delivered in-person, multi-year
<b>Tier 2</b>	Learning communities for cohorts of educators, leaders, and families to deepen their knowledge and skills for FCSP—delivered virtually, multi-month
<b>Tier 1</b>	Public website with downloadable resources, webinars, and learning opportunities for educators and families—delivered virtually, on-demand

With Tier 1 programming, the primary objective is to develop a broad range of understanding of the “why” and the “what” of FSCP and provide resources, tools and strategies that show the “how.” The platform for delivering Tier 1 support in all levels will be the CO-SFEC website, which will be public and geared towards families as well as state, district, and building leaders and staff.

Though the content and activities will vary depending on the level, Tier 2 supports as a whole will revolve around building a peer community (the cohort) who can support one another as they develop their abilities to practice FSCP in their particular context. Additionally, the cohort strategy creates an infrastructure for shared learning and networks of FSCP champions who will help us deepen and sustain FSCP beyond the life cycle of the grant. Tier 2 programs across all levels will be delivered through multi-session convenings using online platforms.

Our approach with Tier 3 programming is to provide individualized training and coaching in order to attain the most significant transformation of beliefs, behaviors, and systems. Tier 3 programs across all levels will have the greatest intensity of support and in turn require the greatest time and resource investment, both from the CO-SFEC as well as the participants. Given this, we will adopt a targeted and strategic approach to selecting districts and school communities to receive these intensive supports. In addition to our desire to partner with leaders at the state, district, and building level who are committed to FSCP, we will prioritize working with communities who serve

high concentrations of disadvantaged students (**CPP2**). Our team will also tap into our extensive networks and relationships to reach communities with whom CO-SFEC partners have worked in the past. Lastly, we will recruit schools and districts who have been designated by the state as either “turnaround,” “priority improvement,” or are alumni of CDE’s Connect for Success program. Whether it is personalized coaching for a district leader or tailored literacy instruction for a family, our Tier 3 interventions will equip participants with the knowledge and tools to fulfill the promise of FSCP in a lasting and impactful way.

### Overview of Tiered Activities for All Four Levels of Intervention

In the following sections, you will find details on how the CO-SFEC will live out our theory of change at the four levels (state, district, school building, and household). These sections are organized around the levels themselves, and then we have provided specific descriptions of the activities for each tier within the identified level. You will find a table summarizing the activities for each Tier across all four Levels in Item F of the Appendix on page 53.

<b>Figure 3: State Level Activities</b>	
<b>Tier 1</b>	<p>Through the CO-SFEC website, leaders and staff from the Colorado Department of Education (CDE) will have unlimited access to:</p> <ul style="list-style-type: none"> <li>• Live and self-paced webinars for skill-building aligned to the National PTA Standards for Family-School Partnership</li> <li>• Downloadable, evidence-based tools to support high-impact family-school partnering practices</li> <li>• Resources to deepen understanding of the “what,” “why,” and “how” of FSCP</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>• Reframing Community of Practice</li> <li>• Training for CDE departments and agencies on FSCP activities, policies, and programs</li> <li>• Updating and planning around the 2020 Opportunity Canvas through an FSCP coalition of leadership and staff from multiple state agencies</li> <li>• Access to NAFSCE’s Member Connect community</li> </ul>
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• Leadership coaching to support interagency collaboration and planning around shared family engagement objectives</li> </ul>

**State Level, Tier 1**—Tier 1 supports serve as a foundational training strategy for families, educators, and leaders from districts and the Colorado Department of Education (CDE). You will note in the table below that, unlike the differentiated structures and supports provided in Tiers 2 and

3 for all levels, all activities in Tier 1 will be delivered via a single platform: the CO-SFEC website.

For each of the five years of partnership, the CO-SFEC will host quarterly webinars for pre-k through 12th grade educators, CDE and district staff, and interested families. In addition, the CO-SFEC website will host an ever-growing bank of downloadable resources that guide FSCP practices at the school building level as well as support families to strengthen their abilities to engage with their children's education. All content of the webinars and resources will be informed by the National PTA Standards for Family-School Partnerships and the Dual Capacity Framework for Family-School Partnerships so that participants have the most up-to-date research and evidence-based strategies (**CPP1**).

In addition, the CO-SFEC website will include links to learning opportunities and resources created and hosted by CO-SFEC partners to ensure that families and educators can connect with the information that is most relevant to their context. This cross-promotion will increase the overall reach of the CO-SFEC by allowing us to tap into existing partner networks and allow families and education leaders to connect with information and support that might not otherwise be readily available in their local community.

**State Level, Tier 2**—The State level of Tier 2 programming will include a suite of collaborative learning opportunities for leaders to deepen and apply their knowledge of FSCP. This programming will include a facilitated Community of Practice (CoP) for the Colorado Reframing Academy, which was developed by the National Association for Family, School, and Community Engagement (NAFSCE) and the Colorado Department of Education (CDE). Through this series of 10 virtual modules, participants learn what problems stand in our way in communicating effectively about FSCP. Participants are then instructed on how to apply research-backed strategies to solve those problems and change the way people across our state think about family engagement (**CPP1**).

Additionally, beginning in year one of the project, NAFSCE will work with the CDE to update the findings in the 2020 Opportunity Canvas (OC), described in greater detail in the previous section, to reflect the impact of the Covid-19 pandemic (**CPP2**). They will also identify key training topics for CDE departments and other state agencies to build and sustain state-level FSCP activities, policies, and programs. NAFSCE will then facilitate a planning process to create a coalition with

the internal CDE team and key stakeholders. With NAFSCE’s support, this group will 1) determine a shared FSCP vision and objectives for systemic change, 2) review opportunities identified in the OC, 3) identify potential changes in their own practices to advance FSCP, and 4) culminate in a plan with collective and individual action steps.

The final Tier 2 support that NAFSCE will offer to state leaders is access to their Member Connect community. NAFSCE’s webinars, virtual meetings and online communities provide the opportunity for members, including administrators, parent liaisons, teachers, researchers and other professionals, to continually question, reevaluate, refine, and improve family engagement strategies and knowledge. Through their affiliation with the CO-SFEC, 125 individuals annually across Colorado will have access to this best-in-class suite of supports.

**State Level, Tier 3**—At the State level of Tier 3, NAFSCE will facilitate a cross-agency planning process through the regular convening of a cross-agency family engagement work group (heretofore known as the State FSCP Coalition). This may include, but not be limited to, the state agencies for education, human services, health, early childhood, child welfare, libraries, and others. NAFSCE will work with representatives from these agencies to identify shared family engagement objectives, align those objectives with individual agency initiatives and priorities, identify action steps for advancing family engagement, and develop a plan. NAFSCE will be available to provide consultation to individual agencies to build staff capacity and support planning (**CPP4**).

Figure 4: District Level Activities	
<b>Tier 1</b>	<ul style="list-style-type: none"> <li>• CO-SFEC website and associated materials and trainings (see Tier 1 in State level for more detail)</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>• Reframing Community of Practice</li> <li>• Access to NAFSCE’s Member Connect community</li> </ul>
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• Monthly coaching for district leaders focused on building dual-capacity and collaborating with families in a meaningful way</li> <li>• Train-the-trainer and direct coaching for district personnel so that FSCP professional development content can be delivered and sustained by district staff after the conclusion of the grant period.</li> </ul>

**District Level, Tier 1**—As stated previously, the Tier 1 supports for all four levels will be delivered via a single platform: the CO-SFEC website. District leaders and staff from around



the state will have unlimited access to an ever-growing bank of downloadable resources and online training, both from the CO-SFEC and its partners, to build their understanding and skills around high-impact FSCP.

**District Level, Tier 2**—The Tier 2 supports for the District level also mirror those provided at the State level. District leaders and staff will take part in the facilitated Community of Practice for the Colorado Reframing Academy as well as have access to NAFSCE’s Member Connect community. The intent of both interventions is two-fold. First, we want to further develop these leaders’ skills to talk about and implement high-impact FSCP practices and structures within their own teams. Second, we aim to build district leaders’ capacities to guide and support their school buildings with the implementation of these practices so that the work can grow and be sustained internally beyond the time period of this federal grant.

**District Level, Tier 3**—For Tier 3 supports at the District level, Coaction Collective (CC) will provide leadership coaching to district leaders focused on building dual-capacity and collaborating with families in a meaningful way. Often district leadership teams struggle to move past collecting family input because solutions and plans have already been designed when families are brought into the process. This pattern leaves families feeling their input is not valued and deepens entrenched mistrust from families who have historically been marginalized or kept from decision making because of race, language, or socio-economic differences. Through monthly coaching sessions, CC will work with district leaders to reimagine these processes and instead begin with listening and empathy-building with families before developing strategies and plans. **(CPP2)**

With CC’s long term coaching support and modeling of authentic collaboration practices, district leaders will be equipped to deliver and sustain these practices and professional development beyond the conclusion of the grant period. In years 3-5, Coaction Collective will provide capacity building support to district personnel in the form of train-the-trainer and direct coaching. State and district level coaching will ensure leaders have a deep understanding of Tier 3 programming because the comprehensive supports, including training for building-level staff and leaders, will ultimately be sustained long term by district and state leaders. Our coaches will work on a monthly basis to delve into data, share the stories behind that data, and to help district and state leaders co-design long term systems and structures with families, educators and school leaders.

**Figure 5: Building Level Activities**

<b>Tier 1</b>	<ul style="list-style-type: none"> <li>• CO-SFEC website and associated materials and trainings (see Tier 1 in State level for more detail)</li> </ul>
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>• Six-session, online professional development series via ECHO for peer communities of educators on FSCP strategies and approaches</li> </ul>
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• Three year cycle of whole school supports for each school in the feeder pattern, including: professional development for all staff, leadership coaching, and leader collaboratives</li> <li>• Year-long shared learning experience for educators and families to practice Liberatory Design framework and build capacity for collaborative decision-making</li> </ul>

**Building Level, Tier 1**—As stated in the last section, the Tier 1 supports for all four levels will be delivered via a single platform, the CO-SFEC website. Building leaders and staff from around Colorado will have unlimited access to this set of resources to build their understanding and skills around high-impact FSCP.

**Building Level, Tier 2**—The primary support strategy at Tier 2 for those at the Building level is the implementation of a six-session, peer learning community of FSCP practitioners facilitated by CO-SFEC implementation partner, Coaction Collective (CC). Each year of the grant period, up to 80 educators across the state will have the opportunity to join this peer community. We will offer two cohorts each year - one for early childhood and elementary school teachers and the other for secondary teachers. The sessions will follow a consistent structure grounded in a research-based approach to adult learning and the content will be focused on learning about and applying tools and strategies to build and strengthen family-school-community partnerships (**CPPI**). You will find a detailed overview of the session content in Item B in the appendix on pages 45-47.

CC will work closely with another key CO-SFEC partner, the Center for Rural School Health & Education (CRSHE) out of the University of Denver, to strengthen both the recruitment of participants and delivery of the learning experience itself to ensure the training meets the needs of Colorado's rural communities in particular. These trainings will be delivered through CRSHE's online professional learning platform called ECHO-DU. The ECHO-DU model is designed to reduce health and educational disparities in rural and underserved communities by providing educators with the latest best practices and resources to support students. ECHO-DU is a replication site of

Project ECHO, a virtual professional learning model developed at the University of New Mexico to support health care providers in remote settings. ECHO sessions use interactive video technology and consist of brief didactic presentations, resource sharing, case-based learning, and discussion. Project ECHO has been empirically shown to increase workforce capacity to provide best-practice specialty care (CPP1).

**Building Level, Tier 3**—At the Building level of Tier 3, two sets of four schools will be selected each year of the grant period to receive whole school supports over a three-year period of time. Schools will be selected to participate by feeder pattern (i.e. elementary school, middle school and a high school who share students and families). The purpose of selecting schools by feeder pattern is to vertically align practice for strong FSCP across the schools, so educators have shared mindsets, knowledge and skills across the grade continuum and families have a consistent experience across schools and grade bands (CPP1). Working across grade bands in a feeder pattern also supports long-term sustainability, as families’ expectations and experiences with FSCP are aligned throughout their child’s education. There are 3 key activities at the Building level that will evolve over a 3 year cycle to ensure each school is able to sustain FSCP and co-design the school community with families: (1) professional development for all staff, (2) leadership coaching for building leaders, and (3) leader collaboratives. You will find detailed descriptions of the progression of all Tier 3 supports over the 3 year partnership in Item E of the Appendix (pages 51-52).

A unique element of the intensive supports at the Building level is the year-long co-creation process that takes place in Year 2 of the partnership. Guided by the National Equity Project’s Liberatory Design framework, this six-session series provides educators with a structure and process to center family voice in decision making and support families to engage in diverse roles (co-creators, supporters, encouragers, monitors, advocates, models) as described in the Dual Capacity Framework. The Liberatory Design process provides a container for educators to deeply listen to and honor the stories and lived experiences of families. Through the process, families may identify challenges related to equitable access to resources and opportunities offered by the school or district, cross-department coordination, diversity plans within their building or district, or any other localized community need. Key to this model is that every step of the process is driven by

family voice and is co-designed by schools and families closest to the challenge. (CPP2)(CPP4)

Moreover, the six sessions create an experience for families and educators that can be embedded into the operating systems of the school or district, so that shared power and decision making becomes a codified practice. Ultimately, this approach creates a sustainable avenue to ensure that families and school staff are equitable partners in decision-making and together can inform, influence, and create policies, practices and programs that affect children and families (CPP3).

Figure 6: Household Level Activities	
Tier 1	<ul style="list-style-type: none"> <li>• CO-SFEC website and associated materials and trainings (see Tier 1 in State level for more detail)</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>• Three-session, online learning series for culturally and linguistically diverse families on opportunities to participate in their children’s education in ways that are affirming and culturally relevant</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Six-week parent/caregiver training series to develop literacy-promoting behaviors that support their children’s language growth rate</li> <li>• Eight-week hybrid (online and in-person) training for families on navigating education systems and supporting students’ academic and social-emotional success</li> </ul>

**Household Level, Tier 1**—As stated in the last section, the Tier 1 supports for all four levels will be delivered via a single platform, the CO-SFEC website. Families will have unlimited access to this set of resources to build their understanding and skills around high-impact FSCP.

**Household Level, Tier 2**—At the Household Level, Tier 2 interventions will concentrate on supporting culturally and linguistically diverse (CLD) families across Colorado (CPP3). The CO-SFEC’s partners at the Colorado Association for Bilingual Education (CO-CABE) will design and deliver a three-part, online learning series for two cohorts of approximately 20 CLD families every year. For this training, we will target recruitment towards multilingual, multicultural families with limited educational backgrounds. Through their participation, CLD families will learn how to draw on their existing funds of knowledge and intuition when it comes to their active and intentional participation in their children’s education.

We have prioritized this subpopulation and approach for two reasons. First, families with these identities typically undervalue their role and contributions to their students’ success in schools because their contributions manifest in ways that are less publicly visible than the dominant forms

that schools are used to (ie, parent-teacher conferences, PTA, volunteering, etc.). When combined with the fact that schools don't typically acknowledge or celebrate less-visible forms of family engagement, this leads to a self-fulfilling prophecy of diminishing partnership over time. Second, it is not uncommon for schools and districts to view multilingual, multicultural families through a deficit lens in which they are defined by the knowledge and skills they lack. The training series will invert this thinking and instead adopt an asset-based approach so these families can develop their awareness of all the ways they already engage and support their children. In addition to cultivating this consciousness and self-belief, the training will also strengthen participating families' abilities to advocate on behalf of their students. Families will do this by discussing and role-playing scenarios where they might interact with school or district staff as well as create plans to apply their learning in their own context.

**Household Level, Tier 3**—As reflected in the Dual Capacity Framework, we know that in order to fully realize the potential of family-school partnerships, it is just as essential to invest in building the skills, knowledge, and behaviors of families as it is of their students' teachers and school leaders. **(CPP1)** As such, the CO-SFEC has assembled a suite of direct services free of charge for families affiliated with the district and school communities receiving Tier 3 supports. Given that literacy is the gateway to learning, all elementary schools in Tier 3 will have access to programming from Motherread/Fatheread® Colorado (MFC), an evidence-based, two-generation literacy program housed within the nonprofit, Colorado Humanities. MFC trains teachers or school staff to facilitate groups of parents/caregivers of children ages 0-8 in a series of sessions proven to raise children's language scores (as measured by the Teaching Strategies Gold Language Domain) and help them to discover the vital link between literature and life. **(CPP1)** The curriculum also uses children's books and adult poems and narratives to teach literacy-promoting skills to adults. Each lesson in the 29-lesson curriculum includes a variety of ways to develop parents and children's literacy skills. The CO-SFEC will support each participating Tier 3 school community to have trained facilitators implement two cycles of the six-week program every year. We will prioritize recruiting families for this program who identify as low-income as well as those from other historically disadvantaged groups. See Item I in the Appendix on page 65 for an overview of the

year over year rollout of the program.

In addition to cultivating foundational literacy skills, families also deserve the opportunity to develop their knowledge and skills for navigating educational systems as well as supporting their students' academic and social-emotional success. To this end, all families in Tier 3 communities can take part in an eight-week training series specifically geared towards supporting families in those two domains. The training will be provided through a hybrid (online and in-person) model called "Civic Learning Labs," which were developed by CO-SFEC partner, the Family Leadership Training Institute of Colorado (FLTI). The FLTI Civic Learning Lab is designed to support leadership and civic learning of community members and decision makers in order to learn, plan and act together in innovative ways. The model was created during the start of the pandemic in response to the unique leadership development needs for community members. FLTI will team up with Colorado Association for Bilingual Education (CO-CABE) to develop and deliver this custom training yearly in each Tier 3 district community.

Lastly, families in intensive schools will have the opportunity to take part in a year-long co-design process as described previously. School leaders will be supported by Coaction Collective and other CO-SFEC implementation partners to ensure their recruitment practices for the co-design cohort bring families who are not just the "typical" family leaders but rather reflect their communities, such as those who are multilingual, families who have low socio-economic means, and families from diverse racial backgrounds. (CPP3) This process will accelerate alignment and understanding across families and educators and will make space for conversations that balance power and ensure opportunities and solutions are co-designed. The co-design process will include families and educators across the age continuum from PK-12 grades.

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## Quality of the Management Plan (20 points)

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**Overview (Who will be Served)**—Over the course of the grant, our project will deliver intensive supports to students, families, educators, and administrators in at least 40 schools in 10 districts throughout Colorado. You can view the project's progression of school building and district services over the five years in Item I in the Appendix (page 65). Appendix H on page 64 illustrates our project's leadership and staffing. We have laid out all roles and responsibilities for the Project

Director and other key project personnel in the timeline and staffing tables found in Appendix G (pages 54-63).

**Project Director Responsibilities**—Our full-time Project Director will be Yoni Dobie-Geffen. Yoni will manage all grant activities to ensure milestones are achieved on time and within budget. He will have the support of the Assistant Project Director, implementation partners, expert consultants, the external evaluator, the Project Steering Committee (PSC), and key finance and administration personnel from the Keystone Policy Center.

Yoni will work in close partnership with the Director of Family-School-Community Partnerships at the Colorado Department of Education (CDE) to coordinate the design and delivery of family-school-community partnership (FSCP) support services throughout the state. Yoni will have monthly meetings with CDE to progress monitor project implementation and impact. In addition, with the support of the Assistant Project Director, Yoni will manage all implementation partners who provide support services to schools and districts. The Assistant Project Director will meet individually with implementation partners monthly and report this information to Yoni, as he will negotiate and oversee all partner agreements. He will meet quarterly with the Assistant Project Director, all implementation partners, expert consultants, the external evaluator, and CDE, who will collectively be known as the Core Team. He will use these meetings to align on overall strategy, facilitate data collection and reporting, and ensure feedback and continuous improvement in the operation of the project.

An important part of the Project Director role will be his work with the PSC and its 4 Work Groups as they provide oversight to all project activities. He will meet with the PSC the 1st month of every quarter. Yoni will meet with two of the Work Groups during the 2nd month of every quarter. He will use the 3rd month of each quarter to meet with the remaining two Work Groups. Yoni will schedule and lead these quarterly sessions. These regular meetings will be about more than simply sharing information and data. Yoni will use these meetings to help the advisory groups review progress toward project outcomes. He will help group members understand the “story behind the data” so all PSC members can reflect on how well current strategies are working and help drive the strategy for improvement.

Finally, Yoni will work closely with members of the Keystone Policy Center's (Keystone) finance and administration team to establish and implement systems to ensure that the CO-SFEC abides by and fulfills all federal grant reporting requirements and responsibilities. Keystone's finance and grant manager will provide monthly financial reports to Yoni and they will meet quarterly to ensure proper financial oversight for the project as a whole.

**Project Steering Committee**—The Project Steering Committee (PSC) is essential to the vision and execution of this project. Parent and family members reflective of urban, suburban, and rural communities across Colorado will make up the majority of this committee. They will be joined by one or more representatives from organizations that reflect the voice and perspectives of families, educators, districts, and the business community (see Figure 7 on the next page). We will also have representation from partner agencies and offices that provide family-facing services to support interagency collaboration and community engagement (**CPP4**). You will find a complete list of the organizations and agencies who have already committed to participation in the PSC in Figure 12 on page 31. You can also review additional details regarding the expertise of these groups in the Adequacy of Resources section of our application (pages 30-36). We have exceeded the requirements of the grant in the design and recruitment of PSC members to ensure that participating individuals and organizations are truly reflective of the diversity of education stakeholders in our state as well as those most knowledgeable about and impacted by the CO-SFEC's programs and services.

As previously stated, not only will this group oversee all project activities, the group will also employ regular progress monitoring toward intended impacts and advise on strategies to strengthen programs and services through the CO-SFEC. The group will meet the first month of every quarter to review project progress and offer suggestions for program improvement. An important role of the PSC will be to share project information with their constituent groups and to bring the input of their constituent groups back to PSC meetings.

The following 7 questions will serve as the agenda for the Project Director's meetings with the PSC and Work Groups—(1) Who have we targeted for services and support?; (2) What were we supposed to have done?; (3) What do our data tell us about our success in meeting project



milestones?; (4) What other data do we need to collect?; (5) How could we do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data? All of the Project Director’s meetings with the PSC and the four Work Groups will end with suggested actions for improving project outcomes.

Figure 7: Project Steering Committee		
1 or more representatives from:		
Parents	State Education Agency	Elementary & Secondary Schools
Students	District Administration	Business community
Members are assigned to 1 or more work groups...		
<b>Working Group 1:</b> State Level		<b>Working Group 3:</b> Building Level
<b>Working Group 2:</b> District Level		<b>Working Group 4:</b> Household Level

**Work Groups**—Members of the PSC will take part in one or more Work Groups (WG) based upon their expertise. Work Groups of the PSC will be organized around the four “levels” at which the CO-SFEC will be targeting its impact: WG 1—State level; WG 2—District level; WG 3—Building level; WG 4—Household level. The Project Director will meet with the PSC the first month of every quarter. He will then meet with two of the Work Groups during the second month of every quarter and the third month of each quarter will be used to meet with the remaining two Work Groups. Work Group members will review data related to their specific area of focus, provide feedback on project progress, and offer suggestions for addressing any problems encountered.

**Additional Key Personnel**—We have assembled an exceptional team to support the Project Director and CO-SFEC as a whole in the design and implementation of this project. The Project Director will rely upon support from staff at the Keystone Policy Center (Keystone), the Colorado Department of Education (CDE), expert consultants, our external evaluator, and implementation partners to ensure that the goals and objectives of the CO-SFEC are accomplished on time and within budget.

The Project Director will have strategy, program, and administrative support from the full Keystone team to be able to deliver on the project goals and deliverables. Keystone’s back office staff will help track, report, and process project expenditures. A Keystone Policy Fellow will provide administrative and logistical support to the Project Director and Assistant Project Director. Keystone’s Finance and Grant Manager will work closely with the Project Director to ensure all funds are spent in compliance with all federal and state regulations. In addition, the Project Director

will have support from Keystone’s CEO, Christine Scanlan, and Senior Education Policy Director, Berrick Abramson, who will advise on interagency collaboration and state level policy and strategy. Marques Chavez, Keystone’s Director of Communications & Marketing, will advise the Project Director and relevant partners on the ongoing communications needs of the project, including the CO-SFEC website and associated publications. Finally, the Assistant Project Director, Trace Faust, is a member of the Keystone team and will be a part of the Core Team, providing essential project management support to the Project Director and implementation partners.

The Project Director will also work closely with the Director of Family-School-Community Partnerships at CDE (FSCP Director) as well as the CDE Program Coordinator. The Program Coordinator position will be newly established to support the alignment and coordination of CO-SFEC services and supports. The position will be partially funded (.55 FTE) by CDE and the remainder will be supported by this grant. In addition to their participation in the quarterly Core Team meetings, the FSCP Director and Program Coordinator will meet monthly with the Project Director to align CO-SFEC services and programs to CDE priorities and needs. These monthly meetings will also be opportunities to share program impact data and resources as well as create mechanisms for identifying new potential school and district partners for the CO-SFEC.

The CO-SFEC will have the support of a suite of expert consultants in the areas of family-school-community partnership (FSCP), cultural responsiveness, and technical assistance in small rural communities in Colorado. You can find more information about each consultant’s qualifications and background in the Project Personnel section of this proposal (pages 23-30). Our FSCP consultant is Ron Mirr. Ron will be a member of the Core Team as well as participate in the Project Steering Committee, advising the Project Director on overall project and grant management strategy as well as coaching CDE leadership and staff on FSCP systems and structures. Dr. Ángeles Osorio Cooper is our project’s cultural responsiveness consultant. As part of her role on the Core Team, Ángeles will provide up to 20 hours per month of consultation for the Project Director and implementation partners on how to partner with culturally and linguistically diverse families. In addition, she will lead the development and implementation of both online and in-person training for families on the essential skills and knowledge for academic partnership with their students’

schools. The CO-SFEC will also have the support of leadership from the Center for Rural School Health & Education (CRSHE) to advise on providing technical assistance to small rural schools and communities in Southeastern and South-Central Colorado. In addition to having representation in the Core Team, the CRSHE team will work most closely with implementation partner, the Coaction Collective, to advise them on their school building and district-facing strategies in small rural Colorado communities. CRSHE will also provide logistics and facilitation support for professional learning to be delivered to educators through their ECHO-DU platform.

Dr. Steven Sheldon will serve as the CO-SFEC's external evaluator. He will spend approximately 5 days per month on overall project evaluation activities and will lead the compilation and analysis of program impact data across implementation partners. To support ongoing progress monitoring, Steve will meet with the Project Director monthly to share and discuss this data, in addition to participating in the Core Team.

The CO-SFEC will rely on a set of partner organizations to implement training, coaching, and facilitated learning networks for each of the four levels of this project. At the State level, leadership from the National Association of Family, School, and Community Engagement (NAFSCE) will work closely with leaders at CDE to implement cohesive FSCP structures and facilitate interagency collaboration. NAFSCE, in addition to serving on the Core Team, will also facilitate a Reframing Academy Community of Practice to support state leaders at CDE in developing their understanding of and communication approach to FSCP. Our partners at the Coaction Collective will lead the design and implementation of all professional development and coaching for district and school building leadership and staff. As mentioned previously, the Coaction Collective team will receive consultation support from the CRSHE team and our cultural responsiveness consultant on how best to adapt their interventions to be culturally and community responsive to our unique Colorado context. Coaction Collective will also be represented on the Core Team. At the household level, the two key implementation partners will be Colorado Humanities through its Motherread/Fatherread Colorado (MFC) program and the Family Leadership Training Institute (FLTI). FLTI will design and facilitate both in-person and virtual training for families to better understand education systems and how they can advocate for and support student success. MFC-certified facilitators will provide

intensive family literacy programming in schools receiving Tier 3 supports from the CO-SFEC. Both Colorado Humanities and FLTI will have representation on the Core Team.

Taken together, the CO-SFEC will have an extraordinary team of staff and partners who will ensure the highest quality programs and services are delivered to stakeholders at each of the four levels targeted by this project.

**Table for Milestones and Timeline**—In Appendix G (pages 54-63), you will find tables that list all project goals and objectives. For each objective we have specified key activities, when the activity will be completed, and who has the responsibility for each activity. These timeline and staff responsibilities tables will be our primary tool for ensuring activities are implemented on time.

**Plan to Achieve Objectives on Time**—Our project timeline tables (Appendix G) are a key tool for ensuring all project objectives are completed on time. We have used similar timelines for other grant projects to help us accomplish all activities on time. The project timeline will be part of a shared Google document that project staff and PSC members can access at any time to monitor progress and provide feedback.

The Assistant Project Director will be responsible for ensuring that all implementation partners are regularly tracking all project activities—what was done, who was served, and how well activities were implemented. These data will be part of a project database. The Assistant Project Director will meet with each individual implementation partner on a monthly basis to review progress toward milestones and create opportunities for two-way feedback, so that we ensure we are delivering the highest quality products and services through the CO-SFEC. The Assistant Project Director will then report this information to the Project Director, who will in turn share all tracking/monitoring data with the four Work Groups and the PSC. Using information from the project database, the Project Director will meet quarterly with the Assistant Project Director, all implementation partners, CDE, the external evaluator, and expert consultants - a group to be referred to as the Core Team. The Core Team will review progress toward milestones and to prepare for upcoming tasks related to issues that impact the delivery of programs and supports at all four levels. The following seven questions will serve as the agenda for the Project Director’s meetings with the Core Team (these are the same questions that will be used with the PSC)—(1) Who have we targeted for services and support?; (2) What were we supposed to have done?; (3) What do our

data tell us about our success in meeting project milestones?; (4) What other data do we need to collect?; (5) How could we do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data?

As described in the evaluation section (pages 36-41), the Project Director will partner with our External Evaluator to evaluate all processes—what we do, when we do it, and how well we do it. The Project Director and Evaluator will have monthly conversations to review progress toward all milestones. As a result of these monthly process check-ins, the Project Director will be able to: (1) identify implementation problems as they occur; (2) document inputs and methods used during implementation; (3) document the efficacy of the implementation processes; and (4) articulate what adjustments should be in the timeline and processes. The Project Director will share these data and plans with the Office of Family-School-Community Partnerships at the Colorado Department of Education (CDE). These meetings will happen monthly to ensure continued alignment between the CO-SFEC and CDE throughout the life of the project.

**Plan to Achieve Objectives Within Budget**—The first step we took to ensure all tasks are achieved within the budgeted amount was to carefully develop our budget as we created our project plan. For each activity in our project plan, we identified every necessary resource and included these items in our budget. We have found this approach significantly improves our ability to stay within our budget. Throughout the project, the Keystone Policy Center’s (Keystone) Finance and Grant Manager will provide monthly expenditure reports to the Project Director that detail what funds have been spent and what funds have been encumbered. The Project Director will review the monthly reports to ensure funds are spent in accordance with the timeline. He will address any concerns he has with the Finance and Grant Manager during their quarterly meetings. The Project Director will share summaries of this financial information during quarterly meetings with the Core Team, and he will do the same during quarterly meetings with the PSC and the four Work Groups.

Keystone practices sound fiscal management and has all necessary financial and administrative resources (including accounting, auditing, and administrative supervision) to manage this grant. Keystone has extensive experience managing and implementing grants and is committed to ensuring the project is delivered within budget and in full compliance with state and federal

fiscal and accounting laws and regulations. Our fiscal team will use standard protocols to ensure that grant funds are expended and accounted for in full compliance with federal regulations and consistent with grant requirements. Our fiscal staff are an integral part of the project team and will be continuously involved in grant administration by the Project Director.

To help ensure all expenses are allowable and within budget, contractors will be paid on a reimbursement basis. Keystone has system checks in place to ensure budget amounts are not exceeded and that draws of funds are based on properly submitted expenditure reports and approved uses of funds. Keystone will require annual budget reports and updated budget narratives from all contractors. Contractors are also subject to audit by Keystone’s auditor. Keystone will annually update monitoring processes, protocols, guidance documents and rubrics, based on feedback from program staff and our subcontractors.

**Time Commitment of Project Director and Other Key Personnel**—We have assembled an exceptional team with the content knowledge and skills as well as time capacity to ensure that we can meet the objectives of our project. Figure 8 lists key personnel and their time commitment to the project.

<b>Figure 8: Staff Time Commitment</b> * indicate member of the Core Team		
<b>ORG / ROLE</b>	<b>Staff Member / Team</b>	<b>Time Commitment</b>
Keystone *	Project Director (Yoni Dobie-Geffen)	Full-Time
Keystone *	Assistant Project Director (Trace Faust)	30 hours per week
Keystone *	Administrative & Strategy Support Staff	As needed
Expert Consultant *	External Evaluator	60 days per year
Expert Consultant *	Family Engagement Consultant	36 days per year
Expert Consultant *	Cultural Responsiveness Consultant	5 hours per week
Expert Consultant *	Center for Rural School Health & Education (CRSHE)	10 hours per month
Advisory Group	Project Steering Committee	Quarterly meetings
Advisory Group	4 Work Groups	Quarterly meetings
CO Dept. of Educ. *	Program Coordinator	Full-Time

You will find our project’s complete Organization and Staffing Chart, including implementation partners, in Appendix H on page 64.

## Project Personnel (15 points)

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We have assembled an exceptional team to support the strategy, programs, and operations of the CO-SFEC. You can find the resumes of key personnel and partners in Appendix O on pages 88-129.

**Project Director Qualifications**—Our full-time Project Director will be Yoni Dobie-Geffen. Yoni is currently a Senior Policy Director at the Keystone Policy Center (Keystone) and Director of the Climb Higher Colorado Program. Yoni worked in Colorado’s largest school district, Denver Public Schools (DPS), for 6 years as a classroom teacher in both elementary and secondary settings and served as a high school administrator. He then transitioned to a leadership role in DPS’s Office of Family and Community Engagement where he led the growth of the district’s teacher home visiting program to become the second largest in the country and trained hundreds of educators and leaders throughout the district on the implementation of research-based best practices for partnering with families.

Prior to joining Keystone, Yoni served as Vice President and then Executive Director of Climb Higher Colorado, a 501(c)3 nonprofit dedicated to building the capacity of education institutions in Colorado to center the voices of students, families, and educators. In this role, he led the organization’s efforts to spread high-impact family-school partnerships in schools and districts throughout the state. Yoni has trained over 1,000 educators throughout Colorado on how to conduct relationship-based home visits, in addition to coaching staff and leaders in rural, suburban, and urban environments on how to integrate FSCP strategies as key levers for school and student improvement.

Yoni is also the Chair of the State Advisory Council for Parent Involvement in Education (SACPIE) where he works in direct partnership with Director of Family-School-Community Partnerships at Colorado Department of Education (CDE) to support statewide FSCP initiatives. SACPIE is Colorado’s only legislated entity tasked to advise state organizations and school districts concerning the best practices and strategies, aligned with the national standards for family-school partnerships, for increasing parent involvement in education and promoting family-school partnerships.

**Key Personnel Qualifications**—The Project Director will have strategy, policy, program, and administrative support from the full Keystone team to be able to deliver on the project goals and deliverables, as represented in Figure 9.

<b>Figure 9: Keystone Policy Center Key Personnel</b>		
<b>Individuals</b>	<b>Title</b>	<b>CO-SFEC Role</b>
Yoni Dobie-Geffen (1.0 FTE)	Senior Policy Director	Project Director
Trace Faust (.75 FTE)	Senior Project Director	Assistant Project Director
Christine Scanlan	President & CEO	State-level policy and strategy
Berrick Abramson	Senior Education Policy Director	State-level policy and strategy
Sue Wilcox	VP, Business and Administration	Finance and grant compliance
Marques Chavez	Director of Communications & Mktg	Ongoing communications support
Individual TBD	Policy Fellow	Administrative and logistical support

Our Assistant Project Director will be Trace Faust. Trace is currently a Senior Project Director at the Keystone Policy Center (Keystone). Trace worked in Denver Public Schools and Aurora Public Schools for eight years as a classroom teacher and school administrator for both elementary and middle schools. Trace then transitioned to be the Manager of Public Affairs for Denver Public Schools' Chief of Staff Office. While in this role, Trace and team led the community engagement component of the district's public facing policy work and advised and supported the superintendent on best practices for how to engage communities, in particular students and families, in decision-making processes that impacted them. Prior to joining Keystone, Trace served as Director of Family-School Partnerships at Climb Higher Colorado. In this role, Trace supported the organization's efforts to spread high-impact family-school partnerships in schools and districts throughout the state, including rural, suburban and urban environments. In addition to Trace's school and district-facing training and coaching experience, Trace is a foster parent and has trained over 100 of social workers throughout Colorado on how to better partner with foster families and kids to ensure their success. Trace was born and raised in rural Arkansas and uses this lived experience to guide their work supporting schools and families throughout rural Colorado.

Keystone's CEO, Christine Scanlan, and Senior Education Policy Director, Berrick



Abramson, will advise on interagency collaboration and state level policy and strategy. Christine joined the Keystone Policy Center from her role as Director of Legislative Affairs and Strategic Initiatives and Senior Education Policy Advisor to Colorado Governor John Hickenlooper. Prior to her senior staff role in the Governor's Office, Christine was a Colorado State Representative for House District 56 and served in leadership as Majority Whip. Berrick leads Keystone's education practice and workforce development initiatives. Berrick is a nationally respected thought leader with more than two decades of experience in public policy and education issues and he is frequently sought to speak at national conferences on issues relating to P-20 education and workforce development. Berrick joined Keystone after working for TNTF, a national non-profit, where he led its Policy & Government Affairs practice for seven years, managed state and federal policy research and worked with state leaders and other stakeholders to research, craft, and implement scalable, sustainable systems and policy changes.

Keystone's Vice President of Business & Administration, Sue Wilcox, will work closely with the Project Director to ensure all funds are spent in compliance with all federal and state regulations. Sue has provided contract and grant management for the Keystone Policy Center for over 15 years, including federal grants. Her federal work also includes federal contract rate and indirect cost rate negotiations leading up to managing all financial aspects of federal contracts. Her grant work covers all aspects beginning with the development of budgets, tracking the proper allocation of costs, to interim and final financial reporting. Over the past years, she has managed anywhere from 5 to 15 grants on an annual basis.

Marques Chavez, Keystone's Director of Communications & Marketing, will advise the Project Director and relevant partners on the ongoing communications needs of the project, including the CO-SFEC website and associated publications. Marques is a communications, public policy, government, and nonprofit professional with more than a decade of experience in Washington, D.C. crafting outreach strategies in the United States Senate, for agencies of the federal government, and in the nonprofit sector. He will ensure that CO-SFEC communications materials and platforms are aligned and reach the intended target audiences.

**Consultants:** The CO-SFEC will have the support of a suite of expert consultants in the

areas of family-school-community partnership (FSCP), cultural responsiveness, and technical assistance in small rural communities in Colorado. Figure 10 summarizes these individuals and their role in the project, and you will find our project’s complete Organization and Staffing Chart in Appendix H (page 64).

<b>Figure 10: CO-SFEC Consultants</b>		
<b>Organization</b>	<b>Individuals</b>	<b>Area of Focus</b>
RM Consulting	Ron Mirr	FSCP
Colorado Association for Bilingual Education (CO-CABE)	Dr. Ángeles Osorio Cooper	Programming for Culturally and Linguistically Diverse (CLD) Families
Center for Rural School Health & Education (CRSHE)	Dr. Elaine Belansky Dr. Ben Ingman	Supporting Colorado’s Small, Rural Schools and Districts
Johns Hopkins University	Dr. Steven Sheldon	Evaluation

Our FSCP consultant is Ron Mirr. Ron has 40 years of experience working as a mental health clinician, a school administrator, a staff developer, and a consultant to agencies in many states and internationally. He has been a national leader in the area of family engagement for the past 25 years. From 2015-2019, Ron was a Senior Vice President for Scholastic Education where he led the FACE (Family and Community Engagement) consulting and professional services business. He is a co-founder of CAFÉ—the Center for Active Family Engagement—a national consulting group that provides training and technical assistance on effective parent and family engagement strategies. CAFÉ’s signature product is the Family Engagement Assessment (FEA), which provides schools with quantitative and qualitative data about the effectiveness of their current family engagement efforts. Ron was also the founder of the Iowa Parent Information Resource Center in 1995, which he led for nearly 16 years. For the past 25 years, Ron has been a frequent collaborator with Dr. Karen Mapp (Harvard Graduate School of Education). Ron is an expert on Dr. Mapp’s Dual Capacity Building Framework for Family-School Partnerships.

CO-SFEC will have the support of Dr. Ángeles Osorio Cooper from the Colorado Association for Bilingual Education (CO-CABE) as our cultural responsiveness consultant. Ángeles is a program director at the University of Colorado Boulder School of Education and a Parent Advocate with CO-CABE working to advance equitable partnerships between families and educators in the

Denver-Metro area. Her work is informed by community organizing theories that guide her research in Family and Community Engagement and Participation in educational matters of Culturally and Linguistically Diverse students. Ángeles' areas of specialization include bilingual education policy, bilingualism and biliteracy, and human development with an emphasis in community-based participatory research (CBPR). Her dissertation was entitled, *Defining Participation in Support of Culturally and Linguistically Diverse Students' Education: a CBPR Perspective*.

To ensure our programming and supports are responsive to the particular context of Colorado's small rural schools and districts, the CO-SFEC has partnered with the Center for Rural School Health & Education (CRSHE) housed in the University of Denver's Morgridge College of Education. CRSHE is dedicated to partnering with rural schools to improve health and education outcomes so that all children, youth, and adults in rural communities are living healthy, meaningful lives. The center is led by Dr. Elaine Belansky --a Social Psychologist with expertise in rural schools and child and adolescent development. Elaine will be the CO-SFEC's primary point of contact, along with Dr. Ben Ingman, Director of Research & Evaluation at CRSHE and Research Assistant Professor in the Morgridge College of Education. Ben and Elaine have a combined 34 years experience working in the small rural communities of Southeastern and South-Central Colorado and bring this vast wealth of knowledge and relationships to the CO-SFEC project.

Dr. Steven Sheldon will lead our evaluation team. An associate professor in the School of Education at Johns Hopkins University, he has conducted research and evaluations on the topic of family and community engagement for over twenty years. He is an author of numerous books, articles, and technical reports on the topic of School, Family, and Community Partnerships. His research focuses on the development and impact of school practices to engage families, particularly on the importance of leadership and evaluation in these processes. Dr. Sheldon will be responsible for leading formative and summative evaluation activities, including data collection, analyses, and reporting of results of this work.

**Figure 11: Implementation Partners**

Organization	Individuals	Area of Focus
Coaction Collective (CC)	Diana Suarez, Justin Stephens	District, Building Level
National Association for Family, School, and Community Engagement (NAFSCE)	Sherri Wilson	State, District Level
Colorado Humanities	Josephine Jones, Karen Murphy	Household Level
Family Leadership Training Institute (FLTI)	Patti Schmitt	Household Level

The team from Coaction Collective (CC) will be the lead facilitators of professional learning and coaching for leaders and staff at the district and school building level. CC is dedicated to co-creating a new reality for families and educators. Their expertise includes family-school partnerships, diversity-equity-inclusion (DEI) training and program design, landscape assessments and co-designed solutions, leadership coaching and capacity building, and building resources and professional development. The two lead staff from the CC team are founding partners Diana Suarez and Justin Stephens. Before founding Coaction Collective, Diana led the national expansion and training strategies at Flamboyant Foundation. Across her years at Flamboyant, Diana served as a coach, designer, and partnership director for leaders in urban and rural communities. Her passion for family and community engagement was born out of her work as a first and second grade teacher in DC Public Schools. Justin previously served as Director, School Partnership, Senior Director of Coaching, and Senior Director of Leadership Development and Capacity Building at Flamboyant Foundation. In these roles, he coached and trained educators, principals, administrators, district leaders, and district support teams on effective family engagement leadership with an anti-racist lens. In 2021, Justin co-founded Coaction Collective to bring family and community engagement strategies to schools and districts across the country.

Our team will also have access to the exceptional knowledge, skills, and resources of the team at the National Association for Family, School, and Community Engagement (NAFSCE), who will provide supports at the state level. NAFSCE is the first membership association focused solely on advancing family, school, and community engagement. As a membership organization, NAFSCE exists to connect family engagement professionals across the United States and around the world.

NAFSCE's professional learning programs improve the skills and knowledge of family engagement practitioners through collaborative study, expertise exchange, and professional dialogue. The CO-SFEC will be supported by NAFSCE's Director of Training and Engagement, Sherri Wilson. Sherri is a nationally recognized expert and consultant in family engagement. Formerly, she served as the Director of Consultative Services at Scholastic and was a founding partner of the Center for Active Family Engagement (Café). Prior to that, she served as the Senior Manager of Family Engagement at the National PTA. Sherri was the Co-founder of the Alabama Parent Education Center and served as Alabama PIRC Director for over fourteen years. She has served on a wide variety of national, state, and local boards and committees and was a founding board member for NAFSCE.

The CO-SFEC has partnered with Colorado Humanities through its Motherread/Fatheread Colorado (MFC) program to deliver adult and child literacy training directly to families in our communities receiving the most intensive supports. MFC trains teachers and school staff to facilitate groups of parents/caregivers of infants through early elementary school in a series of sessions proven to raise children's Language Scores and help them to discover the vital link between literature and life. The curriculum uses children's books and adult poems and narratives to teach literacy-promoting skills to adults. Each lesson in the 29-lesson curriculum includes a variety of ways to develop parents and children's literacy skills. In addition to the services of the program's trained facilitators, the CO-SFEC team will receive support from Karen Murphy, MFC Program Coordinator, and Josephine Jones, Colorado Humanities Director of Programs. Karen holds a Masters of Arts in Curriculum and Instruction, Culturally and Linguistically Diverse Education. She has been a trained MFC facilitator since 2007. She is a parent educator and licensed teacher for learners from birth to adult, including those with culturally and linguistically diverse learning backgrounds and low literacy skills. She has worked for 30 years in early childhood, elementary, and adult education in Colorado, as well as trained adult educators through CDE for the GED 2014. Josephine holds a Master of Arts in Education. She was the project lead on the MFC impact study and a co-author of its publication in 2018. She supervises planning, outreach, and implementation of Colorado Humanities programs and continues to lead on evaluation of results and reporting to stakeholders. She has supervised MFC activities since assuming her role in 2006.

The Family Leadership Training Institute of Colorado (FLTI) at Colorado State University Extension will be the CO-SFEC’s other partner for capacity-building and training directly for families. FLTI is a community-based leadership program that utilizes an evidence-based curriculum to build community member capacity to be leaders in addressing local challenges in collaboration with content experts and decision makers. CO-SFEC’s primary point of contact for FLTI will be the program’s Director, Patti Schmitt. In addition to this leadership position, Patti is also the Community Development Director for the Office of Engagement and Extension at Colorado State University. In this role, she works closely with Colorado communities to address complex social, health, economic and safety challenges. Patti co-leads efforts across the state to build local community civic capacity and is one of the lead partners in creating the Civic Capacity Index. She is committed to supporting a culture of collaboration that brings people from across communities together for honest conversations about difficult issues and doing that in a way that honors the expertise of all individuals at the table.

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## Adequacy of Resources (20 points)

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**Relevance of the Partners**—Figure 12 lists all 16 CO-SFEC partners and indicates which project components they will directly support. You will note that virtually all partners will be involved in the CO-SFEC’s public website because of their ongoing contributions of resources and learning opportunities to the site. Conversely, while all implementation partners will collect data and/or have input into the evaluation, only those with a lead role in the evaluation are highlighted in Figure 12. The Project Steering Committee (PSC) will also include school board members, school leaders, educators, and family leaders in addition to the organizations represented in Figure 12.

As you can see in Figure 12, our partners are relevant to this project because of their commitment to the management and oversight of project services along with their participation in the delivery of these services and supports to families as well as state, district, and building leaders and staff throughout Colorado. The Project Steering Committee (PSC) is an essential guide for our project. The PSC is comprised of one or more representatives from the partner organizations and agencies listed in the table and will also include student and family representatives. The list of PSC partner organizations will continue to grow, but we have already assembled an exceptional

group of organizational representatives who reflect the voices and lived experiences of Colorado families (Colorado PTA), educators (Teach Plus), the disability community (PEAK Parent Center), immigrant and migrant community (African Leadership Group), the business community (Colorado Succeeds), and other family-serving state agencies (Office of Early Childhood at the Colorado Department of Human Services, Colorado Department of Public Health & Environment, Office of Migrant Education).

**Figure 12:  
Project Partners and their Roles**

\* Designates implementation partner

	Core Team	Project Steering Committee	Public Website	Goals 1 & 2—State Level	Goals 3 & 4—District Level	Goals 5 & 6—Building Level	Goals 7, 8, & 9—Household Level	Evaluation
Keystone Policy Center	X	X	X	X				X
Coaction Collective *	X		X		X	X		
NAFSCE *	X		X	X	X			
CRSHE	X	X	X		X	X		
Colorado Humanities *	X		X				X	
FLTI *	X		X				X	
CO-CABE *	X	X	X		X	X	X	
RM Consulting	X	X	X	X	X			
Colorado Dept. of Education	X	X	X	X				X
Steve Sheldon	X							X
African Leadership Group		X	X					
Colorado Succeeds		X	X					
PEAK Parent Center		X	X					
Teach Plus		X	X					
Office of Migrant Education		X	X					
Office of Early Childhood in CO Dept. of Public Health & Environ.		X	X					
Office of Early Childhood in CO Dept. of Human Services		X	X					

This group will oversee all project activities and will meet the first month of every quarter to review project progress and offer suggestions for program improvement. An important role of the PSC will be to share project information with their constituent groups and to bring the input of their constituent groups back to PSC meetings. In addition, the PSC will provide a structure to facilitate cross-agency partnerships with local nonprofit organizations, businesses, and others to meet family well-being needs. (CPP4)

**Commitment of the Partners**—The Memoranda of Understanding included in Appendix L on pages 70-83 document the commitment of our partners to the project. Our partners are making a significant contribution by dedicating the time, resources, and staff capacity to support the CO-SFEC. Whether they are providing consultation on strategy through the Project Steering Committee or implementing direct services to educators and families, our partners are invested in the promise of the CO-SFEC to deliver the types of family-school-community partnership that Colorado students and families deserve.

In addition to these roles, several of our partners are also making financial contributions to the project. Figure 13 lists the matching funds provided by the project partners.

<b>Figure 13: Partner Matching Funds</b>	
<b>Match - Personnel</b>	<b>Annually</b>
1. Program Coordinator @ CDE - .55 FTE	\$45,650
<b>Match - Fringe Benefits</b>	<b>Annually</b>
2. Program Coordinator @ CDE - .55 FTE	\$9,350
<b>Match - Contractual</b>	<b>Annually (Yrs 2-4)</b>
3. Co-Action Collective staff time for implementation support	\$40,600
<b>Match - Other</b>	<b>Year 1</b>
4. Discounted NAFSCE Memberships	\$4,375
5. Meeting space, meals and childcare for families taking part in family literacy program and other training (contributed by district)	\$20,000
<b>Annual Match Total</b>	<b>\$119,975</b>

As described earlier in the proposal, the Office of Family-School-Community Partnerships in the Colorado Department of Education (CDE) will have a 1.0 FTE Program Coordinator who



will work in close partnership with the CO-SFEC Core Team to ensure alignment of services. This role, including salary and benefits, will be .55 funded through CDE and the remainder will be supported by this grant (line 1 and 2).

Coaction Collective (CC), the CO-SFEC's partners for implementation of district and school-facing supports, will also provide significant in-kind funding for their staff's time to offset project costs. Line 3 represents CC's average in-kind annual contribution, which will be applied in years 2-4 of the CO-SFEC.

Our partners at NAFSCE have also generously provided in-kind matching funds, covering nearly half of the cost (\$35 of every \$75 membership) to support 125 NAFSCE Memberships annually for CO-SFEC-affiliated individuals throughout Colorado (line 4). This membership provides full access to NAFSCE's searchable Resource Library of over 700 plans, tool-kits, research, and parent resources along with monthly communities of practice, newsletters, and webinars from nationally recognized experts in the field of family engagement.

All district and school partners receiving Tier 3 services through the CO-SFEC will be expected to provide in-kind supports for family-facing programming. This will include the provision of meeting space, food and childcare during the trainings for families. Line 5 reflects the total annual cost of these direct supports in years 3-5 when the programs are built out to their maximum participation.

Finally, Keystone has a long history of securing matching funds for education initiatives through strong relationships with the philanthropic community in Colorado. With our expansive networks and knowledge of the state landscape of potential funders, we are confident we will leverage these relationships to deepen and sustain the investments that the CO-SFEC is making in local communities across our state.

**Reasonableness of Costs in Relation to the Number Served**—The costs for the CO-SFEC exceed the requirement for reasonableness in relation to the number of individuals to be served over the course of our grant's 5 project years. There are over 883,000 students, 55,000 teachers, and 3,600 school leaders across Colorado, and all of them will have unlimited access to the highest quality resources and training opportunities through the CO-SFEC's website.

Even when just focusing on our Tier 2 and Tier 3 supports, the reasonableness of costs for the CO-SFEC is evident. You will see in Appendix I on page 65 that, as our programming grows to its full build out in years 3-5, our project estimates that we will annually reach a total of 100 educators, school and district leaders with our Tier 2 programming and 460 educators, school and district leaders with Tier 3 programming. Given this projection, the per leader cost for our suite of best-in-class professional development and coaching is far more reasonable than if individual districts were to try to secure this quantity and quality of training through their own individual vendors.

Likewise, the reasonableness of cost for our family-facing programming is clear and compelling. As a reminder, all these services and resources are provided at no cost to the families to ensure that there are no barriers to participation based upon financial means. In years 3-5, when the cohort sizes of families participating in programming have reached their full build out, we will reach 320 families annually with direct services and supports. As with the professional development for educators and school and district leaders, the CO-SFEC model allows for an economy of scale that enables us to provide a quality and quantity of services to families that districts and schools would not be able to provide on their own.

The overall project cost is also reasonable because grant funds will be used as seed money to establish infrastructure and develop capacity of personnel throughout our education institutions that will have a lasting impact. The CO-SFEC approach is specifically designed to increase the capacities of districts and school building partners to be able to themselves deliver high-impact training and supports to their educators. In addition, the CO-SFEC's family-facing programming will cover the up-front costs of training facilitators and developing curricula. With the support of these individuals, schools and districts will be able to continue offering these programs themselves beyond the life of the grant at a significantly reduced cost because the CO-SFEC will have already made the upfront investments in training and program infrastructure.

**Reasonableness of Costs in Relation to Anticipated Benefits**—Project costs are clearly reasonable given the considerable breadth and scope of services to be provided and the anticipated results to be achieved through the CO-SFEC.

Families who receive support through the CO-SFEC will experience the benefits of not only tangible knowledge and skill development around topics such as navigating education systems or learning to monitor their students' learning progress, but they will also further cultivate their own sense of agency and self-efficacy as they learn about all of the ways they can and do support their students' education. All of the CO-SFEC's family-facing programming is designed to build families' capacities for academic partnership, which will enable them to support their children throughout their educational journeys and yield benefits far beyond the period of grant funding.

Educators and their students throughout Colorado will benefit from participation in significant professional learning provided by the CO-SFEC, whether it is through our website resources and webinars, professional learning communities, or multi-session training and coaching. With the support of local and national leaders in the field of FSCP, teachers will strengthen their capacity to partner with their students' families and 50+ years of research demonstrate that these forms of partnering yield transformational results for students, families, and the teachers themselves. In addition, because these trainings and resources are intentionally designed to build teachers' foundational skills and mindsets for partnering with all youth and families, the positive impacts will continue and grow over time as educators will inevitably share them with their colleagues and apply them in new settings throughout their careers.

Similarly, the CO-SFEC's training, coaching, and support for collaborative decision-making for state, district, and building level leaders will yield enormous benefits. Most directly, the CO-SFEC will develop these leaders' individual capacities to prioritize and advance FSCP within their own spheres of influence and support their teams to do the same in a way that is integrated and sustained. At a macro level, the CO-SFEC will also establish an infrastructure and create alignment across education institutions and agencies for practices that engage families as authentic partners in decision-making. This shift has the potential for transformational systems-wide impact because we know that when communities are involved in the design and implementation of the programs and services intended for their benefit, the quality and long-term buy-in invariably increases.

The CO-SFEC will also contribute to the development of a lasting culture of collaboration among the 16 already identified partners as well as those who will continue to join us throughout the project implementation. These partners, whose participation and coordination will be supported

by this grant, will bring substantial resources and benefits to the students, teachers, and families throughout our state by collaboratively addressing the needs and opportunities across the CO-SFEC's four levels of focus: state, district, building, and household. The relationships established through these grant activities as well as the connections made through all those involved in the Project Steering Committee and accompanying Work Groups, including inter-agency and community group collaboration, will ensure that students and families across Colorado will have increased awareness of and access to essential supports to improve their lives.

Finally, our evaluation efforts will help us understand just how reasonable the cost of our project is. The evaluation team will gather quantitative and qualitative data to help us answer the following questions: (1) What was the effect of the training materials and services?; (2) What program/contextual/cultural factors were associated with these outcomes?; (3) What demographic factors were associated with outcomes, including race/ethnicity, income levels, and disability?; (4) How effectively did the project reach underserved populations?; and (5) What were the barriers to inter-agency collaboration, partnership development, and shared decision-making within the Project Steering Committee and the accompanying four Work Groups? The answers to the questions will help us identify the practices, programs and processes that should be continued at the conclusion of the project, ensuring the reasonableness of overall project cost.

## **Quality of the Project Evaluation (20 points)**

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

The CO-SFEC evaluation uses a mixed-method design, collecting quantitative and qualitative data from a diverse range of stakeholders involved in the family engagement practices. Goals of the evaluation are to measure the extent to which CO-SFEC: (1) implements activities discussed in the Project Design, (2) meets the stated objectives set forth in this proposal, (3) collect data demonstrating the extent to which CO-SFEC meets the federal GPRA performance measures, and (4) collect and analyze data so that a rigorous evaluation of family engagement activities can be conducted. The evaluation design is intended to serve formative and summative purposes.

For each proposed activity, the evaluators will collect objective performance measures

related to the intended outcomes of the project and provide CO-SFEC staff feedback about these activities' progress toward achieving their intended outcomes. Also, evaluators will implement evaluation designs with the intent of producing promising evidence designed to meet the What Works Clearinghouse (WWC) criteria.

**Evaluation Questions**—Overarching evaluation questions help determine the extent to which CO-SFEC is implemented well and meeting the desired outcomes. Those guiding the CO-SFEC include:

1. To what extent does CO-SFEC and its partners successfully implement the planned activities outlined in this proposal?
2. To what extent is CO-SFEC providing high-quality, relevant, and useful information and professional development to clients?
3. To what extent is CO-SFEC helping clients build long-term capacity to support family engagement in culturally responsive, equitable, and liberatory ways?
4. To what extent does available evidence suggest CO-SFEC services affect state, district and school leadership and practices, family outcomes and/or student outcomes?

The CO-SFEC organizes the range of practices and activities to be implemented according to tiers, based on the breadth and depth of impact intended, and this evaluation design is presented in alignment with these tiers. This section first describes evaluation of universal programming (Tier 1), then evaluation of targeted programming (Tier 2), and finally designs for evaluating the most intensive programming (Tier 3) is presented.

**Tier 1**—Universal programs or activities are intended to reach the widest possible audience (i.e., families, educators, district and state leaders), providing constituents resources designed to help raise awareness of and promote the use of high impact family, school, and community partnerships (FSCP). Downloadable resources and webinars will be available via CO-SFEC's website. To track the impact of these resources, data will be collected every six months about the number of visits to the center's website and the number of times each resource has been accessed or downloaded. For webinars, the number of people who registered and who attended each webinar (including views via the website after the event) will be recorded. Attendees of a webinar will be asked to provide

feedback about the extent to which they found the event well organized, informative, useful, as well as the likelihood they will implement at least some of the ideas shared in the session. These data will provide some insight into the visibility of CO-SFEC and the extent to which they are supporting a diverse array of stakeholders throughout Colorado.

**Tier 2**—Implemented with smaller groups, these programs work with educators and families laying the foundation for strong family-school partnerships. Individuals in these programs will increase understanding of how family engagement can be sustained to support equity and innovation.

*Reframing Community of Practice:* Learners participating in these virtual modules will deepen their knowledge regarding how to effectively communicate about family engagement. Those attending all ten modules will be surveyed about the extent to which they gained new knowledge about family engagement, their satisfaction with the community of practice, and the extent they feel they can build support among colleagues for family engagement.

*State and District Training:* NAFSCE and CDE staff will be interviewed annually about their work to build upon the Opportunity Canvas so that it reflects the impact of the COVID-19 pandemic and to create a state team that supports districts. Policies and training materials will be collected as outcomes from this work.

*NAFSCE Memberships:* Expanding access to resources about family engagement will be demonstrated through the number of memberships created or renewed each grant year.

*Educator Community Professional Development:* Annual surveys will be collected from participants in this community about the extent to which they gained knowledge related to the Dual Capacity-Building Framework and PTA Standards, evidence-based strategies to provide outreach to families, and their confidence to implement these practices in a way that promotes equity and amplifies families' voices. Following the first year, participants will be surveyed about the extent to which they are conducting the family engagement practices discussed in the PD sessions. By the end of grant year 5, it is possible that data will be available for over 300 educators allowing for analyses connecting professional development experiences and the use of family engagement in practice.

*CO-CABE Parent Training:* Building the capacity of bilingual and immigrant families is critical to realizing the goal of increased equity in educational opportunities and outcomes. Families enrolled in the CO-CABE virtual training will be asked to complete a survey at the end of their program about the extent to which they feel more confident supporting their children’s learning outside of school, as well as through their interactions and advocacy with the school system (e.g., teachers, counselors, building administration). Families will also be asked the extent to which they have been engaged in their child’s education during the program, and the degree to which they feel like the training itself prepared them to better support their children’s learning.

**Tier 3—Leadership Coaching (NAFSCE):** To evaluate cross-agency collaborations among state level offices, evaluators will interview individuals enrolled in this program to collect descriptions of how collaborations formed, challenges encountered and how they were overcome, collaborative programs implemented, and the degree to which participants felt as though this work provides a value-add to their job and/or their ability to impact families, children, and communities.

*Leadership Coaching (Coaction Collective):* Evaluators will collect survey data from district participants about their satisfaction with this coaching, the extent they gained knowledge and skills about the co-design process of family engagement, and their confidence in being able to facilitate the co-design process in schools. After one year, evaluators will collect data about whether those trained are supporting this work in schools.

*District Level Capacity Building:* Evaluators will survey district leaders in this program about their satisfaction and knowledge gained through this training, as well as their confidence in being able to successfully train school level leaders to improve family, school, and community partnerships in their community. In the final two years of the grant, data about how well schools are implementing family engagement and FSCP programs will be collected from the schools.

*Intensive School Supports:* Evaluators will collect data about the implementation of this whole-school initiative (formative), as well as about the impact this work is having on families and students (summative). In grant year one, evaluators will work with CO-SFEC to construct a baseline school-level measure that captures the FSCP climate and efforts in participating schools, including the extent of district and principal support for partnerships, and the creation and operation

of family engagement leadership teams. Three comparison schools will be identified and asked to complete the same school-level survey. To the extent possible, evaluators will obtain district sources of data collected from teachers (e.g., Panorama Education Survey) about the school climate, family engagement, or students' social-emotional well-being, as well as deidentified student demographic, attendance and achievement data.

At the end of the grant, data about school-level FSCP work will be collected from 18 schools (9 CO-SFEC and 9 comparison schools). Analyses will compare school level partnership work between the two groups to test the extent to which this support translated into actions of educators in the schools. With individual and school level data, hierarchical models can be tested to determine the extent school level changes in FSCP help predict student outcomes in general. Given the attention to issues of equity, analyses will also examine whether this work on liberatory family engagement predicts student outcomes of those from historically marginalized and disadvantaged communities. Identifying a comparison group from which to collect and analyze data, this aspect of the CO-SFEC evaluation has the potential to result in promising evidence that school level FSCP interventions predict student outcomes.

*Household Level Programming:* Four programs will work directly with households on a range of outcomes. The Motherread/Fatheread Colorado program trains local facilitators to work with family members to develop their skills related to using books with their children to support literacy skills development. Evaluators will collect data from the program staff on family participation in the program and the literacy skills assessments. The Family Leadership Training Institute works with adults and students to develop civic engagement. Prior studies of the program have looked at outcomes including parent involvement at school, student efficacy to succeed in school, and parent efficacy to support children's learning. These measures will be used to estimate change in families' engagement in school and advocacy for their child with school staff. Finally, CO-SFEC will support home visits. Evaluators will test the extent to which students whose families participated in a home visit attend school more frequently or perform better in school than those whose families were not involved in a home visit. These data will be collected from the school district.

To ensure that the evaluation serves the purpose of providing formative feedback to CO-



SFEC staff and program practitioners, external evaluators will provide annual and interim reports documenting recent programmatic work for each objective. Also, regular monthly check-in meetings between the evaluator, key CO-SFEC staff, and invited program staff will allow for regular updates on program implementation and data collection. These conversations will provide an opportunity to discuss program adjustments if deemed necessary.

Evaluation of CO-SFEC examines the impact of FSCP programming among state and district leaders, school leaders and educators, family members and students. Evaluators will examine outcomes consistent with the goals of the training and program efforts, including educators' belief about working with and engaging families, especially those from marginalized communities. Evaluators will also examine the extent these activities explain outcomes such as family engagement and parenting practices, student attendance, and student achievement. To produce strong evidence of impact, the evaluation employs a quasi-experimental design comparing student and school outcomes of schools participating in family engagement professional development to a similar group of students and/or schools that receive no supports. A similar design will be used with the home visit program, comparing outcomes of students with a home visit to those who did not experience one from a school staff or teacher. This comparative design provides an opportunity for the evaluation to produce evidence consistent with the WWC guidance for promising evidence of impact.